



# **Kendriya Vidyalaya Sangathan**

**A Compendium of PM SHRI School  
Circulars and Guidelines**

**May 2024**

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अनीता करवल, भा.प्र.से  
सचिव

Anita Karwal, IAS  
Secretary



स्कूल शिक्षा और साक्षरता विभाग  
शिक्षा मंत्रालय  
भारत सरकार  
Department of School Education & Literacy  
Ministry of Education  
Government of India  
Dated, the 15<sup>th</sup> September, 2022

D.O. No.1-3/2022-IS-19

*Dear School Education Secretary,*

As you aware that the cabinet has approved a new centrally sponsored scheme of PM SHRI (PM ScHools for Rising India) scheme on 07<sup>th</sup> Sep 2022. The total cost of the project will be Rs 27360 crore spread over a period of 5 years which includes central share of Rs 18128 crore & state share of Rs 9232 crore. The funding pattern of the scheme and financial procedure would be as per the prevalent pattern of centrally sponsored scheme announced by Government of India from time to time.

2. This initiative is intended to prepare selected existing schools as **PM SHRI schools** which will showcase the implementation of all the aspects of the NEP 2020 and emerge as exemplar schools over a period of time. These schools will be learning spaces in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, wide range of learning experiences are offered, good physical infrastructure and appropriate resources conducive to learning are available to all students. These schools will be developed as vibrant schools focusing on all round development of children. Under the scheme, over 14,500 PM SHRI Schools will be established all across the country by providing them with dedicated, targeted and all-inclusive interventions to ensure holistic transformation at all levels, including access, quality, equity and inclusion (Concept note of the scheme is enclosed for reference)

3. Under the scheme, 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/States/UTs/Urban local bodies/KVS/NVS having UDISE+ code would be considered for selection under the Scheme. Selection of PM SHRI schools will be done through Challenge Mode wherein Schools would be required to self-apply on the Online Challenge portal. Online Challenge portal to be opened four times a year, once every quarter, for first two years of the implementation of the scheme. Maximum two schools (one Elementary & one Secondary/Senior Secondary) would be selected per block Urban Local Bodies.

4. Selection would be done through a three-stage process:-

**Stage-1:** States/UTs/KVS/NVS would sign MoU with DoSE&L, Ministry of Education, Government of India, laying down the commitments to implement NEP 2020 and for supporting these schools for achieving specified quality assurance as PM SHRI schools.

**Stage-2:** In this stage, 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.

**Stage-3:** This stage is based on the challenge method for fulfilling certain criteria. Only the schools from the above eligible pool of schools would compete to fulfil the challenge conditions. Fulfilment of conditions would be certified by States/UTs KVS/JNV through

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physical inspection. As the schools would be selected through challenge method, there would not be any predefined state/UT-wise target of schools

5. In this regard, states/UTs are required to take following steps to initiate the process of implementation of PM SHRI Scheme.

A. A standard MoU will be sent shortly to all States/UTs/KVS/NVS for signature of the competent authority from States/UTs. All States/UTs are expected to complete the signing of MoU by 10<sup>th</sup> Oct 2022

B. All States/UTs are requested to designate a separate Single Nodal Agency (SNA) for funding of the PM SHRI Scheme.

C. All States/UTs to nominate a Nodal officer at States/UTs level (NOSUL) for effective implementation of the Scheme. Details of nodal officer with designation and contact details to be conveyed to this office by 23<sup>rd</sup> Sep 2022.

D. Constitution of State level monitoring committee under Secretary, School Education for effective implementation should be done by all States/UTs.

E. In the districts where schools are selected to be developed as PM SHRI schools, the States/UTs to ensure constitution of District level committee under District Collector to monitor the implementation of the PM SHRI interventions and ensure convergence with other departments and schemes.

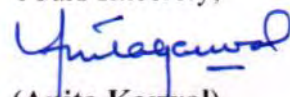
F. Provision of allocation of funds by States/UTs should be made in their respective budget for state funding of PM SHRI scheme for entire period of implementation starting from 2023-24.

G. The PM SHRI Selection portal will be opened from 1<sup>st</sup> Oct 2022 to 30<sup>th</sup> November 2022. As soon as the process of signing of MoU with particular states/UTs will be completed, the schools of that states/UTs will be allowed to participate in the selection process. Details of selection procedure would be conveyed separately.

6. Success of PM SHRI scheme will depend upon the co-operation and co-ordination of all the States/UTs. I sincerely believe that the effective implementation of this scheme will enable to showcase the all components of NEP 2020, ensure quality education to our students and make PM SHRI schools as brand for quality education in the country. It is therefore, requested to initiate the above-said steps on priority to implement the PM SHRI scheme.

*Best wishes -*

Yours sincerely,

  
(Anita Karwal)

**Encl: As above**

To,

Education Secretaries (All States/UTs)  
Commissioner, KVS  
Commissioner, NVS

**Implementation Guidelines/Concept Note on PM SHRI Schools (PM Schools for Rising India)**

**1) Background: Gist of Budget Announcement for 2021-22:**

More than 15,000 schools will be qualitatively strengthened to include all components of the National Education Policy. They shall emerge as PM SHRI Schools in their regions, handholding and mentoring other schools to achieve the ideals of the Policy (Para 116).

**2) A. Aims and Objectives:**

- (i) This initiative is intended to prepare more than 15000 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. It will 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.
- (ii) These schools will help **showcase the implementation of the National Education Policy 2020 and emerge as exemplar schools over a period of time.** 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 own learning process as per the vision of NEP 2020.
- (iii) The aim of these schools will not only be cognitive development, but also **creating holistic and well-rounded individuals equipped with key 21<sup>st</sup> century skills.**

- (iv) **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.
- (v) Focus will be on learning outcomes of every child in every grade – **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.
- (vi) **Assessment of the resources available and their effectiveness** 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.
- (viii) **Linkage with Sector Skill Councils and local industry** for enhancing employability and providing better employment opportunities.
- (ix) 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 environment, climate change related hackathons and awareness generation to incorporate organic lifestyle.
- (x) 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.

- (xi) 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".
- (xii) To achieve universal participation in school by carefully tracking 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.
- (xiii) 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.
- (xiv) 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.
- (xv) These schools will be aligned with the requirements for the emerging economy as per Industrial Revolution 4.0.

- (xiv) Regular visits in the PM SHRI Schools by other schools in the district or nearby sub-locality will be encouraged to motivate them to adopt the interventions and become exemplar schools themselves.

**B. Quality Assurance of PM SHRI School**

- (i) Showcase of NEP 2020
- (ii) Student registry, including Divyang – for tracking enrolment and learning progress
- (iii) Increase in learning Outcomes of each child
- (iv) Every middle grade child exposed/oriented to cutting edge and 21st century skills
- (v) Every secondary grade child passes out with at least one skill
- (vi) Sports, Arts, ICT for every child
- (vii) Sustainable and Green schools
- (viii) Each school linked/connected to Higher Education Institutions for mentoring
- (ix) Every school linked/connected to local entrepreneurial ecosystem
- (x) Every child counselled for psychological well-being and career
- (xi) Students will be rooted to knowledge and heritage of India, proud of 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 Shreshth Bharat'.

- (xii) Character-building, citizenship values, fundamental duties and responsibilities towards nation-building
- (xiii) These schools will be developed as vibrant schools focusing on all round development of children.

**3) Beneficiaries:**

- (i) 14597 schools managed by Central government/State/UT Government/local bodies will be benefitted from this scheme, including Jawahar Navodaya Vidyalayas and Non-Project Kendriya Vidyalayas running from permanent buildings to showcase and implement the ideals of NEP.
- (ii) More than 20 lakh students are expected to be the direct beneficiaries of the scheme.
- (iii) Besides these schools, the scheme will also promote understanding of various dimensions of Quality of school education and inform Policy, Practice and Implementation. The learning from these schools will be scaled up to other schools in the country. Therefore, by setting high standards, these schools will become models for all other schools to follow.
- (iv) States/UTs can create cluster/complex around these PM SHRI schools to enable the benefit of PM SHRI schools to reach to more schools/students in the cluster.
- (v) The States/UTs will also have option to develop more schools as PM SHRI Schools with their own resources by using their own resources and following the same criteria, interventions and benchmarks as those of PM SHRI Schools.

**4) Implementation Strategy:**

- (i) In the context of above announcement, it is proposed to launch a new Centrally Sponsored Scheme for developing PM SHRI Schools across the country by providing them with dedicated, targeted and all-inclusive interventions to ensure holistic transformation at all levels, including access, quality, equity and inclusivity.
- (ii) Further, as the challenges of access are far greater at the secondary/senior secondary level, there will be more focus in this scheme on composite schools.
- (iii) These schools should be **monitored vigorously** to understand the challenges faced in implementation of National Education Policy 2020.

#### **5) Proposed Interventions**

The schools will be provided the following focused and targeted interventions keeping in view the recommendations of NEP 2020:

- (i) 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 environment, climate change related hackathons and awareness generation to incorporate organic lifestyle.
- (ii) Use of plastic will be restricted by replacement of the often-used plastic objects like flower pots and dustbins with the available greener options.
- (iii) The children will be encouraged to wear uniforms made from locally sourced and sustainable materials which in turn will also provide additional income to the locals.
- (iv) Encouragement of usage of environment-friendly modes of transport.

- (v) Strengthening of existing infrastructure including infrastructure needed for inclusive education of girls & 'Children with Disabilities or Divyang children". Adequate and safe infrastructure, including working toilets, clean drinking water, clean and attractive spaces, electricity, computing devices, internet, libraries, and sports and recreational resources will be ensured in all schools to 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 in their schools.
- (vi) Early Childhood Care and Education including Balvatika,
- (vii) Foundational Literacy and Numeracy (Teaching Learning Material (TLM), Capacity building of Teachers, Teachers Resource material) under NIPUN Bharat Mission.
- (viii) School Grants (Composite School grants, Library grant, Sports grant),
- (ix) Quality and Innovation (Learning Enhancement Programme (LEP), Holistic Progress Card (HPC), Science and Maths kits, Innovative Pedagogies, Bagless days, Internships with Local artisans etc.
- (x) Child tracking, Equity and Inclusion,
- (xi) ICT and digital initiatives, including provision of digital libraries comprising of tablets with pre-loaded educational content for students of classes upper primary and above.
- (xii) Support with regard to promoting multilingualism as per the state norms.
- (xiii) 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.

- (xiv) Schools will develop smart classrooms, in a phased manner, for using digital pedagogy and thereby enriching the teaching-learning process with online resources and collaborations.
- (xv) Beneficiary oriented Entitlements under RTE Act.
- (xvi) Capacity building of State Management Committees, Training of school leaders & Teaching Learning Material. Teacher training programmes should be held to keep the teachers updated with the latest and best environmental practices and the most effective ways to propagate them among the students.
- (xvii) Vocational interventions & enhancing internship / entrepreneurship opportunities with local industry through internships and developing tie-ups for apprenticeships. For children enrolled in vocational education, the community could provide valuable opportunities for a first level exposure to the world of work. Children will be encouraged to intern with local retailers, artisans and other informal micro-enterprises along with opportunities related to development of state of art knowledge and futuristic technologies such as- IT, Artificial Intelligence, Machine Learning, 3-D printing, IOT, technology, Data Analytic, Space Technology, Business Intelligence, Augmented Reality/ Virtual Reality, Cyber Security, Data Science, Robotics etc.
- (xviii) Students will be prepared for the requirement of industries and services, which are likely to emerge to cater to the needs of the 21<sup>st</sup> century. A close connect with

industry, business and services will be ensured and courses/curriculum will be developed accordingly.

- (xix) Mapping of skills with developmental project/ nearby industry will be done to ensure the employability of the students.
- (xx) Children with different learning or physical abilities need to be catered to in the school's learning environment. Teacher education will include methods for the recognition and fostering of such student talents and interests. Skill development opportunities to Out of school children will be ensured.
- (xxi) Teachers will aim to encourage students with singular interests and/or talents in the classroom by giving them supplementary enrichment material and guidance and encouragement. Topic-centered and Project-based Clubs and Circles will be encouraged.
- (xxii) Guidance and mentoring of gifted children will be done as per the guidelines, which will be developed and issued by Ministry of Education.
- (xxiii) No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc., will be done. While students will be given a large amount of flexibility in choosing their individual curricula, certain subjects, skills and capacities will be developed to become good, successful, innovative, adaptable, and productive human beings in today's rapidly changing world.
- (xxiv) 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.

(xxv) School libraries to be set up- particularly in convergence with other ministries/departments- to serve the community during non-school hours and book clubs may meet in public/school libraries to further facilitate and promote widespread reading.

(xxvi) Counselling to be made available in order to support students in their concerns related to career guidance, mental health and emotional well-being. A counselor to be made available in order to support teachers to create effective learning environment.

(xxvii) All school children shall undergo regular health check-ups especially for 100% immunization and health cards will be issued to monitor the same.

(xxviii) 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.

(xxix) 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.

(xxx) Recognizing the unique potential of each child, these schools will be encouraged to innovate themselves in teaching-learning methods and develop the model most suited to local/classroom context based on the ethos, culture and objectives of NEP 2020.

(xxxi) Emphasis has been laid on recruitment of teachers in NEP based on TET and NTA test scores. The process of recruitment of teachers in PM SHRI schools 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.

(xxxii) All the interventions under Samagra Shiksha will not be extended to the KVS and NVS. However, assistance to KVS and NVS will be used to obtain the objectives of this scheme. Also, this scheme will support the KVS to start the preparatory classes in the schools selected as PM SHRI Schools.

**6) Convergence with existing schemes / line Ministries and community**

The Scheme will be implemented as a Centrally Sponsored Scheme by the Department through the State Implementation Society (SIS) established at the State/UT level for implementation of Samagra Shiksha. At the National level, the Governing Council (GC) headed by Minister of Education and a Project Approval Board (PAB) headed by Secretary, Department of School Education and Literacy would also cater to the PM SHRI Schools. The flexibility to create any intervention and increase/decrease any norm in the scheme within the approved outlay will be subject to the approval of Governing Council.

Each state/UT/organisation would prepare an Annual Work Plan and Budget (AWP&B) which would be approved by the PAB. The Scheme would dovetail and attempt convergence with schemes of other Ministries and State Governments. Such convergence would be ensured at the time of preparation and approval of the proposals for Annual Work Plan and Budgets (AWP&B) to avoid overlap in coverage. The PAB for approval of AWP&B would have representatives of the relevant Ministries and States to strengthen

convergent action. The PM SHRI schools will have convergence with the following existing schemes:

- (i) **Samagra Shiksha** scheme of the DoSE&L/State resources for providing teacher's salary, quality inputs and digital resources etc., wherever applicable, as per norms.
- (ii) **PM POSHAN scheme** of the DoSE&L for providing a noon meal to children at the elementary stage of education.
- (iii) **ECCE linkages through the Anganwadi centres** under the Umbrella of Integrated Child Development Scheme (ICDS) of the Ministry of Women & Child Development.
- (iv) **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.
- (v) **National Child Labour Project (NCLP)** of the 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.
- (vi) 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.
- (vii) **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).

- (viii) Convergence with **Department of Rural Development** for provision of playgrounds, boundary walls, ramps, toilets, etc. in schools and provision of school uniforms through SHGs.
- (ix) 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.
- (x) Convergence with **Urban Local bodies** for use of funds to create facilities.
- (xi) Convergence with **Department of Telecom** for extension of Bharat Net services to the schools.
- (xii) Convergence with **MSDE** 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.
- (xiii) Convergence with **Department of Sports and Youth Affairs** for greater participation in Khelo India and for connecting youth volunteers (NYKS, NSS, etc) to the school.
- (xiv) Connection between the **School and Community** for increased performance.
- (xv) Support of **alumni** to develop the infrastructure and enhancement of learning outcomes.
- (xvi) **Mentoring of teachers and school** involving retired academicians, officers and community volunteers.
- (xvii) **Collaboration with NGOs/CSOs/Corporates** for supporting capacity building, infrastructure and teaching-learning process as part of their Corporate Social Responsibility (CSR).

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

(xix) There will be a greater focus on imparting skills among the students. The expansion of vocational education will be done in convergence with the Ministry of Skill Development and Entrepreneurship and other Ministries providing funding for Skills. The existing infrastructure of schools, ITIs and Polytechnics will be used to ensure optimum utilization of the facilities, not only for school going children but also for out of school children.

**7. Selection methodology:** 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 for selection under the Scheme. Selection of PM SHRI schools will be done through Challenge Mode wherein Schools compete for support to become exemplar schools. Selection would be done through a three-stage process with definite time lines, which is 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.

(B) Stage-2: In this stage, 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: This stage is based on the challenge method for fulfilling certain criteria. Only the schools from the above eligible pool of schools would compete to fulfil the challenge

conditions. Fulfilment of conditions would be certified by states/KVS/JNV through physical inspection.

(D) Schools would be required to self-apply on the Online Challenge portal. Online Challenge portal to be opened four times a year, once every quarter, for first two years of the scheme (Oct, Jan, Apr, July of every year during period of implementation of Scheme).

(E) 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.

(F) Geo-tagging of schools for the selection and monitoring of PM SHRI schools will be done. **The services of Bhaskaracharya National Institute for Space Applications and Geo-informatics (BISAG-N)** will be taken for geo-tagging and other related tasks.

7.1 States/UTs/KVS/JNV shall verify the claims reported by Schools and recommend the list of schools to the Ministry.

7.2 An Expert committee headed by Secretary (SE&L), at Ministry of Education would be constituted for final selection of schools.

### **7.3 Minimum benchmarks for Short-listing of Schools (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:

- i. The school should have its own pucca building in good condition.
- ii. **Barrier free access built in accordance with safety norms.**



- iii. The school must be **safety oriented** and fully equipped with fire safety measures.
- iv. 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 **at least more than the state average enrolment, for the category.**
- v. The school should have at least one **separate toilet each for boys & girls.**
- vi. The school must have potable **drinking water facility.**
- vii. **The school must have separate** hand washing facility.
- viii. All teachers should have **Photo ID Card** as per extant guidelines.
- ix. **Electricity** supply in working condition in the school.
- x. School should have **Library/library corner facilities and Sports equipment.**

**8) Monitoring Mechanism of the Scheme:**

- (i) Tech-based/physical monitoring of PM SHRI Schools would be undertaken at MoE/State/District level throughout the project period
- (ii) 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 level of proficiency to be achieved by each school.
- (iii) District level committee under district collector to monitor the implementation of the PM SHRI interventions and ensure convergence with other departments and schemes. State level monitoring will be ensured through committee under Secretary, School Education. IT based monitoring of Learning Outcomes through Vidya Sameeksha Kendra will also be ensured for effective implementation of the scheme.

- (iv) **Continued assistance over a period of five years to develop these schools into PM SHRI schools shall depend upon the improvements shown in performance in SQAf to be developed specifically for this scheme and in Key Performance Indicators of Samagra Shiksha. The continued assistance would be ensured by handholding and monitoring at the Central & State level.**
- (v) 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 through initiatives such as:
- a) improved and updated version of Unified District Information System for Education (UDISE), which is online;
  - b) comprehensive Child tracking for both transition and learning outcomes;
  - c) PRABANDH, a comprehensive online monitoring system,
  - d) Periodic Achievement Surveys to check the health of the educational system and to provide information about the learning achievement of students.
  - e) IT based monitoring of Learning Outcomes through Vidya Sameeksha Kendra
- (vi) 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
- (vii) Each school will be Geo-tagged to monitor the implementation closely.

**9) Timelines for Implementation**

After approval of competent authority, the selection of schools will be done on a defined criteria and implementation of the interventions will be undertaken from 2022-23 to 2026-27.

**10) Responsible Organisations:**

The Scheme would be implemented through the existing administrative structure available for Samagra Shiksha, KVS & NVS. The other autonomous bodies would be involved on specific project basis as required. Further, all States & UTs and KVS & NVS in collaboration with Ministry of Education, CBSE, NCERT, all SCERTs and DIETs, will be involved in the implementation of the scheme. However, at national level, the Scheme would be implemented through available manpower of MoE supported by a Technical Support Unit.

Separate detailed Guidelines of implementation for each stakeholder concerned will be issued in the “**Implementation Strategy**” with wider consultation of all stakeholders after approval of the scheme.

**11) Budget Requirement:**

The total cost of the project will be **27360 crore** spread over a period of 5 years. The **total budget requirement at the central level will be approximately 18128 crore spread over a period of 5 years**. It includes non-Recurring cost of ₹ 4030 crore spread over first 3 years and recurring cost of ₹ 14098 crore for 5 years.

**The Total State and UT share will be nearly 9232 crore over the next 5 years.**

The funding pattern of the scheme would be as per the prevalent pattern announced by Government of India time to time. The present funding pattern would be 60:40 between Centre and State Governments and UTs with legislature (except J&K). The

sharing pattern would be 90(Centre):10 (State) for North Eastern and Himalayan states and UT of J&K and 100% for Union Territories without legislature.

The budget requirement has been worked based on Samagra Shiksha norms to ensure that all selected schools are fully equipped to meet the aims and objectives of the scheme and can showcase implementation of NEP 2020 in the right earnest.

**A summary of breakup of total costs of PM SHRI Schools is given below:**

<b>Summary of Budget Estimate (2022-27) (In Crore)</b>				
<b>Sl.</b>		<b>Recurring</b>	<b>Non-Recurring</b>	<b>Total</b>
1	Primary	786	211	997
2	Elementary	1106	378	1484
3	Secondary	8365	2413	10778
4	Senior Secondary	11726	3283	15009
	<b>Total (1 to 4)</b>	<b>21983</b>	<b>6285</b>	<b>28268</b>
5	Management, Monitoring, Media, Evaluation & Research (MMMER) (@1% of total outlay)	220	63	283
	<b>Total</b>	<b>22203</b>	<b>6348</b>	<b>28551</b>
	<b>Central Share (63% of total estimation)</b>	<b>13988</b>	<b>3999</b>	<b>17987</b>
6	National Component @ 0.5%	110	31	141
	<b>Total Central Share</b>	<b>14098</b>	<b>4030</b>	<b>18128</b>
	<b>Total State Share</b>	<b>7179</b>	<b>2053</b>	<b>9232</b>
	<b>Total (Central+State)</b>	<b>21277</b>	<b>6083</b>	<b>27360</b>

12) **Risk Assessment and Mitigation:**

S. No	Risk Assessment	Mitigation
1.	If all states/UTs do not select schools to be developed as PM SHRI schools, due to non-compliance with minimum benchmarks.	<b>Schools may be selected from any states/UT having more schools/ students as per UDISE+ data/ application portal.</b>
2.	Commitment of states/UTs to provide full assistance in development of selected school by providing them requisite interventions	<b>Support will be provided in convergence with other schemes of MOE and the schemes of other ministries.</b>
3.	Inadequate Monitoring of PM SHRI schools at <b>national level</b> may lead to shortfall in desired results.	Strong monitoring mechanisms of the scheme, e.g., <b>Performance Grading Index (PGI) at state, district and school level</b> ; UDISE+; Real-time monitoring through PRABANDH; Social Audit; School Quality Assessment Framework (SQUAF), Key Performance Indicators (KPIs); National Achievement Survey (NAS), Virtual inspections of schools, etc. will be done.
4	Inadequate Monitoring of PM SHRI schools at <b>state level</b> may lead to shortfall in desired results.	Monthly review by State Secretaries, SCERTs, DIETs, DEOs; Regular visits/inspections by BRCs/CRCs; State Achievement Survey, third party monitoring etc.
5.	Evaluation of progress of PM SHRI schools	Regular quality evaluation of these schools as per School Quality Assessment Framework (SQUAF)
6.	Incorrect reporting of progress	All reporting by schools shall be on the public domain.

**13) Expected Outcomes:**

- (i) The PM SHRI schools will help showcase the implementation of the National Education Policy 2020 and emerge as exemplar schools over a period of time.
- (ii) 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 learning process. The outcome of this initiative will be specific, measurable and aligned with the vision of NEP 2020.
- (iii) A School Quality Assessment Framework (SQAF) has been developed specifying performance indicators to measure the outcome. Quality evaluation of these schools at regular interval will be undertaken to ensure the desired standard of school.
- (iv) A mechanism to incentivize the results and outcome in the form of funding to the school will be adopted to encourage schools to perform better on quality parameters.
- (v) Decentralised administration strategy will be followed to ensure effective implementation of the scheme. A system of transparency and accountability will be created for effective delivery of performance at school levels.
- (vi) **Table showing expected outcome domains aligned with NEP 2020 to measure the outcomes of PM SHRI schools is given below: -**

SI	NEP Paragraph numbers for reference	Expected Outcome Domains
1.	Introduction page 4, and paras 5.9, 6.2.5, 8.8., including enabling	Physical Facilities



Sl	NEP Paragraph numbers for reference	Expected Outcome Domains
	mechanism for 'Children with Disabilities or Divyang children', Vocational and/or life skills education facility, physical and infrastructural requirement to be responsive to the realities.	
2.	Paras 2.3, 5.2, 5.21, 5.22 regarding maintaining PTR, Professional Standards for Teachers, Special Educators, approach to Teacher Education,	Teaching and non-teaching staff
3.	Paras 5.15, 5.20 regarding Continuous Professional Development of teachers, maintaining Professional Standards for Teachers,	Teacher Professional Development & Learning Resources
4.	Paras 2.1, 2.2, 2.4, 4.44, 5.14 regarding FLN, Classroom transactions, Enrichment material, Vocational, Guidance and Encouragement	Classroom Teaching and Management
5.	Paras 4.4, 4.1 regarding tracking the progress throughout the years, School curriculum and pedagogy	Programmes for holistic development of Students
6.	Paras 4.34 & 4.35 regarding transforming Assessment for Student Development, School based Assessment	Student Assessment, Reporting, and Use of findings
7.	Paras 5.13, 5.16, 7.8, 7.9, 7.10, 8.6 regarding positive learning environment, School leader's development, Strengthening of CRCs/BRCs	School Leadership & Management
8.	Paras 2.9, 3.1 to 3.7, 6.1, 6.2., 6.11, regarding curtailing Dropout rates and ensuring Universal Access to	Students Safety, Equity, Dropout rate, Universal participation in school by carefully tracking

SI	NEP Paragraph numbers for reference	Expected Outcome Domains
	education at all levels, Equitable and Inclusive education: Learning for all.	students, as well as their learning levels and 100% GER by the year 2030 from pre-school to secondary level, Regular health check-ups. System of carefully tracking students, as well as their learning levels, in place 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. Suitable facilitating systems in place for providing equitable and quality education from the Foundation Stage through Grade 12 to all children up to the age of 18.
9.	Paras 2.8, 3.7, 5.11, 7.12, regarding collaboration with parents and other stakeholders, School to be point of celebration and honour for the whole community.	Community Participation
10.	Overall objectives of NEP and schooling system.	Student Learning Achievement

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An Autonomous Body under Ministry of Education, Govt. of India  
18, Institutional Area, S.J.S Marg, New Delhi-110016.  
Tel.: 011-26521841

केन्द्रीय विद्यालय संगठन(मुख्य०)

शिक्षा मंत्रालय भारत सरकार के अधीन स्वायत्त संस्थान

18 संस्थागत क्षेत्र, शहीद जीत सिंह मार्ग, नई दिल्ली-110016.

KENDRIYA VIDYALAYA SANGATHAN (HQs)

18, Institutional Area, S.J.S Marg, New Delhi-110016.

Tel.: 011-26521841

Date: 23.09.2022

F.No. 11350/2021-22/KVS (HQ)/Acad

The Deputy Commissioner  
Kendriya Vidyalaya Sangathan  
All Regional Offices

Subject: - PM SHRI (PM ScHools for Rising India) schools-reg

Madam/Sir,

Please find enclosed herewith a copy of letter D.O.No.1-3/2022-IS-19 dated 15<sup>th</sup> September 2022 received from Secretary, Ministry of Education, Department of School Education & Literacy, Govt. of India on PM SHRI (PM ScHools for Rising India) to showcase the implementation of all aspects of NEP-2020.

PM SHRI (PM ScHools for Rising India) is a Centrally Sponsored Scheme under which existing School will be converted into PM SHRI School through Challenge Method. These schools will be learning spaces in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists. Under the scheme, the Elementary /Secondary/ Sr Secondary Schools managed by KVS /NVS/ State Govt/UTs having UDISE+ code would be considered for selection.


PM SHRI portal will be kept open from **October 1, 2022 onwards**. Schools which are identified to participate in the selection process would be required to self-apply on the Online Challenge portal. Schools managed by Central Govt/State/UT/ including Non-Project Kendriya Vidyalayas running from permanent buildings will be benefitted from this Scheme to showcase and implement the ideals of NEP-2020.

It is, therefore, requested, **KVs having permanent building functioning under civil and defence sector to participate in the selection process to be PM SHRI (PM ScHools for Rising India) schools**. Concept Note for PM SHRI Schools received from Ministry of Education is enclosed along with this letter for further necessary action at your end.

Other pertinent details like fund flow and other modalities to participate in the selection process etc. will be intimated in due course of time after the receipt of the same from Ministry.

This is for information and necessary action at your end please.

Yours faithfully,

  
(B K Behera) 23/09  
Deputy Commissioner (Acad.) 2022

Encl.:- As stated above.

Copy to:-

1. PS to Secretary, DoSE&L, MoE, Govt. of India for information.
2. PS to the Commissioner, KVS (HQ) for information.



Vipin Kumar  
Joint Secretary (SS-II)

D.O. No. 21-1/2021-IS.8/IS-19

Dated: 15<sup>th</sup> November, 2022

Dear Sir/Madam,

Refer to this Department DO of even No. dated September 28, 2022, it is to be informed that the Online Challenge Portal of PM SHRI schools has already been launched by Hon'ble Shiksha Mantri Ji on 03.11.2022.

Furthermore, for a transparent selection method the selection of PM SHRI Schools would be made using the Challenge Method, wherein Schools would be required to self-apply on the Online Challenge portal. However, as a first step, all States and UTs need to sign an MoU with D/o SE&L, MoE as a symbol of their commitment to helping these schools achieve the aims and objectives of the PM SHRI Scheme.

As per guidelines of the scheme, 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/States/UTs/Urban local bodies/KVS/NVS having UDISE+ code would be considered for selection under the Scheme. Those schools which have qualified the minimum benchmark **determined through** UDISE+ data, will be informed through **SMS and E-mails**, and their Name along-with UDISE+ code will appear automatically at the portal. **The schools** which qualify for minimum benchmark **will compete to meet the challenge conditions**.


For those States/UTs (list attached) that have submitted their Memorandum of Understanding with D/o SE&L, the online portal (<http://pmshrischools.education.gov.in>) has been opened in accordance with the rules. The online challenge Portal will remain open for application, verification and approval for Schools/District/State/UT/MoE as per below schedule:

Schedule		
SI	Concerned Authority	Time-line
1	Time for schools, to apply	Till 31 <sup>st</sup> Dec 2022
2	District (For Verification)	Till 15 <sup>th</sup> Jan 2023
3	State/UT (For Verification & Approval)	Till 31 <sup>st</sup> Jan 2023
4	MoE (For Final Selection)	15 <sup>th</sup> Feb 2023

A dedicated helpline desk (Contact no- 7703857541/ 9354269728, Email- [pmshrischool22\[at\]gmail\[dot\]com](mailto:pmshrischool22[at]gmail[dot]com)) at NIC, MoE has been created for resolving technical queries arising during the applying phase or whatsoever.

Regards

Yours Sincerely,

  
(Vipin Kumar)

1. ACS/Pr. Sec/Secretary School Education of all States/UTs
2. Commissioner KVS
3. Commissioner NVS



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आज़ादी का  
अमृत महोत्सव



केन्द्रीय विद्यालय संगठन  
शिक्षा मंत्रालय भारत सरकार के अधीन स्वायत्त संस्थान  
18 संस्थागत क्षेत्र, शहीद जीत सिंह मार्ग, नई दिल्ली  
**KENDRIYA VIDYALAYA SANGATHAN**  
An Autonomous Body Under Ministry of Education, Govt. of India  
मुख्यालय, नई दिल्ली /Head Quarters, New Delhi  
18, Institutional Area, S.J. Marg, New Delhi-110016.  
Tel.:011- 26858570 Fax 26514179  
Website: [www.kvsangathan.nic.in](http://www.kvsangathan.nic.in)  
E-mail: [acedpkvs@gmail.com](mailto:acedpkvs@gmail.com)

F. No 11024-06/16-22/KVS (HQ)/Trg/EDP /1182 - 1211

Dated 24-11-2022

The Deputy Commissioner  
Kendriya Vidyalaya Sangathan  
All Regional Offices

**Sub: Schedule for application of PM SHRI schools- regarding**

Madam/Sir,

I am to refer the D.O letter dated November 15, 2022 (attached as annexure) from Joint Secretary (SS\_II), wherein it is informed that the selection of PM SHRI Schools would be made using the Challenge Method and schools would be required to self-apply on the Online Challenge portal. The online portal <http://pmschrischools.education.gov.in> has been opened in accordance with the rules. KVs can apply till December 31st, 2022. It is therefore, requested to disseminate the information among the KVs under the region for applying the same within the stipulated time.

Yours sincerely

(Pallavi Sharma)

Deputy Commissioner (Trg.)

**Encl.: As above**

**Copy to:**

1. PS to Joint Secretary (SS\_II)
2. PS to Commissioner, KVS
3. PA to Joint Commissioner (Acad.), KVS (HQ)
4. PA to Joint Commissioner (Trg.), KVS (HQ)
5. File



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आज़ादी का  
अमृत महोत्सव

Vipin Kumar  
Joint Secretary (SS-II)

D.O. No. 21-1/2021-IS.8/IS-19

Dated: 15<sup>th</sup> November, 2022

Dear Sir / Madam,

Refer to this Department DO of even No. dated September 28, 2022, it is to be informed that the Online Challenge Portal of PM SHRI schools has already been launched by Hon'ble Shiksha Mantri Ji on 03.11.2022.

Furthermore, for a transparent selection method the selection of PM SHRI Schools would be made using the Challenge Method, wherein Schools would be required to self-apply on the Online Challenge portal. However, as a first step, all States and UTs need to sign an MoU with D/o SE&L, MoE as a symbol of their commitment to helping these schools achieve the aims and objectives of the PM SHRI Scheme.

As per guidelines of the scheme, 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/States/UTs/Urban local bodies/KVS/NVS having UDISE+ code would be considered for selection under the Scheme. Those schools which have qualified the minimum benchmark **determined through UDISE+ data**, will be informed through SMS and E-mails, and their Name along-with UDISE+ code will appear automatically at the portal. **The schools which qualify for minimum benchmark will compete to meet the challenge conditions.**


For those States/UTs (list attached) that have submitted their Memorandum of Understanding with D/o SE&L, the online portal (<http://pmshrishools.education.gov.in>) has been opened in accordance with the rules. The online challenge Portal will remain open for application, verification and approval for Schools/District/State/UT/MoE as per below schedule:

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A dedicated helpline desk (Contact no- 7703857541/ 9354269728, Email- [pmshrishool22\[at\]gmail\[dot\]com](mailto:pmshrishool22[at]gmail[dot]com)) at NIC, MoE has been created for resolving technical queries arising during the applying phase or whatsoever.

Regards

Yours Sincerely,

  
(Vipin Kumar)

1. ACS/Pr. Sec/Secretary School Education of all States/UTs
2. Commissioner KVS
3. Commissioner NVS





D.O. No.1-22/2022-IS-19

Dated: 16<sup>th</sup> January, 2023

Dear Sir/Madam,

I am writing in connection with Annual Work Plan & Budget (AWP&B) exercise for PM SHRI Scheme for the year 2023-24. I would like to inform you that the meetings of the Project Approval Board (PAB) for 2023-24 will be held from 1st week of March 2023 onwards. It is requested to start the preparation of Annual Work Plan & Budget proposals for the year 2023-24 and finalize the same at the earliest. The schedule of the PAB meeting and appraisal of the proposals will be shared in due course of time.

2. As you aware that the Cabinet has approved a new centrally sponsored scheme and ambitious project PM SHRI (PM Schools for Rising India) scheme on 07th Sep 2022. States/UTs/KVS/NVS have already signed the Memorandum of Understanding (MoU) with DoSE&L, MoE. PM SHRI Schools is a centrally sponsored scheme by Government of India. This initiative is intended to develop more than 14500 PM SHRI Schools managed by Central Government/State/UT Government/local bodies including KVS and NVS 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. The Scheme is proposed to be implemented over a period of 5 years w.e.f. 2022-23 to 2026-27 and the schools will get separate funding under this scheme and these will not be included under Samagra Shiksha. It may be ensured by the States/UTs that all components specified under PM SHRI Schools scheme for the designated PM SHRI Schools, shall be funded only through the PM SHRI Scheme. Hence, the States/UTs are requested to ensure that PM SHRI SCHOOLS (if already identified) may not be proposed for interventions under Samgra Shiksha except financial support to salaries of teachers, funding for KGBVs and residential hostels. Any duplication with Samagra Shiksha may please be avoided.

3. Since, the scheme will continue till 2026-27, it is time for us to initiate proper planning based on the measurable outcomes so that the scheme is able to showcase desired results in the coming years. The planning exercise should be conducted in a decentralized manner involving all stakeholders' right from the grass-root level so as to make it realistic, achievable and accountable.

4. During the year 2023-24, the thrust of the appraisal exercise will be based on the areas as detailed below. The States/UTs/KVS/NVS are therefore advised to pay special attention to these points while formulating their AWP&B proposals. **The thrust areas for 2022-23 are:**

1. **Preparation of 4 year Perspective Plan (from 2023-2024 onwards):** In order to achieve the desirable objectives and outcomes of the scheme, it has been decided to prepare a comprehensive action plan covering all interventions of PM SHRI Scheme upto 2026-27 with long term vision and sustainability. While preparing the perspective plan, states/UTs may also identify outcomes to be achieved. A 4 year perspective plan module comprising of major indicators/interventions and outcomes to be achieved is being developed. States/UTs/KVS/NVS may use this format and prepare long term outcome based plan of action with yearly targets. This perspective plan will be linked to the Annual work plan of

the state and while appraising the same, targets given in perspective plan will also be taken into consideration. This requires suitable and adequate planning at every stage to avoid any future ambiguity.

- II. **Annual Calendar of Activities:** In order to achieve the objectives of the scheme, the States/UTs/KVS/NVS should formulate an action plan laying down timelines for implementation of various activities in 2023-24. Overall results can only be improved through a quantifiable time bound implementation. In this regard, States/UTs/KVS/NVS may develop an indicative calendar for implementation which should be submitted along with the plan proposal. Any activity other than the mentioned items may be included against the concerned component.
- III. **Support at Pre-school Education/Balvatika (ECCE):** PM SHRI Scheme encourages support at Balvatika/pre-primary level as a critical component for improving quality of education. Quality pre-school education not only enhances the achievement of children at later stages, it also lays the foundation for future growth, learning and development, and also develops positive attitudes and the desire to learn. States/UTs/KVS/NVS may propose interventions for pre-primary education in their Annual Work Plan related to designing developmentally appropriate curriculum, including play based learning activities and pedagogical practices; Introduction of 1 year of Balvatika in existing primary schools, professional development of teachers and community participation, through co-location of Anganwadi Centres.
- IV. **Teaching Learning Materials & Teacher Resource Materials:** States/UTs/KVS/NVS should focus on various interventions related to Child centric Teaching Learning Materials, indigenous toys and games, play based activities and supplementary graded material, Teacher Manuals, Activity Handbooks, resource materials for teachers to align their innovative pedagogies with learning outcomes and grade level competencies at foundational level. The teaching learning material may be prepared in home/local/regional languages.
- V. **Competency Based Assessment:** Pedagogy and assessment adopted in these schools will be more experiential, holistic and competency based. Focus will be on learning outcomes of every child in every grade – 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.
- VI. **Holistic Report card for Students:** Holistic, 360-degree, multi-dimensional report showing progress/ uniqueness of each learner in the cognitive, affective, and psychomotor domains. AI-based software would be developed and used by students to help track their growth through their school years (NEP Para 4.35). DIETs will conduct the orientation on HPC for teachers and also conduct programmes for creating awareness among the parents and community.
- VII. **Introduction of Vocational Education at Secondary and Senior Secondary:** Skill Development and Vocational Education has been the focus area of the Government with a view to enhancing the employability of the students and to fill the gap between educated and employable. Vocational Education to be introduced as an integral part of general education at Secondary and Senior Secondary level. The vocational subjects are to be introduced as an additional/mandatory subject at the secondary level and as compulsory (elective) at the



Senior Secondary level. Vocational education will be integrated in the educational offerings of all secondary schools in a phased manner over the next decade. Skill labs will also be set up and created in the schools in a hub and spoke model which will allow other schools to use the facility (NEP Para 16.5). Induction Training of up to 10 days and In-service training of up to 05 days for Teachers/Skill Trainers including re-training of existing vocational trainers in DIETs/SCERT/NCERT / PSSCIVE in relevant job roles. Vocational interventions & enhancing internship / entrepreneurship opportunities with local industry through internships and developing tie- ups for apprenticeships. Skill Based Aptitude Test (SBAT) will be introduced.

- VIII. **Quality and Innovation:** NEP 2020 envisages providing equitable and quality education from the Foundational Stage through Grade 12 to all children. Due to the ongoing Covid pandemic, the focus of quality and innovation component will be on providing specific interventions for bridging the learning gaps.

**PM SHRI Scheme proposes flexible funds for innovation ie- upto 40% of a proposal.** School Specific Projects to create and nurture holistic and well-rounded individuals equipped with key 21st century skills such as critical thinking, creativity, scientific temper, communication, collaboration, multilingualism, problem solving, ethics, social responsibility, and digital literacy. Encourage 'Learning while doing' methodology in the education system with a shift from 'Book centered education' towards 'Work centered education'. Counselling to be made available to support students in their concerns related to career guidance, mental health and emotional well-being. Use of joyful and innovative pedagogy for teaching and learning of all subjects/topics in all grades. Any other proposal/activities may also be submitted by the School in the PAB as per the requirement for promotion of teaching learning practices, school safety, assessment, extra-curricular activities, etc.

- IX. **Strengthening of Existing Schools/ Residential Schools/ Hostels (Existing):** Support for providing education to children in remote or challenging geographical areas where it may not be feasible to open new primary, upper primary, secondary, or senior secondary schools. Incinerator and sanitary pad vending machines will be provided in all girls' hostels using funds provided. Support will be provided for strengthening the activities and infrastructure of the Balvatika (pre-primary) section in primary schools. This may include the establishment of science and math labs, language labs, Atal tinkering labs in collaboration with Niti Ayog, computer rooms, art and cultural rooms, libraries, resource centers (for children with special needs), staff rooms, boundary walls, and the provision of essential classroom furniture and water and toilet facilities.
- X. **Green School:** Schools will be developed as Green schools incorporating environmentally 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 environment, climate change related hackathons and awareness generation to incorporate organic lifestyle. Soil testing may be encouraged in the school to understand the configurations of soil and the report may also be shared/disseminated to nearby farmers to use this information for more effective agricultural planning.



- XI. **ICT and Digital Initiatives:** All secondary/senior secondary schools should be provided ICT/Smart classroom with internet facility, states and UTs may ensure electricity in schools for this purpose. States and UTs may prepare their proposals accordingly.
- XII. **Inclusive Practices and Gender Equity:** The program will provide special training and education through an open learning system, home-based education, itinerant teaching, remedial teaching, and community-based rehabilitation (CBR) and vocational education for children with severe and multiple disabilities who are unable to attend school. The focus will be on early identification and support to assist teachers in catering to the needs of all learners more fully. Support for children with special needs, as defined in the RPWD Act 2016, will be available from early childhood care and education (ECCE) classes in government primary schools to the senior secondary level. Self-defense training will be imparted to girls.
- XIII. **Management, Monitoring, Media, Evaluation & Research (MMMER):** Social Audit to cover 20% of schools per year is mandatory so that all schools are covered by the next 3 years. These audits will help in monitoring the implementation of the scheme and ensuring transparency, accountability at all levels.
- XIV. **Convergence Architecture with Other Central Government Schemes:** States/UTs/KVS/NVS should dovetail and attempt convergence with the schemes of other Ministries and State Government. Such convergence should be ensured at the time of preparation and approval of the proposals for Annual Work Plan and Budgets (AWP&B) to avoid overlapping in coverage. PM SHRI Scheme provides support with the maintenance of basic infra facilities, convergence with other schemes like MGNREGA for Boundary wall/playground, toilets etc.
5. Apart from the aforesaid interventions the following aspects must be adhered to while preparation of AWP&B 2023-24:
- i. It is important to note here that the data available on UDISE+ 2021-22, SHAGUN portal and PRABANDH would be the reference data for the Annual Work Plan & Budget 2023-24 planning and appraisal. Please ensure that the AWP&B 2023-24 including the District AWP&B, State component and costing is approved by your State Executive Committee before it is sent for consideration of the PAB of Government of India. .
  - ii. The plan write-up should focus on description of need assessment and interventions proposed, so as to explain and elaborate on the information given in the tables. This would help us in effectively implementing the Scheme and achieve the objective of universal quality education to our children.
  - iii. A Project Appraisal, Budgeting, Achievements and Data Handling System (PRABANDH) will be used for uploading of AWP&B proposals, online appraisal, issue of sanction orders and for physical and financial monitoring of the scheme. In the PRABANDH portal, uploading of budget e-costing sheet from District level has been activated. The States and UTs may use this facility to get the district level budgeting done on PRABANDH using option AWP&B E-Costing. The States/UTs/KVS/NVS can download the integrated budget sheet uploaded by all the districts for further addition and modification before submitting to the National Level after approval of the Executive Council.



6. The Thrust of the Appraisal Exercise will be on Implementing the Interventions of PM SHRI Scheme and recommendations of NEP 2020 in letter and spirit. In order to ensure efficient and effective monitoring of NEP implementation, every component/intervention of PM SHRI Scheme has been defined with measurable goals and Key Performance Indicators (KPIs). The proposals for each component/intervention must be developed in the following structure (not more than 500 words each) in order to properly appraise and monitor:

- (i) Name of the Proposal/ Project
- (ii) Modalities of implementation and Justification
- (iii) Expected Outcomes
- (iv) Standards to be achieved as mentioned in PM SHRI SCHOOLS Framework on School Transformation (Part 2 Implementation and Programmatic Guidelines)
- (v) Monitoring of the Project

These Standards will be strictly monitored for each component/intervention as mentioned in the proposals during the year.

7. We look forward to your active participation in finalizing the Annual Work Plan & Budget proposals for PM SHRI Scheme for the year 2023-24 in a timely manner. **"PM SHRI SCHOOLS Framework on School Transformation" is enclosed for reference**

With Regards,

Yours sincerely,

*Vipin*  
16/01/23  
(Vipin Kumar)

To,

1. ACS/Principal Secretaries/Education Secretaries of all States and UTs
2. SPDs (Samagra Shiksha)/SNOs PM SHRI Scheme of all States and UTs
3. Directors (SCERT) of all States and UTs
4. Heads of Autonomous Bodies of Ministry of Education
5. Additional Secretary, Joint Secretaries, DS/Directors in Ministry of Education (Department of School Education and Literacy)



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An Autonomous Body Under Ministry of Education, Govt. of India

18, Institutional Area, S.J. Marg, New Delhi-110016.

Tel.: 26858570 Fax 26514179

Website: [www.kvsangathan.nic.in](http://www.kvsangathan.nic.in)

केन्द्रीय विद्यालय संगठन (मु०)

शिक्षा मंत्रालय भारत सरकार के अधीन स्वायत्त संस्थान

18 संस्थागत क्षेत्र, शहीद जीत सिंह मार्ग, नई दिल्ली

KENDRIYA VIDYALAYA SANGATHAN

File No.:11-Acad029(Misc)/36/2022-AC(TRG)

1484-515

Date: 25.05.2023

The Deputy Commissioner  
Kendriya Vidyalaya Sangathan  
All Regional Offices

Subject: Opening of account under PM SHRI scheme -reg

Madam/Sir,

With reference to the subject cited above, it is to inform that the Principal of Kendriya Vidyalaya selected of PM SHRI Scheme under the region may be directed to open a saving bank account in any of the Nationalized Banks with the nomenclature: **KV (Name of KV) PM SHRI.**

The list of 733 KVs selected for PM SHRI is attached for reference.

Yours sincerely,

(Pallavi Sharma)

Deputy Commissioner (Trg.)

Encl.: As above

Copy to:

1. PA to Joint Commissioner (Trg.), KVS (HQ) for information
2. PA to Deputy Commissioner (Fin.), KVS (HQ) for information
3. Guard File



Shri Vipin Kumar

Additional Secretary (SS-II)

D.O. No. 1-8/2023-IS-19

Dated, 24<sup>th</sup> July, 2023

Dear Sir / Madam,

As you are aware that the Cabinet has approved a new centrally sponsored PM SHRI (PM Schools for Rising India) scheme that aims to establish more than 14,500 schools across India with comprehensive interventions to promote transformation in equity, access, quality, and inclusion. The first phase of selection process through transparent challenge method has already been completed dated 28.03.2023. A total number of 6,448 schools have been selected in the 1st phase of selection process as PM SHRI Schools.

2. The Department of School Education & Literacy, Ministry of Education, Government of India is releasing the first installment of Central Share of PM SHRI Scheme to the PM SHRI Schools on the occasion of the 3rd Anniversary of NEP-2020, which will be on 29.07.2023, at Pragati Maidan, New Delhi.

3. In this regard, you are also requested to **organize Janbhagidari events at various levels in PM SHRI Schools** within your state/UT/KV/JNV starting from 24.07.2023. These events should encompass a range of suggested activities (copy enclosed) which have to be carried out from 24<sup>th</sup> to 28<sup>th</sup> July 2023 at various levels i.e., State, District & School. The aim of these events is to raise awareness among the public about the PM SHRI school initiatives which are important for holistic and well-rounded individuals equipped with key 21st century skills.

4. I request you to ensure media coverage of the Janbhagidari events and use of the social media platforms to ensure maximum participation of students and teachers of PM SHRI Schools. The live broadcast of the celebration of 3<sup>rd</sup> Anniversary of NEP 2020 will be carried out on 29.07.2023, States/UTs/KVS/NVS are requested to ensure that all the Students, Teachers and Community members of PM SHRI Schools attend the live event and the link will be shared in due course of time.

5. We look forward to your continued support and participation in this significant endeavour. The details of all activities conducted under PM SHRI Janbhagidari on daily basis needs to be shared at the google tracker <https://docs.google.com/spreadsheets/d/1focWSuPNU-rZopcPy9GawwOeTENjOMn00fJOtf1kAc/edit?usp=sharing>

Regards

Encl: As Above.

Yours sincerely,

  
(Vipin Kumar)  
24/7/23

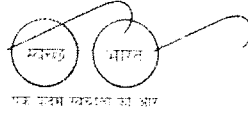
1. Additional Chief Secretary / Principal Secretary / Secretary, School Education of all States/UTs
2. SPDs, Samagra Shiksha/SNOs of All States/UTs
3. Commissioner, KVS
4. Commissioner, NVS



**Schedule of Janbhagidari events in the PM SHRI Schools in all states and UTs/KVS/NVS****(24.07.2023 to 28.07.2023)**

<b>S. no</b>	<b>Event</b>	<b>Participants</b>
i.	Sensitization by district education officials & school management about PM SHRI Schools to students, parents and community	Schools, Students, parents, Teachers, SMC and other Community members.
ii	Rallies / Cycle rallies/ Prabhat feri etc by students and teachers with placards and banners about PM SHRI Schools.	
iii	Activities such as Quiz/ Poems/ Debates/ Wall Painting/ Art and craft competition/ drama/ nukkad natak/ story making / storytelling/ rangoli/ puppetry events/ poster making competition/ Activities related to folk art and culture.	
iv	Teacher's Workshop: Discussion about making TLMs, TRMs, way of teaching, new techniques of teaching and learning, use of ICT/smartboards, etc.	
v	PTM / SMC/ PRI/ Community meetings in PM SHRI Schools	
vi	Green Events: Tree plantation drive, debate and discussion about environment awareness, Swachhta Pakhwada /cleanliness drives, campaign on 'Say No to Plastic', 'Save Water', and others.	
vii	Exhibitions - Science or Maths Mela, Educational Toys Mela/Toy based pedagogy, etc.	
viii	Hands-on workshop on Vocational Education/ Skill Development (it can be related to traditional art & craft of the region, or emergent fields like drone technology).	
ix	Visits to areas of historical or cultural importance and national park or wildlife sanctuaries or science	

	museums for exposure of students	
x	Sports and Physical Education Programmes-competitions, talent hunt; Yoga and Mindfulness Programmes; Health & Fitness	Eminent personalities in the field of sports may also be invited along with community members.
xi	Workshop/conference/seminar at District-Awareness about PM SHRI Scheme (Around 100 people)	Schools in the district, Teachers, Prominent people of district: sports person, Padma and other awardees, artists, academicians, etc., convergent ministries representatives
xii	Radio jingles, print and electronic advertisements, and social media sensitization about the school events and student engagement.	



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18 संस्थागत क्षेत्र, शहीद जीत सिंह मार्ग, नई दिल्ली  
KENDRIYA VIDYALAYA SANGATHAN  
An Autonomous Body Under Ministry of Education, Govt. of India  
मुख्यालय, नई दिल्ली /Head Quarters, New Delhi  
18, Institutional Area, S.J. Marg, New Delhi-110016.  
Tel.: 26858570 Fax 26514179  
Website: [www.kvsangathan.nic.in](http://www.kvsangathan.nic.in)

F.No. 11-Acad029(Misc)/31/2023-AC(EDP)/2452-2481 Date: 13-09-2023

उपायुक्त,  
केन्द्रीय विद्यालय संगठन,  
सभी क्षेत्रीय कार्यालय.

Sub.:- Release of funds under PM SHRI Scheme Reg.

Madam/Sir,

Ministry of Education has released 1<sup>st</sup> instalment of grant under PM SHRI Scheme to 733 KendriyaVidyalayas. The grant is being released to 730 KendriyaVidyalayas except KV Jhajjar, KV Gangtok and KV Sector-8 R.K.Puram.

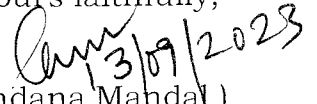
This grant shall be subject to the following conditions:

- It shall be utilized during the current financial year before 31<sup>st</sup> March 2024.
- It shall be utilized only on approved item of expenditure on the basis of the norms of expenditure as outlined in the PM Shri Guidelines Framework Part-2 .  
([https://www.pm-shri.in/download/framework\\_p2.pdf](https://www.pm-shri.in/download/framework_p2.pdf))
- The Assets, if any, to be acquired wholly or substantially out of this grant should not, without the prior sanction be utilized for purposes other than those for which the grant has been sanctioned.
- KendriayaVidyalayas shall maintain a proper account of the expenditure incurred out of the grant and the account so maintained shall be audited
- Utilisation certificate in the prescribed format under GFR-12A duly signed by the Principal to the effect that the grant has been utilized for the purpose for which it had been sanctioned shall be furnished to KVS HQ by 5<sup>th</sup> of April every year. UC shall also disclose whether the specified, quantified and qualitative targets that should have been reached against the amount utilized, were in fact achieved, and if not, the reasons therefore.

Contd./2/--

- A register of assets acquired wholly or substantially out of the grant shall be maintained in prescribed form. A certified copy of the register in respect of the assets acquired should be sent to the KVS HQ not later than 5<sup>th</sup> April every year.
- No expenditure should be incurred on items not approved / enlisted under the PM Shri Scheme.  
The powers of making expenditure will be same as mentioned outlined for expenditure to be made under VVN.
- For all construction works approval is to be taken from the works section of KVS HQ.
- In case a Kendriya Vidyalayas fail to utilize the amount for the purpose for which the same has been sanctioned, the KV will be required to refund the amount of the grant with interest thereon @ 10% per annum.

Yours faithfully,

  
(Chandana Mandal)  
Joint Commissioner (Trg.)

Copy to:-

- (1) PS to Commissioner, KVS New Delhi.
- (2) The Joint Commissioner (Acad.) KVS New Delhi.
- (3) The Joint Commissioner (Fin.) KVS New Delhi.
- (4) The Joint Commissioner (Pers.) KVS New Delhi.
- (5) The Joint Commissioner (Admn.) KVS New Delhi.



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Website: [www.kvsangathan.nic.in](http://www.kvsangathan.nic.in)

F.No. 11-Acad029(Misc)/31/2023-AC(EDP)/ 2049-2146 Date: 22-09-2023

email

उपायुक्त,  
केन्द्रीय विद्यालय संगठन,  
सभी क्षेत्रीय कार्यालय.

Sub.: Implementation of PM SHRI Scheme in Kendriya Vidyalayas -- Reg.

Madam/Sir,

In continuation of this office letter of even no. dated 13-09-2023 reg. PM SHRI Scheme in Kendriya Vidyalayas. Ministry of Education has released 1<sup>st</sup> instalment of grant under PM SHRI Scheme to 733 Kendriya Vidyalayas. The grant is being released to 730 Kendriya Vidyalayas except KV Jhajjar, KV Gangtok and KV Sector-8 R.K.Puram. These schools will start implementing the scheme ensuring following activities are completed as early as possible in the PM SHRI Schools.

- (1) These schools name are to be prefixed with "PM SHRI" as per clause (ii) Memorandum of Understanding (MoU) signed.
- (2) Whitewashing & Minor Repairs.
- (3) Adequate number of clean toilets for girls/boys, Ramps with railing & Friendly toilets for CWSN, Clean and Potable Drinking Water Facility with working taps and Functional and clean hand wash area
- (4) Dustbins for Biodegradable and Non-biodegradable waste and segregation, Adequate number of LED Lights/Lamps in the school.
- (5) School plan for Disaster Management preparedness, Written safety norms displayed in all laboratories
- (6) Display Learning Outcome and BaLa (Building as Learning Aid) features in School Premises
- (7) Conduct Monthly Parent Teacher Meetings
- (8) Facility to upload data on PRABANDH, UDISE+, VSK & Holistic Report Cards
- (9) Annual Calendar of activities to be done by School
- (10) Preparation of Teacher Learning Materials by Regional offices, Preparation of integrated lesson plans by teachers.
- (11) The school in consultation with Regional office/ ZIETs to conduct staff development and Capacity building programmes for teachers.
- (12) Finalize the tender for works such as Smart Classrooms, Computer Room/Art Room/ Social Science Lab/ Maths Lab, Vocational Lab, Equipment's, consumables and Glassware for labs, Sports equipment etc.
- (13) Capture 360-degree aerial view on half-yearly basis. The panoramic aerial view, captured from an elevated position, typically employing drones, should encompass the entirety of the school's surroundings such as classrooms, library, ICT Labs, Atal tinkering/Science/Maths/Vocational Labs, playgrounds, compound walls and entrance, toilets etc. This view should encapsulate a comprehensive visual representation of the school's landscape.



- (14) The 360-degree aerial view will be instrumental in the planning and monitoring of PM SHRI School initiatives. Moreover, it will facilitate the optimal utilization of space and infrastructure and enable parents to gain insights into the school's facilities for informed decision-making.
- (15) The school will utilize the funds released in the 1st installment (2023-24) by implementing the activities approved in the Project Approval Board (PAB) meeting for PM SHRI Scheme.
- (16) In addition to the asset/ consumable/ non consumable records, The records are to be maintained for expenditure made under each head with proper justification. Photographs are to be kept in record showing the before and after status of the building/ assets etc. also brief report along with photographs of the workshop/health camps activities etc. undertaken against each expenditure head is also to be kept in record for audit purpose.
- (17) Other instructions regarding maintenance of accounts will be issued by Finance section.

The Deputy Commissioners of Regional office are requested to nominate a dedicated Nodal officer at Regional level for implementation of PM SHRI Scheme. The Nodal officer will oversee, verify and upload the 360-degree aerial view of PMSHRI Schools on PM SHRI Portal ensuring their accuracy and completeness.

The detailed norms of expenditure are being enclosed for the ready reference.

Yours faithfully,

*Law*  
22/09/2023

( Chandana Mandal )  
Joint Commissioner (~~EDP~~/Trg.)

Encl.: As stated above.

Copy to:-

- (1) PS to Commissioner, KVS New Delhi.
- (2) The Joint Commissioner (Acad.) KVS New Delhi.
- (3) The Joint Commissioner (Fin.) KVS New Delhi.
- (4) The Joint Commissioner (Admn.) KVS New Delhi.
- (5) The Supdt. Engineer, KVS New Delhi.

Non-Recurring						
S. N O	Pillar	Items	Physical Unit per School	Financial Limit (In Lakhs) (Annual Work Plan and Budget 2023-24)	Level & Timeline	Remarks
1	Pillar - 4 Inclusive practices and Gender Equity (Page No.55 of PM SHRI Framework Part 2)	Vending Machine	As per requirement of the school	0.50000	At school level By Oct-23	In case, the schools have the assets as per requirement then the same may be communicate to this office through RO
		Incinerators				
2	Pillar-2 Access Infrastructure	Digital Library - Desktop Computers for library	Actual number as per Miety Guidelines	4.84175	At school level By Nov-23	Refer to Page No.40*
		Smart Classroom (LED Interactive Touch Panel)	1	2.00000		Refer to Page No.41*
		Lab Equipment (Biology) (Chemistry) (Sci Lab) (Physics)	As per budget allocation	Actuals		A Committee is to be constituted and procurement is to be made as per requirement following due purchase procedure as per GFR-2017 also refer to Page No.35*
		construction of vocational labs and Maths/Art/Social Science/Computer Room				Estimates for may be obtained from CPWD/MES (as per KVS norms) immediately forwarded to KVS(HQ) for approval

\* Page mentioned are of PM SHRI Schools Framework on School Transformation Part 2 implementation and Programmatic Guidelines

### Recurring

S.No	Pillar	Items	Physical Unit per School	Financial Limit (In Lakhs) (Annual Work Plan and Budget 2023-24)	Level & Time Line	Remarks
1	Pillar-2 Access Infrastru cture	Annual School Grant	1	Actual allocation	At School Level By Nov-23	Up-keep and maintenance of toilets & handwash structure will be maintained in good condition refer to Page No.43*
		LED Lightening	1	0.02000	By Nov-23	As per requirement refer to Page No.37*
		Activity Promoting Green School (More than 200 Students)	1	0.10000	By Nov-23	Celebration of important day like environment day, water day, earth day, hackhathon, study of traditions practices related to protection of environment etc refer to Page No.37*
		Composting facility (like vermi-composting) for kitchen and garden waste	1	0.10000	By Nov-23	to be developed by every school refer to Page No.37*
		Vegetable /Medical/ Kitchen Gardens	1	0.09010	By Nov-23	to be developed by every school refer to Page No.37*
		Colourful sorting dustbins painted in interesting characters for waste segregation	1	0.10000	By Nov-23	Proper waste management - Bio-degradable and non biodegradable refer to Page No.37*
		Drip Irrigation Systems (i.e. made with earthen pots or plastic bottles or any other waste material)	1	0.20000	By Nov-23	For Gargen-Kitchen/Medicinal/grass for lawn refer to Page No.37*
		Covering area of the school with grass or plantation of different	1	0.50000	By Nov-23	to be developed by every school refer to Page No.37*

2		varieties				
		Organize 'Swachhta Pakhwada' clean up drives	1	0.20000	By Oct-23	to be organised as per directions issued from time to time. refer to Page No.37*
		Expert Talks	1	0.05000	By Oct-23	Talks on sustainable development by experts refer to Page No.37*
		Field Visits	1	1.00000	By Nov-23	Visit to indian agricultural research institute/TERI etc. related to sustainability refer to Page No.37*
	Pillar-4 Inclusive Practice s and Gender Equity	Braille Stationary Material (Inc. Embossed Charts, globes etc)	1	As per budget allocation	By Oct-23	The material for CWSN students may be procured as per actual requirement refer to Page No. 51*
		Providing Aids & Appliances	1	As per budget allocation	By Oct-23	
		Financial Support to Special Educators	1	As per budget allocation	At School Level By	The financial support for special educators may be considered provisionally under the scheme. For orientation and capacity building program for general teachers on inclusive education 20000/- for primary teacher and 25000/- for secondary refer to Page No. 51*
		Identification and Assessment (Medical Assessment Camps)	1	0.02000	By Oct-23	Identification/screening camps at school level for early identification of disability refer to Page No.51*
		Total For Self-Defence Training	1	0.30000	Oct-Nov-23	Rs. 10000/- per month for 3 months refer to Page No.54*
		Adolescent Girls Programs	1	0.15000	By Nov-23	Organising awareness workshops on gender sensitisation, menstrual health and hygiene for secondary and senior secondary separately

		Career Guidance and Counselling of Students	1	0.05000	By Nov-23	For disable students
3	Pillar - 6 Beneficiary Satisfaction	Community Mobilization	1	0.10000	At School Level By Nov-23	Involvement of community and Alumni in voluteer / PTM/Workshop , Lecture on RTE Act, Learning outcome, SBLO refer to Page No.58*
4	Pillar - 1 Curriculum Pedagogy and Assessment	Guidance and Career Counselling	1	1.00000	At School Level By Nov-23	Psychometric Test for secondary and senior secondary/ Need based sessions for counselling/ Individual assessment refer to Page No.30*
		Organizing Health Camps	1	0.50000	By Oct-23	Twice a year for all students refer to Page No.30*
		21st Century Learning and Information Skills	1	0.50000	At School Level By Nov-23	Promotion and inculcation of 21st century skills among students through creative activities, organising literary activities - debates, elocution, presentations, group discussion, brain storming, talks etc. during morning assembly. Thought provoking medium which sparks curiosity and instils media skills of information literacy, media literacy and technology literacy. refer to Page No.32*
		Citizenship skills, Constitutional values and Knowledge of India	1	0.50000	By Nov-23	organising Youth parliament and EBSB at School level etc. refer to Page No.31*
		Cost of providing hands-on Skill Training to Students	1	0.25000	By Nov-23	Training by local artisans for class 6 to 8, refer to Page No.31 & 32*

		<b>Sports Equipment</b>	<b>1</b>	<b>0.50000</b>	<b>By Nov-23</b>	<b>Sports equipment will be provided under this component. Expenditure for meeting expenses on procuring sports equipment for indoor &amp; outdoor games in convergence with the Department of Sports. refer to Page No.27*</b>
		<b>Engagement of Yoga / Sports Teacher / Coaches</b>	<b>1</b>	<b>1.00000</b>	<b>Oct-Nov, 23</b>	<b>Indoor/Outdoor sports activities/Yoga activities refer to Page No.27 &amp; 28*</b>
		<b>Library Grant</b>	<b>1</b>	<b>0.20000</b>	<b>Oct-Nov, 23</b>	<b>Procurement as per Library Policy of KVS and refer to Page No. 26 &amp; 27*</b>
		<b>Math Circles/Science Circle</b>	<b>As per actual requirement</b>	<b>0.05000</b>	<b>Oct-Nov, 23</b>	<b>25 students per circle. Activities and Hands on experience for inculcating scientific and mathematical temper in students refer to Page No.21to 23*</b>



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केन्द्रीय विद्यालय संगठन  
शिक्षा मंत्रालय भारत सरकार के अधीन स्वायत्त संस्थान  
18 संस्थागत क्षेत्र, शहीद जीत सिंह मार्ग, नई दिल्ली  
KENDRIYA VIDYALAYA SANGATHAN  
An Autonomous Body Under Ministry of Education, Govt. of India  
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Tel.: 26858570 Fax 26514179  
Website: [www.kvsangathan.nic.in](http://www.kvsangathan.nic.in)

File No.:11-Acad029(Misc)/36/2022-AC(TRG) / 2522-2548

Dated: 09-10-2023

Email

उपायुक्त,  
केन्द्रीय विद्यालय संगठन,  
सभी क्षेत्रीय कार्यालय.

Sub.: Implementation of PM SHRI Scheme in Kendriya Vidyalayas -  
Conduct of 360-degree aerial view - Reg.

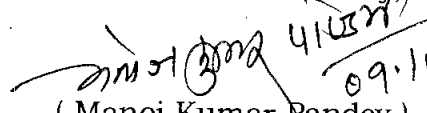
Madam/Sir,

The copy of letter no. F.D.O.O. No.1-8/2023-IS-19 dated 04-10-2023 received from Ministry of Education reg. conduct of 360-degree aerial view under implementation of PM SHRI scheme in Kendriya Vidyalayas is enclosed.

Ministry of Education has informed that to standardize the process and ensure uniformity in the documentation of PM SHRI Schools across the country, MoE will itself conduct 360-degree aerial view of PM SHRI Schools. It is clarified that KVs under PM SHRI need **NOT** to undertake any specific actions or allocate resources for conducting the 360-degree aerial view of selected KVs.

It is requested to disseminate information of this letter to the KVs of your Region under PM SHRI scheme immediately.

Yours faithfully,

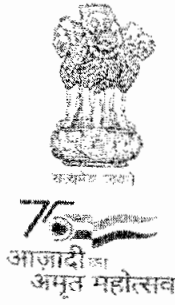
  
( Manoj Kumar Pandey )  
Assistant Commissioner (EDP)

Encl.: As stated above.

Copy to:-

- (1) The Joint Commissioner (Acad.) KVS New Delhi.
- (2) The Joint Commissioner (Trg.) KVS New Delhi.





Preeti Meena  
Deputy Secretary

D.O. No. 1-8/2023-IS-19

Dated: 4<sup>th</sup> October, 2023

Respected sir, / Madam

A you are aware that 6,207 schools have been selected as PM SHRI Schools in the first phase of selection of PM SHRI Schools. The 1st installment of Central share of Rs.630.11 crore for the first financial year of 2023-24 has already been released to all the States/UTs/KVS/NVS for implementation of the activities approved by the Project Approval Board (PAB).

2. Reference to DO letter no. 1-8/2023-IS-19 dated 11.09.2023, States/UTs/KVS/NVS were requested to conduct 360-degree aerial view of selected PM SHRI Schools on half-yearly basis. Further, States/UTs/KVS/NVS were also requested to nominate a dedicated Nodal officer at State/UT's level.

3. However, to standardize the process and ensure uniformity in the documentation of PM SHRI Schools across the country, the Ministry of Education has taken the responsibility of conducting the 360-degree aerial view of PM SHRI Schools.

4. Therefore, I would like to clarify that States/UTs/KVS/NVS need not undertake any specific actions or allocate resources for conducting the 360-degree aerial view of selected PM SHRI Schools.

With regards,

Yours sincerely,

  
(Preeti Meena)

1. Additional Chief Secretary / Principal Secretary / Secretary, School Education (All MoU Signed States/UTs)
2. Commissioner, KVS
3. Commissioner, NVS

  
06/10





तत् त्वं पूषन् अपावृणु  
केन्द्रीय विद्यालय संगठन



आज़ादी का  
अमृत महोत्सव

केन्द्रीय विद्यालय संगठन (मु.)/  
Kendriya Vidyalaya Sangathan (HQ)  
18 संस्थागत क्षेत्र/18 Institutional Area,  
शहीद जीत सिंह मार्ग/Shahed Jeet Singh Marg,  
नई दिल्ली – 110016/New Delhi -110016  
दूरभाष/Telephone No.: 011-26858570  
Email: lekhaqvshq@gmail.com

F.110116/2023-24/AA (ii)/KVS (HQ/Accounts/

Dated: 13.10.2023

The Deputy Commissioner,  
Kendriya Vidyalaya Sangathan,  
All Regional Offices

E-mail

**Sub: - Accounting for PM SHRI Scheme in KVs.**

**Ref:-Implementation and Programmatic Guidelines on PM SHRI Scheme.**

Madam/Sir,

Please refer to KVS (HQ)'s letter no 11-Acad029 (Misc.)/31/2023-AC (EDP)/ dated 13.09.2023 & 22.09.2023, vide which detailed instructions have been issued for implementation of PM SHRI Scheme. Your attention is also invited to DO letter No.1-2/2022-IS-19 dated 29.11.2022 of Director,(SE&L) Ministry of Education, vide which it has been informed that the scheme of PM SHRI School will be spread over a period of 05 years.

Further to this, the following instructions are required to be followed strictly while incurring expenditure and accounting thereof.

1. The separate Bank account is to be maintained for the purpose of PM SHRI Scheme till the facility of TSA is extended at third tier (KV level).
2. The said Grant is to be treated as '**Specific Plan Grant**' and Cash Book, Ledger, Voucher File, Stock Registers, Fixed Assets Register and other subsidiary records have to be maintained separately for PM SHRI Scheme. In addition, the provisions relating to physical verification of Assets/Non-Consumables items etc. are also to be followed on regular basis, strictly as per existing rules.
3. The Fixed Assets/Non Recurring /Non Consumable and the Vocational Labs and Maths/Art/Social Science/Computer Lab purchased/constructed out of PM SHRI Scheme, will be part of overall fixed Assets/building of KVs and the accounting treatment would be same as is being done by KVS for other assets created out of Specific Grant. The classification of Fixed Assets will be as per Schedule 4 of KVS Accounts. Further, depreciation is also to be charged on fixed Assets as per existing method, rates and provisions of KVS. The cash and bank balance available at the end of financial year must be part of overall cash & bank balance of KV, irrespective of depiction of grant under '**Specific Plan Grant**'. Similarly, the Assets and Liabilities of PM SHRI account will be depicted in Annual Accounts/Balance Sheet of that KV as per existing procedure.

4. On receipt of funds, the concerned KVs will book it on receipt side under "**Other Specific Grant (Sch.3A)**" and the unutilized funds, if any, will be shown as a current liability in the books of Accounts under Schedule-3/Schedule-3A. In manual cashbook, the Recurring expenditure will be booked under the heads already circulated by Academic Division of KVS (HQ) as well as available on the PMSHRI Portal. However, while preparing the Accounts, total of recurring expenditure are to be shown in Schedule-3(A). Non-recurring expenditure (Capital Nature) may be booked under the concerned fixed Assets classified under Schedule 4 of Annual Accounts.

5. At the time of preparation of Annual Accounts, the utilization of the grant will be shown under schedule 3(A) of Annual Accounts under the Group "Revenue Expenditure" and "Capital Expenditure" as the case may be. In other words, Recurring expenditure and Non-recurring expenditure will be shown under "Revenue Expenditure" and "Capital Expenditure" respectively. The necessary head for bank account of PMSHRI will also be made available shortly in Tally Software. Voucher Entries in Tally software against the revenue/capital expenditure for the said scheme will be similar as it is prescribed for Specific grants (viz.-ATL, Skill Hub etc.) in Tally User Manual.

6. While incurring the expenditure, the instructions issued by KVS (HQ), the implementation and programmatic guidelines of PM SHRI School and procedure mandated by KVS should also be complied with.

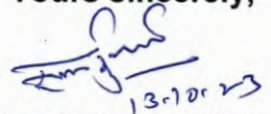
7. As a stop gag arrangement 1st installment of grant has already been remitted by KVS (HQ) directly to the PM SHRI Accounts of the concerned KVs. The amount has been remitted by KVS (HQ) under **three heads of Non-Recurring and four heads of Recurring expenditure** as specified under PM SHRI. The next installment of grant will be released by KVS (HQ) in the TSA Account of the Regional Offices so as to ensure proper monitoring by concerned RO. The Regional Offices will further release the funds to the concerned KVs through TSA Accounts after mapping /creating Vendors in their TSA/PFMS Portal. While releasing the funds, Regional Office has to ensure the selection of proper components of expenditure and also group of expenditure (i.e. Recurring and Non recurring) for generation of proper utilization certificates of funds in the portal. Monthly expenditure is also required to be updated/uploaded on the PMSHRI portal under the concerned head against the concerned budget allocation.

8. It may be noted that the funds released to PM SHRI KVs should be utilized within the prescribed time limit as per rules & regulations and guidelines issued from time to time as non-utilization of funds will be treated as a liability **in the Accounts and this may also attract adverse observation from the Audit/Ministry.**

*Hindi version follows.*

Enclosed:- As above

Yours sincerely,



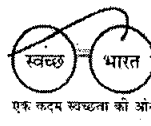
(Satya Narain Gulia)  
Joint Commissioner (Finance)

- Copy to:-
1. The Joint Commissioner (Training), KVS (HQ) for information and necessary action.
  2. The Deputy Commissioner (Academic), KVS (HQ) for information and necessary action.
  3. The Finance Officer, KVS (ROs) to ensure proper implementation & accounting of PM SHRI Scheme.

Joint Commissioner (Finance)



आजादी का  
अमृत महोत्सव



केन्द्रीय विद्यालय संगठन  
शिक्षा मंत्रालय भारत सरकार के अधीन स्वायत्त संस्थान  
18 संस्थागत क्षेत्र, शहीद जीत सिंह मार्ग, नई दिल्ली  
KENDRIYA VIDYALAYA SANGATHAN  
An Autonomous Body Under Ministry of Education, Govt. of India  
मुख्यालय, नई दिल्ली /Head Quarters, New Delhi  
18, Institutional Area, S.J. Marg, New Delhi-110016.  
Tel.: 26858570 Fax 26514179  
Website: [www.kvsangathan.nic.in](http://www.kvsangathan.nic.in)

F.No. 11-Acad029(Misc)/31/2023-AC(EDP)/२७५२४/४ Date: 10-11-2023

email

उपायुक्त,  
केन्द्रीय विद्यालय संगठन,  
सभी क्षेत्रीय कार्यालय.

Sub:- Implementation of PM SHRI Scheme in Kendriya Vidyalayas -  
Installation of Selfie-Points in PM SHRI KVs and Non PM SHRI KVs-- Reg.

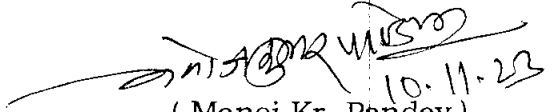
Madam/Sir,

In continuation of this office letters reg. Implementation of PM SHRI Scheme in Kendriya Vidyalayas, Ministry of Education has informed vide letter no. F.9-12/2023-E.E.12 (Media Cell) dated 9<sup>th</sup> November, 2023 for installation of Selfie Points in KVs under PM SHRI Scheme and in Non PM SHRI KVs latest by 11-11-2023. The copy of letter is enclosed for information and necessary action.

S.No.	Kendriya Vidyalayas	No. of Selfie Point	Theme of Depiction
1.	735 PM SHRI KVs	735	PM SHRI Theme
2.	518 Non PM SHRI KVs	518	Any other theme other than PM SHRI

It is requested to disseminate the information to all KVs of PM SHRI scheme and Non PM SHRI KVs under your region for necessary action accordingly. A report may please be sent to this office by 13-11-2023.

Yours faithfully,

  
( Manoj Kr. Pandey )  
Assistant Commissioner (EDP/Trg.)

Encl.: As stated above.

Copy to:-

The Joint Commissioner (Trg.) KVS New Delhi.

**F. No. 9-12/2023-EE.12 (Media Cell)**  
**Government of India**  
**Ministry of Education**  
**Department of School Education & Literacy**

\*\*\*\*\*

**Shastri Bhawan, New Delhi**  
**Dated: 9th November, 2023**

To

<b>The Head of Autonomous Bodies, (As per attached list)</b>	<b>The Principal Secretary/ Education Secretary, States &amp; UTs (As per attached list)</b>
--	--

**Subject: Installation of Selfie-Points in Autonomous Bodies, PM SHRI and schools under KVS and NVS latest by 11.11.2023- reg**

**Ma'am/Sir,**

The undersigned is directed to refer to this Department's letter of even number dated 27.10.2023 on the subject mentioned above and to say that the Department has developed designs of selfie-points related to various initiatives aligning with National Education Policy 2020. The objective is to disseminate the efforts, emanating out of NEP 2020 to transform the school education scenario in the country. PM SHRI schools may install one selfie point depicting PM SHRI theme. Schools other than PM SHRI may choose any theme other than PM SHRI. Autonomous Bodies may choose any two themes for Head Quarters/Regional Offices etc. Soft copies of the five designs are enclosed.

2. You are requested to identify suitable locations and install selfie-points in the schools and offices as per the table below:

<b>S.No.</b>	<b>Institutions</b>	<b>Total Number of Selfie points</b>
1	3822 - PM SHRI Schools (2770 State PM SHRI, 735 KVS PM SHRI, 317 NVS PM SHRI Schools)	3822
2	518 Non PM SHRI KVS	518
3	333 Non PM SHRI NVS	333
4	State Govt. Schools of Gujarat (other than PM SHRI)	3727
5	Department of School Education & Literacy and Autonomous Bodies - Offices/Regional offices (NCERT, CBSE, KVS, NVS, NIOS, NCTE, NIEPA, NBB)	100
	<b>Total</b>	<b>8500</b>

3. The Principal of the school concerned would be the nodal officer responsible for identification of the vantage points for installation, overseeing the installation and arranging to give a 3D look for usage as selfie points. The installation may be completed by 11.11.2023. Funds for fabrication and installation of selfie-points are to be borne by respective State/UTs and Autonomous Bodies. EdCIL may be contacted for technical support (Dr. B. Chandrasekhar, Executive Director, EdCIL, Tel No. 9899753575, email: [executivedir@edcil.co.in](mailto:executivedir@edcil.co.in)).

4. You are requested to submit the installation report to this Department at mediacell.sel@gmail.com by 13.11.2023.

Yours faithfully,

Enclosure(2)

  
(Surendra Kumar)

Under Secretary to the Government of India

Tele No: 23381849

Email id: surendra.kumar70@nic.in

Copy to:

1. Sh. Umesh Pratap Singh, Director, DoSEL, Ministry of Education for necessary action on *S. no. 4* of the above table.
2. Ms. Preeti Meena, Deputy Secretary, DoSEL, Ministry of Education for necessary action on *S. no. 1* of the above table.
3. The State Project Director, Education Department, all State & UTs for necessary action on *S. no. 1 & S.no. 4* of the above table. (as per the attached list)

F. No. 9-12/2023-EE.12 (Media Cell)  
Government of India  
Ministry of Education  
Department of School Education & Literacy

\*\*\*\*\*

Shastri Bhawan, New Delhi  
Dated : 27<sup>th</sup> October, 2023

To

**The Head of Autonomous Bodies,  
(As per attached list)**

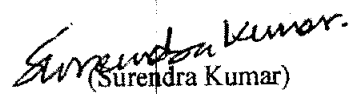
**Subject: Identification of Selfie-Points in Autonomous Bodies and their subordinate offices under  
the Department of School Education & Literacy - reg**

**Ma'am/Sir,**

I am directed to say that the Department of School Education and Literacy is taking an initiative aligning with NEP 2020 aimed at fostering a diverse, inclusive, and quality education. To engage with students, teachers, and stakeholders, we're identifying "Selfie-Points" in Autonomous Bodies and their offices in Delhi/NCR. These "Selfie-Points" will serve as interactive platforms to highlight educational initiatives, accomplishments, innovations and thereby enhancing public awareness and engagement nationwide.

2. You are requested to identify suitable selfie-points within the vicinity of your organization and its subordinate offices. It is also requested to nominate a Nodal Officer to identify the selfie points and oversee the installation at appropriate locations. Please share the details of the identified selfie-points and appointed nodal officers with this Department by 27.10.2023 at [mediacell.sel@gmail.com](mailto:mediacell.sel@gmail.com).

Yours faithfully,

  
(Surendra Kumar)

Under Secretary to the Government of India  
Tele No: 23381849  
Email id: [surendra.kumar70@nic.in](mailto:surendra.kumar70@nic.in)

**List of Autonomous Bodies:**

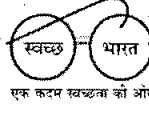
1. Prof. Dinesh Prasad Saklani, Director, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi – 110 016.
2. Smt. Nidhi Chhibber, Chairperson, CBSE, Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi - 110092
3. Professor Yogesh Singh, Chairperson, NCTE, G-7, Sector-10, Dwarka, Landmark – Near Metro Station, New Delhi – 110075
4. Prof. Saroj Sharma, Chairperson, National Institute of Open Schooling (NIOS), A-24/25, Institutional Area, Sector - 62, NOIDA Distt. Gautam Budh Nagar, Uttar Pradesh - 201 309
5. Prof. Shashikala Wanjari, Vice Chancellor, National Institute of Educational Planning and Administration (NIEPA), 17-B, Sri Aurobindo Marg, New Delhi-110016
6. Ms. Mukta Agarwal, Director(I/C), National Bal Bhawan, Kotla Marg, Rouse Avenue, Mata Sundari Railway Colony, Marg, New Delhi, Delhi 110002.

<b>1st Phase - Number of PM SHRI Schools and Selfie Points</b>			
S.No.	States/UTs	State Schools	No. of Selfie Points
1	Andaman & Nicobar Islands	10	10
2	Arunachal Pradesh	41	41
3	Assam	266	266
4	Chandigarh	1	1
5	Dadra & Nagra Haweli	6	6
6	Goa	12	12
7	Gujarat	274	274
8	Haryana	124	124
9	Jammu & Kashmir	233	233
10	Ladakh	14	14
11	Lakshadweep	8	8
12	Maharashtra	516	516
13	Manipur	69	69
14	Meghalaya	22	22
15	Nagaland	9	9
16	Pudducherry	8	8
17	Sikkim	30	30
18	Tripura	57	57
19	Uttarakhand	142	142
20	Uttar Pradesh	928	928
21	PM SHRI KVS	735	735
22	PM SHRI NVS	317	317
23	KVS	518	518
24	NVS	333	333
25	State Govt. Schools in Gujarat	3727	3727
26	Offices/HQs of ABs		
<b>Total</b>		<b>3822</b>	<b>3822</b>





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केन्द्रीय विद्यालय संगठन  
शिक्षा मंत्रालय भारत सरकार के अधीन स्वायत्त संस्थान  
18 संस्थागत क्षेत्र, शहीद जीत सिंह मार्ग, नई दिल्ली  
KENDRIYA VIDYALAYA SANGATHAN  
An Autonomous Body Under Ministry of Education, Govt. of India  
मुख्यालय, नई दिल्ली /Head Quarters, New Delhi  
18, Institutional Area, S.J. Marg, New Delhi-110016.  
Tel.: 26858570 Fax 26514179  
Website: [www.kvsangathan.nic.in](http://www.kvsangathan.nic.in)

F.No. 11-Acad029(Misc)/31/2023-AC(EDP)/R 768-73 Date: 10-11-2023

email

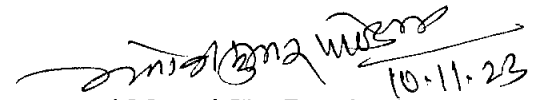
उपायुक्त,  
केन्द्रीय विद्यालय संगठन,  
सभी क्षेत्रीय कार्यालय.

Sub.: Implementation of PM SHRI Scheme in Kendriya Vidyalayas -  
Circulation of Minutes of the VC held on 18.10.2023

Madam/Sir,

In continuation of this office letters reg. Implementation of PM SHRI Scheme in Kendriya Vidyalayas, the Minutes of VC held on 18-10-2023 are enclosed for information, circulation in all KVs under PM SHRI Scheme for necessary action accordingly.

Yours faithfully,

  
(Manoj Kr. Pandey)  
Assistant Commissioner (EDP/Trg.)

Encl.: As stated above.

Copy to:-

The Joint Commissioner (Trg.) KVS New Delhi.

ID Note

## **Kendriya Vidyalaya Sangathan, HQ, New Delhi**

### **EDP Section**

**SUBJECT: Implementation of PM SHRI Scheme - Minutes of the VC held on 18.10.2023.**

As per the direction of hon'ble Commissioner, KVS a VC was conducted on 18.10.2023 to resolve issues related with the officers of finance section under the chairpersonship of Ms Chandana Mandal, JC(Trg).

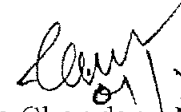
The following officers from KVS HQ were present in physical mode:


1. Sh. Sanjay Kumar, DC(Finance)
2. Sh. A K Srivastava, AC(Finance)
3. Sh. Manoj Kumar Pandey, AC(EDP)

All the DCs and Regional Nodal Officers were present virtually.

The minutes of the meeting are attached for ready reference.

Encl: as above.

  
(Ms Chandana Mandal)  
Joint Commissioner (Training)

  
Joint Commissioner (Finance)

**Minutes of the VC held of 18.10.2023**

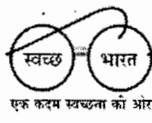
The following points were discussed during the meeting:

Sr No	Agenda Point	Discussion/outcome
1	The chairperson asked from the regions about the status of fund received.	The DCs/DNO stated about the fund received status. The AC(Finance) told that fund to 22 KVs have not been transferred.
2	The DC Ernakulum region asked that due to enactment of Modal Code of Conduct before Assembly Election 2023, it is not possible to float tender for procurement of articles.	The Chairperson replied that a letter will be written to the ministry in this regard.
3	A question was raised about how to update the expenditure on PM Shri Prabandh Portal	Live demonstration will be given in the next VC about how to update the expenditure on PM Shri Prabandh Portal
4	The amount remains unspent may be utilized in other head?	The DC Finance replied that the budget ceiling should not be crossed, if amount remains unspent, it will be treated as saving and will be adjusted in the next financial year. Further he also emphasized that the Amount received in non-recurring and recurring heads should not be mixed.

The meeting ended with vote of thanks



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अमृत महोत्सव



केन्द्रीय विद्यालय संगठन  
शिक्षा मंत्रालय भारत सरकार के अधीन स्वायत्त संस्थान  
18 संस्थागत क्षेत्र, शहीद जीत सिंह मार्ग, नई दिल्ली  
KENDRIYA VIDYALAYA SANGATHAN  
An Autonomous Body Under Ministry of Education, Govt. of India  
मुख्यालय, नई दिल्ली / Head Quarters, New Delhi  
18, Institutional Area, S.J. Marg, New Delhi-110016.  
Tel.: 26858570 Fax 26514179  
Website: [www.kvsangathan.nic.in](http://www.kvsangathan.nic.in)

F.No. 11-Acad029(Misc)/31/2023-AC(EDP)/2854-79 Date: 17-11-2023

email

उपायुक्त,  
केन्द्रीय विद्यालय संगठन,  
सभी क्षेत्रीय कार्यालय.

Sub:- Implementation of PM. SHRI Scheme in Kendriya Vidyalayas -  
Prefixing PM SHRI KVs on display Sign Board and Website Home Page - Reg.

Madam/Sir,

In continuation of this office letters reg. Implementation of PM SHRI Scheme in Kendriya Vidyalayas, Ministry of Education has informed that all KVs of under PM SHRI Scheme will prefix PM SHRI on display Sign Board and the website of school at Home Page.

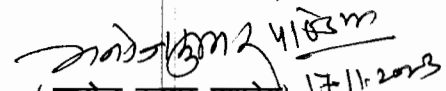
The link of Video on how to prefix PMSHRI on home page of website of KV is attached with mail.

**All the Kendriya Vidyalayas under PM SHRI scheme will prefix PM SHRI on display/sign board and website of school at home page. The website should also be updated in all respects including pictures on Home page immediately.**

It is requested disseminate above information to all KVs of PM SHRI scheme immediately.

Action on above may please be taken on PRIORITY BASIS.

भवदीय,

  
(मनोज कुमार पाण्डेय) 17/11/2023  
सहायक आयुक्त (ईडीपी)

Encl.: As stated above.

Copy to:-

The Joint Commissioner (Trg.) KVS New Delhi.



केन्द्रीय विद्यालय संगठन  
शिक्षा मंत्रालय भारत सरकार के अधीन स्वायत्त संस्थान  
18 संस्थागत क्षेत्र, शहीद जीत सिंह मार्ग, नई दिल्ली  
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Tel.: 26858570 Fax 26514179  
Website: [www.kvsangathan.nic.in](http://www.kvsangathan.nic.in)

F.No. 11-Acad029(Misc)/31/2023-AC(EDP)/3253-3247

Date: 27-12-2023  
By email only

उपायुक्त,  
केन्द्रीय विद्यालय संगठन,  
सभी क्षेत्रीय कार्यालय.


Sub.: Implementation of PM SHRI Scheme in Kendriya Vidyalayas -- Reg.

Madam/Sir,

In continuation of this office letter no. F.No. 11-Acad029(Misc)/31/2023-AC(EDP)/2099-2126 dated 22-09-2023 reg. PM SHRI Scheme in Kendriya Vidyalayas. The detailed norms of expenditure for the month of December, 2023 to March, 2024 are being sent for the implementation at school level (Annexure-I).

It is therefore requested to circulate these instructions to the Kendriya Vidyalayas under the Regions for implementation.

Yours faithfully,

  
( Chandana Mandal )  
Joint Commissioner (Trg.)

Encl.: Annexure -I

Copy to:-

- (4) PS to Commissioner, KVS New Delhi.
- (5) The Joint Commissioner (Acad.) KVS New Delhi.
- (6) The Joint Commissioner (Fin.) KVS New Delhi.
- (7) The Joint Commissioner (Admn.) KVS New Delhi.
- (8) The Supdt. Engineer, KVS New Delhi.





75  
आज़ादी का  
अमृत महोत्सव



केन्द्रीय विद्यालय संगठन  
शिक्षा मंत्रालय भारत सरकार के अधीन स्वायत्त संस्थान  
18 संस्थागत क्षेत्र, शहीद जीत सिंह मार्ग, नई दिल्ली  
KENDRIYA VIDYALAYA SANGATHAN  
An Autonomous Body Under Ministry of Education, Govt. of India  
मुख्यालय, नई दिल्ली /Head Quarters, New Delhi  
18, Institutional Area, S.J. Marg, New Delhi-110016.  
Tel.: 26858570 Fax 26514179  
Website: [www.kvsangathan.nic.in](http://www.kvsangathan.nic.in)

F.No. 11-Acad029(Misc)/31/2023-AC(EDP)/

Dated: 30-12-2023  
Email

The Deputy Commissioner,  
Kendriya Vidyalaya Sangathan  
All Regional offices.

Sub.: -Launching of Kendriya Vidyalaya Sangathan's PM SHRI Monitoring Portal  
( <https://pms shri.kvsindia.in/> )

Madam/ Sir,

With reference to the subject cited above it is informed that Kendriya Vidyalaya Sangathan is introducing PM SHRI Portal for monitoring mandatory compliances and Sanctioned Budget & Expenditure under this scheme. The details about the portal are given below:

1. The URL of the Portal is : <https://pms shri.kvsindia.in/>.
2. List of login id for each user is being provided in the annexure-1.
3. Password is UDISE code of KV.
4. User manual for KVs is attached as annexure-2.

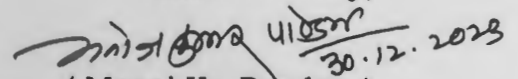
The Login details and user manual for ROs will be provided separately.

It is requested to kindly instruct the PM SHRI Kendriya Vidyalayas for implementation of this portal with immediate effect as the day to day activities will be monitored through the portal.

All expenditure till date should be updated on the portal by 02.01.2024.

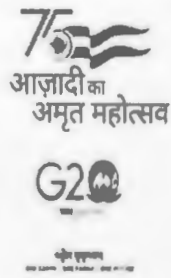
In case of any query, schools may contact on [pms shri.kvs@gmail.com](mailto:pms shri.kvs@gmail.com).

Yours faithfully,



( Manoj Kr. Pandey )  
Assistant Commissioner (EDP)

Encl.: As stated above.



## केन्द्रीय विद्यालय संगठन (मुख्य०)

शिक्षा मंत्रालय भारत सरकार के अधीन स्वायत्त संस्थान  
18 संस्थागत क्षेत्र, शहीद जीत सिंह मार्ग, नई दिल्ली-110016.

**KENDRIYA VIDYALAYA SANGATHAN (HQs)**

An Autonomous Body under Ministry of Education, Govt. of India

18, Institutional Area, S.J.S Marg, New Delhi-110016.

Tel.: 011-26521841

Website: [www.kvsangathan.nic.in](http://www.kvsangathan.nic.in)

By email only

Date: 12.1.2024

File No: 11-Acad029(Misc)/31/2023/-AC(EDP)

**The Deputy Commissioner  
Kendriya Vidyalyalaya Sangathan  
All Regional Offices**

**Subject: Most Urgent - Addressing Concerns Regarding Non-Expenditure/Less Expenditure under Different Heads of PM SHRI Scheme**

Madam/Sir,

The PM SHRI Scheme is a crucial initiative aimed at revolutionizing the educational landscape and fostering the holistic development of our students. It is disheartening to note that there have been instances of non-expenditure or suboptimal expenditure (Enclosed as Annexure-1) under different heads of this pivotal scheme.

To facilitate all Regional Offices and Kendriya Vidyalayas, KVS HQ has developed an integrated web portal ( <https://pmsfri.kvsindia.in> ) to monitor the progress of PM SHRI Scheme. On this portal, each PM SHRI Kendriya Vidyalaya will upload branding compliances and expenditure. A VC regarding the demonstration of features of the portal was conducted on 03.01.2024 with the Regional Nodal Officers(I/c ACs).

This office is regularly issuing detailed implementation guidelines and conducting regular VCs directly with Regional Nodal Officers & Principals of PM SHRI KVs for handholding.

Vide letter dated 08.12.2023, all the Regional offices were directed that the expenditure done so far is not as per target set and take personal cognizance into the matter. Further vide letter dated 05.01.2024 each region was directed to spend 70%-80% of first installment released by this office. But upon observation on 11.01.2024, any region could not achieve the target set by KVS HQ.

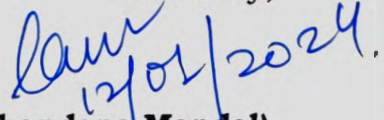
Some of the regions viz. Varanasi, Lucknow, Chennai, Delhi and Dehradun have done comparatively better. But regions' viz. Silchar, Ranchi, Jammu, Jabalpur, Patna, Chandigarh, Gurugram etc. expenditure is way below the set target of 70-80%.

In light of this, I urge you to conduct an immediate and thorough review of the financial status related to the PM SHRI Schools within your jurisdiction. Identify the areas where the expenditure has been lacking and get a detailed report from Principals under your region elucidating the reasons for such non-expenditure or reduced spending. Additionally, propose corrective measures and follow the timeline set by this office for implementation to ensure that the allocated funds are appropriately utilized for the intended purpose.

I am well aware of the challenges inherent in managing such schemes, but I have confidence in your ability to navigate these challenges and ensure the success of the PM SHRI Scheme in your region.

I kindly request you to prioritize this matter, take personal cognizance and direct the Principals under your region to follow the implementation timeline in letter and spirit and ensure minimum 70%-80% expenditure in recurring and non-recurring heads upto 20.01.2024.

Sincerely,

A handwritten signature in blue ink, appearing to be 'Lam', with the date '12/01/2024' written below it.

(Chandana Mandal)

**Joint Commissioner(Trg)**

Encl: As above.





75  
आज़ादी का  
अमृत महोत्सव



केन्द्रीय विद्यालय संगठन  
शिक्षा मंत्रालय भारत सरकार के अधीन स्थायित संस्थान  
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Tel.:011- 26858570 Fax 26514179  
Website: [www.kvsangathan.nic.in](http://www.kvsangathan.nic.in)  
E-mail: [acedpkvs@gmail.com](mailto:acedpkvs@gmail.com)

F.No 11-Acad029(31)/2023-AC(EDP)

Dated: 25-01-2024

The Deputy Commissioner  
Kendriya Vidyalaya Sangathan  
All Regional Offices

Subject: Urgent: Displeasure Regarding Implementation and Expenditure Issues in PM SHRI Scheme.

Madam/Sir,

While reviewing the extent of progress made in the utilization of funds under PM SHRI Scheme, it is regretted to note that the desired target of this scheme has not been achieved. This is in spite of the fact that frequent VCs are being held to sort out the issues, if any and also a portal has been made live to monitor the progress of implementation.

I hereby urge you to thoroughly review the current status of implementation of the PM SHRI Scheme in your region and take immediate corrective measures. It is essential to identify the bottlenecks and address them promptly to ensure that the scheme's objectives are met within the stipulated timeframe. I expect immediate actions on your part to rectify the situation upto 30.1.2024.

It is also to be recognized that failure to meet the set targets not only reflects negatively on the regional office but also hampers the overall success of the scheme at the KVS level.

Hence, your prompt action in this matter is crucial, and I trust that you will do the needful to ensure the success of the PM SHRI Scheme.

Sincerely,

(N R Murali)

Joint Commissioner (Acad.)



आजादी का  
अमृत महोत्सव



केन्द्रीय विद्यालय संगठन  
विद्या भवन, बंगला हाउस केन्द्रीय विद्यालय संगठन  
18 पंचसाल रोड, एडीए सीड विट्ठल पार्क, नई दिल्ली  
KENDRIYA VIDYALAYA SANGATHAN  
An Autonomous Body Under Ministry of Education, Govt. of India  
मुख्यालय, नई दिल्ली / Head Quarter, New Delhi  
28, Institutional Area, S.J. Marg, New Delhi-110016.  
Tel. 011- 26568570 Fax 26514379  
Website: [www.kvsangathan.nic.in](http://www.kvsangathan.nic.in)  
E-mail: [kvsangathan@gmail.com](mailto:kvsangathan@gmail.com)

P.No 11-Acad029(31)/2023-AC(EDP)/3541-3545

Dated: 28-02-2024

The Deputy Commissioner  
Kendriya Vidyalaya Sangathan  
All Regional Offices

Subject: Implementation of PM SHRI Scheme – Utilisation of funds and showcasing the visible changes under PM SHRI Scheme.

Madam/Sir,

According to the Vision of Hon'ble Prime Minister of India, The PM SHRI schools aim to create an inclusive and welcoming atmosphere for every student, ensuring their well-being and providing a secure and enriching learning environment. The goal is to offer a diverse range of learning experiences and ensure access to good physical infrastructure and appropriate resources for all students.

To ensure good infrastructure and appropriate resources, every PM SHRI school shall utilize the complete fund on or before 20.03.2024 under the following:

1. 100% Procurement and installation of Desktop Computers under Digital Library.
2. 100% Procurement and installation of Smart Classrooms (Interactive Touch Panel).
3. 100% Procurement and installation of Vending Machine and Incinerators.
4. 100% Procurement of Aids and Appliances under CwSN.
5. 100% Procurement of Lab Equipment (Physics, Chemistry, Biology and Junior Science Lab).
6. 100% sending of estimates for construction of vocational and other labs. (in case of non-availability of space/ construction not permitted by government then it should be reported immediately by 3. 3.2024 at [acedpkvs@gmail.com](mailto:acedpkvs@gmail.com) & [pmshriks@gmail.com](mailto:pmshriks@gmail.com)).
7. 100% installation of selfie-point as per approved design of the Ministry, prefixing PM SHRI on Vidyalaya website and School signboards and social media accounts. Also uploading on PM SHRI Progress Monitoring Portal ([pmshri.kvsindia.in](http://pmshri.kvsindia.in))
8. Formation of PM SHRI Innovation council and uploading the certificate on PM SHRI Progress Monitoring Portal, downloaded from the Innovation council portal.
9. Self Defense Training to Girls students of secondary section.
10. Exposure and Field visit to students.
11. Printing of School readiness module for class one students of the session 2024-25.
12. Procurement of Tools & Equipment, if space available for effective utilization (List of suggested items attached).
13. Providing hands on vocational skill training and experiences to the children.
14. Procurement of Colorful Dustbins.
15. Installation of Drip Irrigation System.
16. Procurement of at-least one wheel-chair for CWSN.

17. Preparation of Teaching Learning Material (I-V).
18. Printing of Holistic Report Card (School).
19. Resource Material / Activity Hand Book.
20. Procurement of Science and Maths Kit.
21. Formation of Science & Maths Circle.
22. Mentoring by Eminent Experts (National) & (International).
23. Procurement of Sports Equipment.
24. Organizing of Guidance and Career Counseling sessions, Health Camps, 21st Century Learning and Information Skills, Citizenship skills, Constitutional values and Knowledge of India etc.
25. Procurement of Raw Material.
26. Organizing of Activities Promoting Green School.
27. Establishment of Vegetable /Medical/Kitchen Gardens, Composting facility (like vermi-composting) for kitchen and garden waste, Drip Irrigation Systems.
28. Covering area of the school with grass or plantation of different varieties.
29. Providing Braille Stationary Material (Inc. Embossed Charts, globes etc) and Aids & Appliances to the CwSN.
30. Identification and Assessment (Medical Assessment Camps).
31. Organizing of Career Guidance and Counseling of Students.
32. Organizing of Adolescent Girls Programs.
32. Preparing of Toy Library, STEAM Module and Education & Wellness Centre.
33. Procurement of LED Lights.

Besides these activities, now it is the time to showcase the visible changes in school upon implementing this scheme. It is requested to kindly direct the PM SHRI KVs to prepare a complete Presentation and Movie(4-5 minutes duration), focusing on best practices only and depicting the activities citing the real inputs from beneficiaries.

For proper viewing of these presentation and movie, each Regional Office will create a dedicated mail id such as pmshrikv<name of RO>@gmail.com. RO will make school wise separate folders on the Google Drive of this email id. On that email-id all schools under the region will send their presentation and movie. The regional office after proper screening of the presentation and movie will upload only good quality presentation and movies to the school specific folder of the Google Drive of above mentioned email id. School wise good quality presentation and movies Google drive link will be uploaded in the PM SHRI Progress Monitoring Portal.

Kindly make sure that these presentations and movies should be of appropriate quality as these will be shared with the Ministry of Education to showcase the KVS Activities under PM SHRI Scheme. The Presentation and Movie should be readily available at RO Level by 07-03-2024.

The Regional office shall ensure complete fund utilization upto 20.03.2024.

Sincerely,

  
(Chandana Mandal)

Joint Commissioner (Training)





केन्द्रीय विद्यालय संगठन  
शिक्षा मंत्रालय भारत सरकार के अधीन स्वायत्त संस्थान  
18 संस्थागत क्षेत्र, शहीद जीत सिंह मार्ग, नई दिल्ली  
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18, Institutional Area, S.J. Marg, New Delhi-110016.  
Tel.: 26858570 Fax 26514179  
Website: [www.kvsangathan.nic.in](http://www.kvsangathan.nic.in)  
Date: 15-03-2024

F.No 11-Acad029(31)/2023-AC(EDP)/3651-3677

**MOST URGENT-EMAIL ONLY**

The Deputy Commissioner  
Kendriya Vidyalaya Sangathan  
All Regional Offices

**Subject: Preparation and Submission of PM SHRI Annual Work Plan & Budget (AWP&B) for the financial year 2024-25 (for 730 KVs of First Phase) regarding**

Madam/Sir,

With reference to the subject cited above it is informed that 730 Schools, selected under first phase, have to prepare Annual Work Plan & Budget for the financial year 2024-25. The following directions may be issued to the KVs for the preparation of budget for the FY 2024-25:

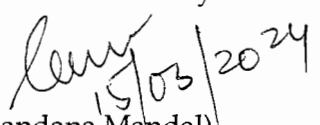
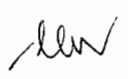
1. Each Kendriya Vidyalaya will constitute a committee of 5-6 members under the Chairpersonship of Principal KV, in which at-least one representative from each stakeholder should be included.
2. The committee will assess their requirement and accordingly will prepare the budget.
3. The budget is to be submitted through <https://www.pm-shri.in/> portal. The UDISE code is the username and password is same as last year to login into the portal.
4. After login, the school will go to the **AWP&B** menu then select **Plan Proposal**. For each head, the Year will be 2024-25. For each head there will be a separate entry as of last year.
5. Each Vidyalaya will prepare a budget of Rs 75 Lakh out of which Non-Recurring amount will be Rs 35 Lakh and Recurring will be Rs 40 Lakh.
6. A suggestive model budget is being shared; School can change the quantity as per students strength and teacher and also add/delete any item as per their requirement.
7. Under Non-Recurring Heads - School can choose the following as per their requirement:
  - ❖ Shortfall regarding already sanctioned construction of labs/rooms(sanctioned in 2023-24), if any, may be proposed (Maximum ceiling upto 12.5 lakh)
  - ❖ Smart classroom/E-classroom: if not setup 100% e-classrooms for children in classrooms only(Maximum ceiling: 10 Lakh)
  - ❖ Furniture: if furniture is very old and not in good condition or shortage of furniture (Maximum Ceiling : 10 Lakh)
  - ❖ ATL Lab ( if 1500 Sq ft Built-in Space(Room) available) (Maximum ceiling 10 Lakh)
  - ❖ Ramps and Handrails, if Ramp & Handrail not available or in dilapidated condition.(Maximum ceiling Rs 0.5 Lakh)

- ❖ Kitchen Garden Fencing, if school has set up Kitchen Garden, then Fencing may be done (Maximum ceiling Rs 0.50 lakh)
  - ❖ Minor Repair, including replacement of Water Pipeline, Taps or any other civil and electrical works (maximum Ceiling Rs 1.5 Lakh)
8. Under Recurring Heads - School can choose any or more of the following as per their requirement:
- ❖ Building as Learning Aid (BaLA), if already not done. (Maximum 1 Lakh)
  - ❖ Fund for Safety and security (Maximum 2 Lakh)
  - ❖ ATL Maintenance Fund - if, the ATL is 5 or more year old and no assistance is being received from NITI Aayog (Maximum 2 Lakh)
  - ❖ Band Set, if School does not have Band Set. (Maximum 2 Lakh)
  - ❖ Virtual Reality Lab, if School has enough built-in space(room) to setup VR Lab,
  - ❖ School Public Address System, if Public Address System not installed in school or non-functional, (Maximum 1 Lakh)
  - ❖ Provision of Recurring Grant under Digital Library for procurement of E-Granthalaya 4.0 software through NICSI (Maximum ceiling Rs 0.25 Lakh)
9. Although the lists mentioned in point no. 7 & 8 is suggestive in nature, school may add/delete any item or change quantity as per requirement and suitability (Refer master head List).
10. Under the head "Support at Pre-School Education / Bal-Vatika (ECCE)" school will not propose any activity/procurement.
11. After entry and verification of all entries on the portal, each school will freeze their AWP&B for the FY 2024-25 and forward the same to the District (i.e. Regional Office) through the portal only.
12. The following tasks are to be completed by the District(i.e. Regional Office) on the portal:
- ❖ Verification / Rejection of Budget Sheet submitted by PMSHRI Schools
  - ❖ Locking the Budget sheet after verification of all the schools
  - ❖ Modifying / Adding the activities for all the Schools (if needed)
  - ❖ Mapping the School budget sheet with the District Plan
  - ❖ Addition of the intervention required at District level (if any)
  - ❖ Submitting the Budget sheet to State (i.e KVS HQ)
13. The following time line should be adhered by the schools and regional offices:
- ❖ The schools will finally freeze and forward their AWP&B by 16.03.2024.
  - ❖ The region office will finally submit the Budget sheet to State (i.e. KVS HQ) by 17.03.2024 upto 06:00PM.

Your active and timely action in this regard will make successful submission of AWP&B for the FY 2024-25.

Encl: As above

Copy to : PS to the Commissioner, KVS  
PS to the Additional Commissioner(Acad)

Yours faithfully  
  
(Chandana Mandal)  
Joint Commissioner(Trg)  
  
Joint Commissioner(Trg)



केन्द्रीय विद्यालय संगठन

केन्द्रीय विद्यालय संगठन (मुख्या०)  
शहीदजीत सिंह मार्ग, १८ संस्थागत क्षेत्र,  
नई दिल्ली - ११० ०१६

KENDRIYA VIDYALAYA SANGATHAN (Hqrs.)  
18, INSTITUTIONAL AREA, SJS MARG  
NEW DELHI - 110 016

Ph. 26561153 Fax - 26514179

E-mail: workskvs@gmail.com

फ.नं. 110115-13/2023- के.वि.सं. (मु०)/कार्य शाखा

दिनांक: 22.03.2024

Executive Engineer,  
CPWD

Incharge for construction of Labs under PMSHRI.

Sub: Construction of Labs under PMSHRI scheme- reg.

Sir/Madam,

In reference to this office letter of even number dated 29.11.2023 concerning the construction of laboratories under the PMSHRI initiative, CPWD has been entrusted the task of constructing labs in 438 Kendriya Vidyalayas (KVs).

CPWD has provided preliminary estimates for 02 Nos PMSHRI Labs that vary according to the individual requirements of each KV, ranging from Rs. 25.00 lakhs to Rs. 1.25 crores. However, it is observed that these preliminary estimates surpass the allocated budget for the establishment of laboratories. KVS has reviewed and revised the requirement of construction of labs to align with the available budget.

Deputy Commissioners, KVS (Regional Offices) have reported that the CPWD has expressed hesitancy in constructing laboratories, citing the AA&ES as insufficient. It is important to note that the scope of work has been scaled down. Therefore, it is requested that the CPWD proceed with the preparation of a detailed estimate (Technical sanction estimate). In case of, the estimate exceeds the approved AA&ES, the CPWD should seek further financial approval.

In light of the budget constraints, the revised specifications for laboratory construction have been determined. For a single laboratory, the dimensions will be 7x7m. Where multiple laboratories were planned, now a composite laboratory measuring 7x10.6m will be constructed. CPWD, Jammu Zone has prepared a sample drawing for the construction of Labs. This drawing, along with the detailed specifications, has been attached with the sanction orders for reference and guidance.

The construction of Labs under PMSHRI scheme is being monitored at the highest level to ensure their completion within the stipulated timeframe and expected quality standards.

CPWD is requested to go-ahead with the tender formalities subsequent to the approval of the detailed technical estimate and must communicate the lowest qualified bid (L1) cost to KVS. In case, the detailed estimate or L1 cost exceed the sanctioned amount (AA&ES), the same may be communicated to KVS(HQ) for revision of AA&ES.

Under no circumstances should CPWD refrain from executing the construction of Labs under PMSHRI. For any queries or further clarification, the KVS(HQ) Works Division may be contacted.

Yours faithfully,

Encl: A copy of sanction order, Drawings & Specifications.

(Amit Awasthi)  
Technical Officer



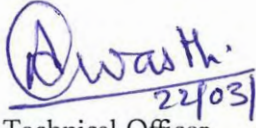
केन्द्रीय विद्यालय संगठन

केन्द्रीय विद्यालय संगठन (मुख्या०)  
शहीदजीत सिंह मार्ग, १८ संस्थागत क्षेत्र,  
नई दिल्ली - ११० ०१६  
**KENDRIYA VIDYALAYA SANGATHAN (Hqrs.)**  
**18, INSTITUTIONAL AREA, SJS MARG**  
**NEW DELHI - 110 016**  
**Ph. 26561153 Fax - 26514179**  
**E-mail: workskvs@gmail.com**

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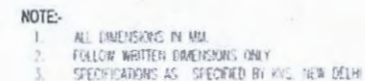
Copy to:

- (i) PS to DG, CPWD, New Delhi for information:
- (ii) SDG/ADG concerned.
- (iii) Director (PM), CPWD, New Delhi.
- (iv) DC, KVS(RO) for information and necessary action with a request to ensure that the letter is delivered to concerned Executive Engineer, CPWD through Principal.
- (v) Principal, KV for information & necessary

  
22/03/24  
Technical Officer

SCOPE, SPECIFICATION FOR CONSTRUCTION OF LABS		
S.NO	DESCRIPTION OF WORK	
1	SIZE OF LAB	(a) 7 X 7 Meter 10.60 Meter (b) 7 X
2	STRUCTURE	RCC FRAMED STRUCTURE
3	FLOOR	KOTA STONE PREFARABLY/ DOUBLE CHARGED VITRIFIED TILES MAT finish anti skid WITH MINIMUM 15 MM THICK
4	FINISHING	PLASTIC EMULSION PAINT
5	DOOR FRAMES	MS T iron - 40 x 40 x 5mm
6	DOOR SHUTTERS	35 MM(BWP) FLUSH DOOR
7	WINDOWS	MS tubular section/ Alumunium windows
8	ELECTRIC WIRING WITH SUFFICIENT NUMBER OF POWER PLUG	Wiring for light point/fan point/ exhaust fan point/with FRLS PVC Insulated copper conductor single core cable in recess.
9	FIXTURES	Providing Energy saving LED Light fittings & accessories.
10	CEILING FAN AND EXHAUST FAN PROPOSED IN ROOM/ LAB	Providing 04/ 06 no. of ceiling fan respectively and 02 no. exhaust fans.
11	POWER PLUG	As per drawing
12	EXTERNAL & INTERNAL WATER/ ELECTRIC CONNECTION	As per site condition
13	Wash basin	As per need/ drawing





LEGENDS ELECTRICAL	
1.	CORONA FAN
2.	TUBE LIGHT
3.	POWER SOCKET
4.	SWITCH BOARD



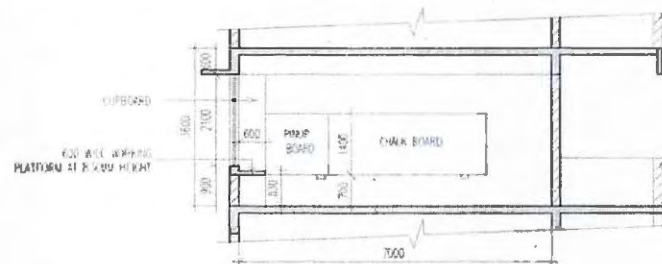
TYPICAL PLAN OF VOCATIONAL LAB-2 FOR  
KENDRIYA VIDYALAYA

DRG. NO. 486 / CA / JAMMU / SA / 99 / 10

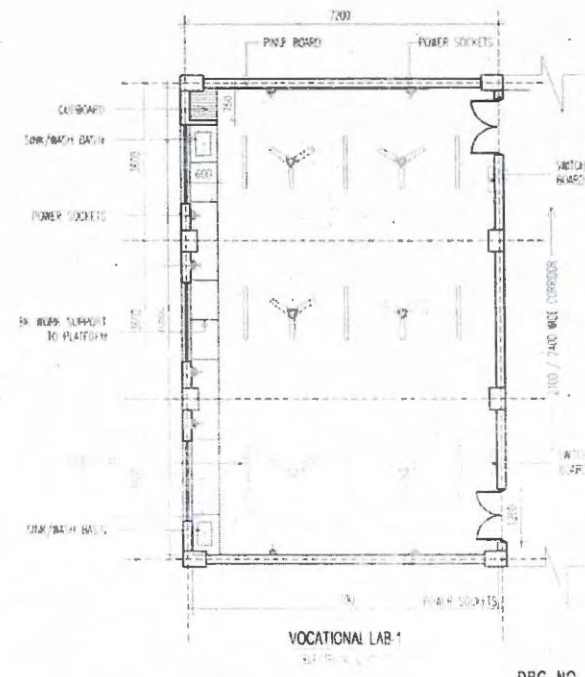
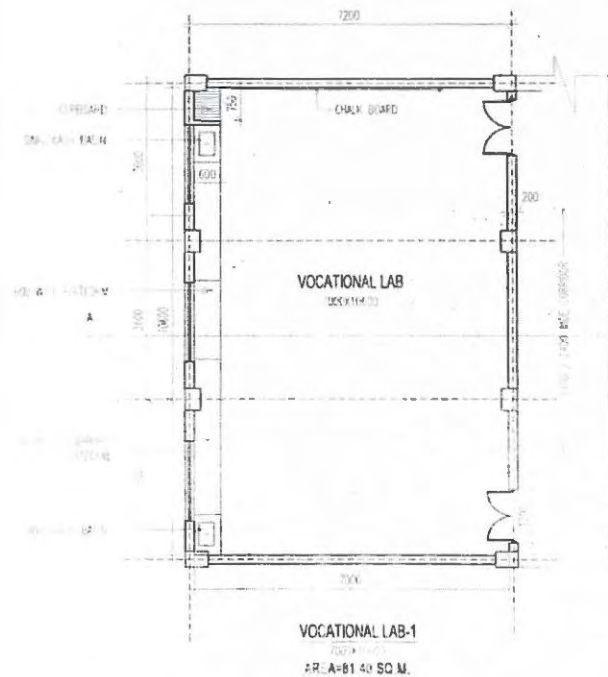


मुख्य वास्तुक (जन्म)  
केंद्रिय लोक निर्माण  
विभाग  
राजधानी केंद्र,  
जन्म-186003





TYPICAL SECTION-AA



NOTE:-

1. ALL DIMENSIONS IN MM
2. FOLLOW WRITTEN DIMENSIONS ONLY
3. SPECIFICATIONS AS SPECIFIED IN RVS, NEW DELHI

LEGENDS ELECTRICAL

1.	CEILING FAN	
2.	TUBE LIGHT	
3.	POWER SOCKET	
3.	SWITCH BOARD	

TYPICAL PLAN OF VOCATIONAL LAB-1 FOR  
KENDRIYA VIDYALAYA

DRG. NO. 485 / CA / JAMMU / SA / 99 / 09



मुख्य वास्तुक (अम्ह)  
केंद्रीय लोक निर्माण  
विभाग,  
राजस्थानी केंद्र,  
जम्मू-180003



केन्द्रीय विद्यालय संगठन (मुख्या०)  
शहीदजीत सिंह मार्ग, 18 संस्थागत क्षेत्र,  
नई दिल्ली - 110 016  
KENDRIYA VIDYALAYA SANGATHAN (Hqrs.)  
18, INSTITUTIONAL AREA, SJS MARG  
NEW DELHI - 110 016  
Ph. 26858570 Fax - 26514179

F.No.110115/13/2023-KVS/HQ/(Works)/1789

Dated: 26.04.2024

सभी उपायुक्त,  
केन्द्रीय विद्यालय संगठन,  
क्षेत्रीय कार्यालय।

विषय:- Construction of Laboratories under PM SHRI SCHEME LAB 7x10.60 mt. size.

Sir/ Madam,

The construction of PM SHRI Labs, are set to be established in 730 PM SHRI Kendriya Vidyalayas (KVs), with the approval for 658 KVs already issued.

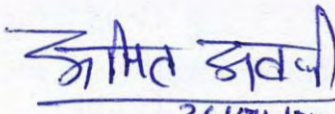
The construction of a laboratory measuring 7 by 10.60 meters has been planned, and construction agencies are expected to provide detailed cost estimates. The CPWD is in process of submitting estimates which vary from Rs. 41.67 lakh to Rs. 53.39 lakh, based on different locations and site conditions. The foundation designs have been tailored to these conditions and sample copy of detailed estimate are available for reference to ensure that the construction is both efficient and cost-effective.

In the review of the CPWD estimates, it's noted that certain specifications can be optimized. The inclusion of SS railings may not be necessary, aligning with a more cost-effective approach. Similarly, road and drainage works should focus on essential expenditures that ensure connectivity with existing structures (looking to Functionality). Lastly, for interior finishes, it's advisable to avoid elaborate procedures like putty work when simpler alternatives like emulsion over primer are acceptable and can lead to significant savings without compromising quality.

Once the CPWD submits the detailed estimates, the tender process can begin. In case the lowest tender exceed the sanctioned amount, KVS HQ will consider revised AA&ES

To ensure timely commencement of the project, it is imperative that the letter is promptly forwarded to the concerned principals and construction agencies.

भवदीय

  
26/04/24  
(अमित अवस्थी)  
तकनीकी अधिकारी

**Government of India**  
**Central Public Works Department**

State : HP

Division: MD/Madhampur

Branch: B&R

Sub-Division: SSD/Sapri

Name of work: Construction of Laboratories under PM SHRI Scheme at Kendriya Vidyalaya, Bhanala, Distt. Kangra (HP).

Major Head

Minor Head

Detailed Head

This detailed estimate framed by Er. Aman Kumar, Assistant Executive Engineer, Sapri Sub Division, C.P.W.D., Sapri, Kangra (HP) and further processed by Er. M.K Malik, Executive Engineer (C), Madhopur Division, CPWD, Madhopur (Pb) of the probable cost of Rs. 41,67,400/- including 19.63% Cost Index, 5% contingencies and 3.94% EPF & ESIC.

**Report**

**History:** This detailed estimate amounting to Rs. 41,67,400/- including 19.63% Cost Index, 5% contingencies and 3.94% EPF & ESIC has been framed to cover the probable cost of above mentioned work and to obtain administrative approval and expenditure sanction of the competent authority. A requisition in this regard has been received from the client department vide their office letter No. फ.न. 110115-13/2023- के.वि.सं.(मु0)/कार्य शाखा dated 22.03.2024 & F.110115-13/2023-KVS(HQ)/(Wk-I)/824 dated 15.03.2024 in which A/A & E/S of Rs.30 lac was proposed at Sr No. 24 for the said school. Since the estimate amount exceed already proposed amount of Rs.30 lac it is submitted for grant of A/A & E/S of the competent authority.

**Design & Scope:** Following provisions have been taken in the estimate:

**A. Civil Work**

1. Provision of 1 no. lab of size 7.00mtr x 10.60 mtr of RCC framed structures.
2. Kota stone flooring on the floor & vitrified tile all the lab counter.
3. Plastic emulsion paint on internal wall and exterior acrylic plastic on exterior wall.
4. 35mm thick flush door shutter with T-iron frame.
5. Provision of aluminum windows.
6. Internal water supply and drainage.

**B. Electrical Work**

1. Provision of point wiring in MS conduit with modular accessories.
2. Provision of Power point Air Conditioner points.
3. Provision of wiring of circuit and sub mains.
4. Provision of SPN distribution board with MCB's.
5. Provision of aluminum armoured cable of 2 x 10 Sqm size and 63mm dia DWC pipe for service connections.
6. Provision of 12 W down lighter and 300 mm Sweep exhaust fans in corridor and lab area respectively.
7. Provision of 1200mm LED batten and 1200 mm sweep ceiling BLDC fan in lab area.
8. Provision of plate earthing, GI strip and 6 SWG GI wire.

**Specifications :** Work shall be carried out as per CPWD specifications 2019 Vol.I & II with up to date correction slips and manufacturer's specifications.

W.C. Estt : Shall be met out of contingencies.

T&P : No special T & P is required. If required, shall be arranged by the contractor.


Rates : DSR-2023 (Civil work) & DSR-2022 (Electrical work)


Cost : Rs. 41,67,400/- including 19.63% Cost Index, 5% contingencies and 3.94% EPF & ESIC

Method : Through contract.

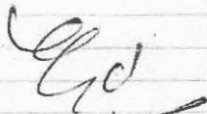
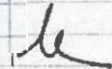
Land : Available with client department.

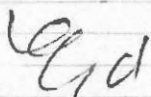
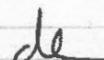
Time : 6 months

  
Assistant Engineer (P),  
Madhopur Division,  
CPWD, Madhopur (Pb)

  
Executive Engineer (Civil),  
Madhopur Division,  
CPWD, Madhopur (Pb)



GENERAL ABSTRACT OF COST (Civil)			
Name of Work :	Construction of Laboratories under PM SHRI Scheme at Kendriya Vidyalaya, Bhanala, Distt. Kangra (HP).		
S.No	Name of Sub-Head		Amount (Rs.)
1	EARTH WORK		97,818.00
2	CONCRETE WORK		2,49,550.00
3	REINFORCED CEMENT CONCRETE		14,92,225.00
4	BRICK WORK		3,56,389.00
5	CLADDING WORK		46,724.00
6	WOOD AND P.V.C. WORK		72,101.00
7	STEEL WORK		1,69,863.00
8	FLOORING		2,26,708.00
9	ROOFING		17,013.00
10	FINISHING		4,04,566.00
11	ROADWORK		40,469.00
12	SANITARY INSTALLATIONS WORK		58,265.00
13	WATER SUPPLY		98,876.00
14	DRAINAGE		1,29,241.00
15	ALUMINUM WORK		1,67,599.00
	Total:		36,27,407.00
 Assistant Engineer (P) Madhopur Division CPWD, Madhopur (Pb)		 Executive Engineer (C) Madhopur Division, CPWD, Madhopur (Pb)	

<b>GENERAL ABSTRACT OF COST (Composite)</b>			
<b>Name of Work :</b>		<b>Construction of Laboratories under PM SHRI Scheme at Kendriya Vidyalaya, Bhanala, Distt. Kangra (HP).</b>	
<b>S.No</b>	<b>Name of Sub-Head</b>		<b>Amount (Rs.)</b>
1	Civil work		36,27,407.00
2	Electrical work		1,91,070.00
	<b>Total:</b>		<b>38,18,477.00</b>
	Add 5% contingencies		1,90,924.00
	<b>Total:</b>		<b>40,09,401.00</b>
	Add 3.94% EPF & ESIC		1,57,970.00
	<b>Total:</b>		<b>41,67,371.00</b>
	<b>Say</b>		<b>41,67,400.00</b>
			
	<b>Assistant Engineer (P)</b>		<b>Executive Engineer (C)</b>
	<b>Madhopur Division</b>		<b>Madhopur Division,</b>
	<b>CPWD, Madhopur (Pb)</b>		<b>CPWD, Madhopur (Pb)</b>





### ABSTRACT OF COST (Civil)

Name of work :- Construction of Laboratories under PM SHRI Scheme at Kendriya Vidyalaya, Bhanala, Distt. Kangra (HP).

Sl No	Description of item	Qty.	Unit	Rate	Rate i/c cost index (128- 107/107 = 19.63%)	Amount	Remarks DSR-2023
<b>1</b>	<b><u>EARTH WORK</u></b>						
1.1	Earth work in excavation by mechanical means (Hydraulic excavator)/manual means over areas (exceeding 30 cm in depth, 1.5 m in width as well as 10sqm on plan) including getting out and disposal of excavated earth lead upto 50 m and lift upto 1.5 m, as directed by Engineer-in-charge.						2.6
1.1.1	All kinds of soil	47.00	Cum	177.50	212.34	9,980.00	2.6.1
1.2	Earth work in excavation by mechanical means (Hydraulic excavator)/ manual means over areas (exceeding 30 cm in depth, 1.5 m in width as well as 10 sqm on including getting out and disposal of excavated earth lead upto 50 m and lift upto 1.5 m, as directed by Engineer-incharge.						2.7
1.2.1	Ordinary rock	47.00	Cum	498.90	596.83	28,051.00	2.7.1
1.3	Earth work in excavation by mechanical means (Hydraulic excavator) / manual means in foundation trenches or drains (not exceeding 1.5 m in width or 10 sqm on plan), including dressing of sides and ramming of bottoms, for all lift, including getting out the excavated soil and disposal of surplus excavated soil as directed, within a lead of 50 m.						2.8
1.3.1	All kinds of soil.	38.00	Cum	260.30	311.40	11,833.00	2.8.1



Sl No	Description of item	Qty.	Unit	Rate	Rate i/c cost index (128- 107/107 = 19.63%)	Amount	Remarks DSR-2023
3.1.8	Weather shade, Chajjas, corbels etc., including edges	5.00	Sqm	766.75	917.26	4,586.00	5.9.19
3.2	Providing and laying in position specified grade of reinforced cement concrete, excluding the cost of centering, shuttering, finishing and reinforcement - All work up to plinth level :						5.1
3.2.1	1:1.5:3 (1 cement : 1.5 coarse sand (zone-III): 3 graded stone aggregate 20 mm nominal size)	26.00	Cum	7718.25	9233.34	2,40,067.00	5.1.2
3.3	Reinforced cement concrete work in walls (any thickness), including attached pilasters, buttresses, plinth and string courses, fillets, columns, pillars, piers, abutments, posts and struts etc. above plinth level up to floor five level, excluding cost of centering, shuttering, finishing and reinforcement :						5.2
3.3.1	1:1.5:3 (1 cement : 1.5 coarse sand(zone-III) : 3 graded stone aggregate 20 mm nominal size)	4.00	Cum	9306.00	11132.77	44,531.00	5.2.2
3.4	Reinforced cement concrete work in beams, suspended floors, roofs having slope up to 15° landings, balconies, shelves, chajjas, lintels, bands, plain window sills, staircases and spiral stair cases above plinth level up to floor five level, excluding the cost of centering, shuttering, finishing and reinforcement with 1:1.5:3 (1 cement : 1.5 coarse sand(zone-III) : 3 graded stone aggregate 20 mm nominal size).	21.00	Cum	9763.80	11680.43	2,45,289.00	5.3
3.5	Steel reinforcement for R.C.C. work including straightening, cutting,bending, placing in position and binding all complete upto plinth level and above plinth level.						5.22
3.5.1	Thermo-Mechanically Treated bars of grade Fe-500D or more.	7670.00	Kg	83.50	99.89	7,66,156.00	5.22.6
						14,92,225.00	

Sl No	Description of item	Qty.	Unit	Rate	Rate i/c cost index (128- 107/107 = 19.63%)	Amount	Remarks DSR-2023
2.2	Providing and laying cement concrete in retaining walls, return walls, walls (any thickness) including attached pilasters, columns, piers, abutments, pillars, posts, struts, buttresses, string or lacing courses, parapets, coping, bed blocks, anchor blocks, plain window sills, fillets, sunken floor etc., up to floor five level, excluding the cost of centering, shuttering and finishing:						4.2
2.2.1	1:2:4 (1 Cement : 2 coarse sand (zone-III) derived from natural sources : 4 graded stone aggregate 20 mm nominal size derived from natural sources)	1.00	Cum	9895.20	11837.63	11,838.00	4.2.3
2.3	Making plinth protection 50mm thick of cement concrete 1:3:6 (1 cement : 3 coarse sand : 6 graded stone aggregate 20 mm nominal size) over 75mm thick bed of dry brick ballast 40 mm nominal size, well rammed and consolidated and grouted with fine sand, including necessary excavation, levelling & dressing & finishing the top smooth.	39.00	Sqm	749.30	896.39	34,959.00	4.17
						2,49,550.00	
3	<b>REINFORCED CEMENT CONCRETE</b>						
3.1	Centering and shuttering including strutting, propping etc. and removal of form for						
3.1.1	Foundations, footings, bases of columns, etc. for mass concrete	73.00	Sqm	284.85	340.77	24,876.00	5.9.1
3.1.2	Suspended floors, roofs, landings, balconies and access platform	61.00	Sqm	693.05	829.10	50,575.00	5.9.3
3.1.3	Shelves (Cast in situ)	8.00	Sqm	693.05	829.10	6,633.00	5.9.4
3.1.4	Lintels, beams, plinth beams, girders, bressumers and cantilevers	81.00	Sqm	552.05	660.42	53,494.00	5.9.5
3.1.5	Columns, Pillars, Piers, Abutments, Posts and Struts	40.00	Sqm	733.70	877.73	35,109.00	5.9.6
3.1.6	Stairs, (excluding landings) except spiral-staircases	15.00	Sqm	622.35	744.52	11,168.00	5.9.7
3.1.7	Edges of slabs and breaks in floors and walls						5.9.16
3.1.7.1	Under 20 cm wide	47.00	Sqm	173.25	207.26	9,741.00	5.9.16.1



Sl No	Description of item	Qty.	Unit	Rate	Rate i/c cost index (128- 107/107 = 19.63%)	Amount	Remarks DSR-2023
5	<b>CLADDING WORK</b>						
5.1	Providing and fixing 18 mm thick gang saw cut, mirror polished, premoulded and prepolished, machine cut for kitchen platforms, vanity counters, window sills, facias and similar locations of required size, approved shade, colour and texture laid over 20 mm thick base cement mortar 1:4 (1 cement : 4 coarse sand), joints treated with white cement, mixed with matching pigment, epoxy touch ups, including rubbing, curing, moulding and polishing to edges to give high gloss finish etc. complete at all levels.						8.2
5.1.1	Granite stone slab colour black, Cherry/Ruby red						8.2.2
5.1.1.1	Area of slab upto 0.50 sqm	1.00	Sqm	4679.35	5597.91	5,598.00	8.2.2.1
5.1.1.2	Area of slab over 0.50 sqm	7.00	Sqm	4007.65	4794.35	33,560.00	8.2.2.2
5.2	Extra for providing opening of required size & shape for wash basin/ kitchen sink in kitchen platform, vanity counter and similar location in marble/ Granite/ stone work, including necessary holes for pillar taps etc. including moulding, rubbing and polishing of cut edges etc. complete.						
		3.00	Each	734.55	878.74	2,636.00	8.5
5.3	Providing and fixing 1st quality ceramic glazed wall tiles of size 300 x 450 mm or more conforming to IS: 15622 (thickness to be specified by the manufacturer), of approved make, in all colours, shades except burgundy, bottle green, black of any size as approved by Engineer-in-Charge, in skirting, risers of steps and dados, over 12 mm thick bed of cement mortar 1:3 (1 cement : 3 coarse sand) and jointing with grey cement slurry @ 3.3kg per sqm, including pointing in white cement mixed with pigment of matching shade complete						
		4.00	Sqm	1030.30	1232.55	4,930.00	8.31
						46,724.00	

Sl No	Description of item	Qty.	Unit	Rate	Rate i/c cost index (128- 107/107 = 19.63%)	Amount	Remarks DSR-2023
4	<b>BRICK WORK</b>						
4.1	Brick work with common burnt clay F.P.S. (non modular) bricks of class designation 7.5 in foundation and plinth in:						6.1
4.1.1	Cement mortar 1:6 (1 cement : 6 coarse sand)	12.00	cum	6157.45	7366.16	88,394.00	6.1.2
4.2	Brick work with common burnt clay F.P.S. (non modular) bricks of class designation 7.5 in superstructure above plinth level up to floor V level in all shapes and sizes in :						6.4
4.2.1	Cement mortar 1:6 (1 cement : 6 coarse sand)	29.00	cum	7590.45	9080.46	2,63,333.00	6.4.2
4.3	Half brick masonry with common burnt clay F.P.S. (non modular) bricks of class designation 7.5 in superstructure above plinth level up to floor V level.						6.13
4.3.1	Cement mortar 1:4 (1 cement :4 coarse sand)	2.00	Sqm	932.10	1115.07	2,230.00	6.13.2
4.4	Extra for providing and placing in position 2 Nos 6mm dia. M.S. bars at every third course of half brick masonry.	2.00	Sqm	80.10	95.82	192.00	6.15
4.5	Brick edging 7cm wide 11.4 cm deep to plinth protection with common burnt clay F.P.S. (non modular) bricks of class designation 7.5 including grouting with cement mortar 1:4 (1 cement : 4 fine sand).	36.00	metre	52.00	62.21	2,240.00	6.44
						3,56,389.00	



Sl No	Description of item	Qty.	Unit	Rate	Rate i/c cost index (128- 107/107 = 19.63%)	Amount	Remarks DSR-2023
6.6	Providing and fixing stainless steel (304 grade) handle of Godrej, Harrison, Kich or other equivalent make as per sample pre-approved with necessary stainless steel nuts and screws etc. complete as per direction of Engineer-in-charge.						N.S(M.R)
6.6.1	200 mm	4.00	Each	765.90	765.90	3,064.00	(a)
6.7	Providing and fixing (stainless steel 304 grade) hanging floor door stopper, satin finish of Godrej, Harrison, Kich or other equivalent make with necessary screws etc. complete.	4.00	Each	194.35	194.35	777.00	N.S (M.R)
6.8	Providing and fixing aluminium extruded section body tubular type universal hydraulic door closer (having brand logo with ISI, IS : 3564, embossed on the body, door weight upto 36 kg to 80 kg and door width from 701 mm to 1000 mm), with double speed adjustment with necessary accessories and screws etc. complete.	4.00	Each	983.15	1176.14	4,705.00	9.84
6.90	Providing and fixing aluminium tower bolts, ISI marked, anodised (anodic coating not less than grade AC 10 as per IS : 1868) transparent or dyed to required colour or shade, with necessary screws etc, complete :						9.97
6.9.1	200x10 mm	36.00	Each	99.70	119.27	4,294.00	9.97.3
6.10	Providing and fixing aluminium handles, ISI marked, anodised (anodic coating not less than grade AC 10 as per IS : 1868) transparent or dyed to required colour or shade, with necessary screws etc. complete :						9.100
6.10.1	100 mm	18.00	m	59.55	71.24	1,282.00	9.100.2
						72,101.00	
7	<b>STEEL WORK</b>						

SI No	Description of item	Qty.	Unit	Rate	Rate i/c cost index (128- 107/107 = 19.63%)	Amount	Remarks DSR-2023
6	<b>WOOD AND PVC WORK</b>						
6.1	Providing and fixing ISI marked flush door shutters conforming to IS :2202 (Part I) non-decorative type, core of block board construction with frame of 1st class hard wood and well matched commercial 3 ply veneering with vertical grains or cross bands and face veneers on both faces of shutters:						9.21
6.1.1	35 mm thick including ISI marked Stainless Steel butt hinges with necessary screws	9.00	Sqm	2392.65	2862.33	25,761.00	9.21.1
6.2	Extra for providing lipping with 2nd class teak wood battens 25 mm minimum depth on all edges of flush door shutters (over all area of door shutter to be measured).	9.00	Sqm	462.35	553.11	4,978.00	9.23
6.3	Providing and fixing M.S. grills of required pattern in frames of windows etc. with M.S. flats, square or round bars etc. including priming coat with approved steel primer all complete.						9.48
6.3.1	Fixed to steel windows by welding	80.00	Kg	219.10	262.11	20,969.00	9.48.1
6.4	Providing and fixing stainless steel (304 grade) sliding door bolt of Godrej, Harrison, Kich, or other equivalent make with necessary stainless steel nuts and screws etc. complete as per direction of Engineer- in- charge. complete :						N.S(M.R)
6.4.1	300x16 mm	2.00	Each	1605.50	1605.50	3,211.00	(a)
6.5	Providing and fixing stainless steel (304 grade) tower bolt Godrej, Harrison, Kich, or other equivalent make with necessary stainless steel nuts and screws etc. complete as per direction of Engineer- in- charge.						N.S(M.R)
6.5.1	300x10 mm	4.00	Each	765.00	765.00	3,060.00	(a)



Sl No	Description of item	Qty.	Unit	Rate	Rate i/c cost index (128- 107/107 = 19.63%)	Amount	Remarks DSR-2023
8	<b>FLOORING</b>						
8.1	Kota stone slab flooring over 20 mm (average) thick base laid over and jointed with grey cement slurry mixed with pigment to match the shade of the slab, including rubbing and polishing complete with base of cement mortar 1 : 4 (1 cement : 4 coarse sand) :						11.26
8.1.1	25 mm thick	75.00	Sqm	1948.25	2330.69	1,74,802.00	11.26.1
8.2	Kota stone slabs 20 mm thick in risers of steps, skirting, dado and pillars laid on 12 mm (average) thick cement mortar 1:3 (1 cement: 3 coarse sand) and jointed with grey cement slurry mixed with pigment to match the shade of the slabs, including rubbing and polishing complete.	6.00	Sqm	2354.70	2816.93	16,902.00	11.27
8.3	Providing and laying rectified Glazed Ceramic floor tiles of size 300x300 mm or more (thickness to be specified by the manufacturer), of 1st quality conforming to IS : 15622, of approved make, in colours White, Ivory, Grey, Fume Red Brown, laid on 20 mm thick cement mortar 1:4 (1 Cement: 4 Coarse sand), jointing with grey cement slurry @ 3.3 kg/sqm including grouting the joints with white cement and matchin pigments etc., complete	22.00	Sqm	1330.00	1591.08	35,004.00	11.39
						2,26,708.00	
9	<b>ROOFING</b>						
9.1	Providing and fixing on wall face unplasticised Rigid PVC rain water pipes conforming to IS : 13592 Type A, including jointing with seal ring conforming to IS : 5382, leaving 10 mm gap for thermal expansion, (i) Single socketed pipes.						12.41
9.1.1	110 mm diameter	22.00	metre	377.40	451.48	9,933.00	12.41.2

Sl No	Description of item	Qty.	Unit	Rate	Rate i/c cost index (128- 107/107 = 19.63%)	Amount	Remarks DSR-2023
7.1	Providing and fixing T-iron frames for doors, windows and ventilators of mild steel Tee-sections, joints mitred and welded, including fixing of necessary butt hinges and screws and applying a priming coat of approved steel primer.						10.13
7.1.1	Fixing with 15x3 mm lugs 10 cm long embedded in cement concrete block 15x10x10 cm of C.C. 1:3:6 (1 Cement : 3 coarse sand : 6 graded stone aggregate 20 mm nominal size)	39.00	Kg	141.70	169.52	6,611.00	10.13.1
7.2	Providing and fixing stainless steel (Grade 304) railing made of Hollow tubes, channels, plates etc., including welding, grinding, buffing, polishing and making curvature (wherever required) and fitting the same with necessary stainless steel nuts and bolts complete, i/c fixing the railing with necessary accessories & stainless steel dash fasteners, stainless steel bolts etc., of required size, on the top of the floor or the side of waist slab with suitable arrangement as per approval of Engineer-incharge, (for payment purpose only weight of stainless steel members shall be considered excluding fixing accessories such as nuts, bolts, fasteners etc.).	162.00	Kg	772.40	924.02	1,49,691.00	10.28
7.3	Providing & fixing fly proof wire gauze to windows, clerestory windows & doors with M.S. Flat 15x3 mm and nuts & bolts complete						10
7.3.1	Stainless steel (grade 304) wire gauze of 0.5 mm dia wire and 1.4 mm aperture on both sides	10.00	Sqm	1133.55	1356.07	13,561.00	10.29.2
						1,69,863.00	



Sl No	Description of item	Qty.	Unit	Rate	Rate i/c cost index (128- 107/107 = 19.63%)	Amount	Remarks DSR-2023
10.4.1	New work (Two or more coats applied @ 1.43 ltr/10 sqm over and including priming coat of exterior primer applied @ 2.20 kg/10 sqm)	350.00	Sqm	171.10	204.69	71,642.00	13.47.1
10.5	Painting with synthetic enamel paint of approved brand and manufacture to give an even shade :						
10.5.1	Two or more coats on new work	33.00	Sqm	155.90	186.50	6,155.00	13.61.1
10.6	Providing and applying white cement based putty of average thickness 1 mm, of approved brand and manufacturer, over the plastered wall surface to prepare the surface even and smooth complete.	504.00	Sqm	156.05	186.68	94,087.00	13.80
10.7	Wall painting with acrylic emulsion paint, having VOC (Volatile Organic Compound ) content less than 50 grams/ litre, of approved brand and manufacture, including applying additional coats wherever required, to achieve even shade and colour.						13.82
10.7.1	Two coats	154.00	Sqm	137.45	164.43	25,322.00	13.82.2
						4,04,566.00	
<b>11</b>	<b>ROADWORK</b>						
11.1	Providing and laying at or near ground level factory made kerb stone of M-25 grade cement concrete in position to the required line, level and curvature, jointed with cement mortar 1:3 (1 cement: 3 coarse sand), including making joints with or without grooves (thickness of joints except at sharp curve shall not to more than 5mm), including making drainage opening wherever required complete etc. as per direction of Engineer-in-charge (length of finished kerb edging shall be measured for payment). (Precast C.C. kerb stone shall be approved by Engineer-in-charge).	2.00	Cum	10117.60	12103.68	24,207.00	16.69





Sl No	Description of item	Qty.	Unit	Rate	Rate i/c cost index (128- 107/107 = 19.63%)	Amount	Remarks DSR-2023
12.11	Providing & fixing 100 mm dia chrome finished SS grating with or without hole complete as per direction of Engineer-in-Charge.	3.00	Each	98.80	98.80	296.00	N.S (MR)
12.15	Providing and fixing soil, waste and vent pipes :						17.35
12.15.1	100 mm dia						17.35.1
12.15.1.1	Hubless centrifugally cast (spun) iron pipes epoxy coated inside & outside IS:15905	15.00	Mtr.	1169.30	1398.83	20,982.00	17.35.1.3
12.16	Providing and fixing M.S. holder-bat clamps of approved design to Sand Cast iron/cast iron (spun) pipe embedded in and including cement concrete blocks 10x10x10 cm of 1:2:4 mix (1 cement : 2 coarse sand : 4 graded stone aggregate 20 mm nominal size), including cost of cutting holes and making good the walls etc. :						17.37
12.16.1	For 100 mm dia pipe	2.00	Each	362.85	434.08	868.00	17.37.1
12.17	Providing and fixing bend of required degree with access door, insertion rubber washer 3 mm thick, bolts and nuts complete.						17.38
12.17.1	100 mm dia						17.38.1
12.17.1.1	Hubless centrifugally cast (spun) iron epoxy coated inside & outside as per IS:15905	1.00	Each	567.20	678.54	679.00	17.38.1.3
12.18	Providing and fixing plain bend of required degree.						17.39
12.18.1	100 mm dia						17.39.1
12.18.1.1	Hubless centrifugally cast (spun) iron pipes epoxy coated inside & outside IS:15905	1.00	Each	368.00	440.24	440.00	17.39.1.3
12.20	Providing and fixing single equal plain junction of required degree with access door, insertion rubber washer 3 mm thick, bolts and nuts complete						17.43
12.20.1	100x100x100 mm						17.43.1
12.20.1.1	Sand cast iron S&S as per IS - 3989	2.00	Each	925.70	1107.41	2,215.00	17.43.1.2
12.21	Providing and fixing terminal guard :						17.56
12.21.1	100 mm						17.56.1

Sl No	Description of item	Qty.	Unit	Rate	Rate i/c cost index (128- 107/107 = 19.63%)	Amount	Remarks DSR-2023
11.2	Providing and laying factory made chamfered edge Cement Concrete paver blocks in footpath, parks, lawns, drive ways or light traffic parking etc, of required strength, thickness & size/ shape, made by table vibratory method using PU mould, laid in required colour & pattern over 50mm thick compacted bed of sand, compacting and proper embedding/laying of inter locking paver blocks into the sand bedding layer through vibratory compaction by using plate vibrator, filling the joints with sand and cutting of paver blocks as per required size and pattern, finishing and sweeping extra sand, complete all as per direction of Engineer-in-Charge.						16.91
11.2.1	60mm thick cement concrete paver block of M-35 grade with approved colour, design & pattern.	13.00	Sqm	1045.65	1250.91	16,262.00	16.91.1
						40,469.00	
<b>12</b>	<b>SANITARY INSTALLATIONS</b>						
12.1	Providing and fixing under counter washbasin of required of size 480x380x175mm of (Cat no. 110306 of Somany model or equivalent along with necessary CI brackets and other necessary accessories for fixing the washbasin including filling the epoxy grout of some reputed brand such as Laticrete/ Dr. Fixit or equivalent in the joint between the stone counter and wash basin etc. all complete as per direction of Engineer-in-Charge.	3.00	Each	1809.85	1809.85	5,430.00	N.S. (MR)
12.10	Providing and fixing P.V.C. waste pipe for sink or wash basin including P.V.C. waste fittings complete.						17.28
12.10.1	Flexible pipe						17.28.2
12.10.1.1	32 mm dia	3.00	Each	119.55	143.02	429.00	17.28.2.1

Sl No	Description of item	Qty.	Unit	Rate	Rate i/c cost index (128- 107/107 = 19.63%)	Amount	Remarks DSR-2023
13.1	Providing and fixing G.I. pipes complete with G.I. fittings and clamps, i/c cutting and making good the walls etc. Internal work- exposed on wall						18.10
13.1.3	40 mm dia nominal bore	27.00	Metre	811.90	971.28	26,225.00	18.10.5
13.2	Providing and fixing G.I. Pipes complete with G.I. fittings and clamps, i/c making good the walls etc. concealed pipe, including painting with anti corrosive bitumastic paint, cutting chases and making good the wall :						18.11
13.2.1	15 mm dia nominal bore	12.00	Metre	580.45	694.39	8,333.00	18.11.1
13.2.2	20 mm dia nominal bore	22.00	Metre	635.20	759.89	16,718.00	18.11.2
13.3	Providing and fixing G .I. pipes complete with G .I. fittings including trenching and refilling etc.						18.12
13.3.1	40 mm dia nominal bore	20.00	Metre	617.05	738.18	14,764.00	18.12.5
13.4	Providing and fixing gun metal gate valve with C.I. wheel of approved quality (screwed end) :						18.17
13.4.1	40 mm nominal bore	1.00	Each	826.10	988.26	988.00	18.17.3
13.5	Providing and fixing uplasticised PVC connection pipe with brass unions :						18.21
13.5.1	45 cm length						18.21.2
13.5.1.1	15 mm nominal bore	8.00	Each	97.75	116.94	936.00	18.21.2.1



SI No	Description of item	Qty.	Unit	Rate	Rate i/c cost index (128- 107/107 = 19.63%)	Amount	Remarks DSR-2023
12.21.1.1	Hubless centrifugally cast (spun) iron epoxy coated inside & outside as per IS:15905	1.00	Each	427.80	511.78	512.00	17.56.1.3
12.22	Providing and fixing collar :						17.57
12.22.1	100 mm						17.57.1
12.22.1.1	Sand cast iron S&S as per IS - 3989	1.00	Each	513.15	613.88	614.00	17.57.1.2
12.23	Providing lead caulked joints to sand cast iron/centrifugally cast (spun) iron pipes and fittings of diameter :						17.58
12.23.1	100 mm	15.00	Each	622.50	744.70	11,171.00	17.58.1
12.24	Providing and fixing trap of self cleansing design with screwed down or hinged grating with or without vent arm complete, including cost of cutting and making good the walls and floors :						17.60
12.24.1	100 mm inlet and 100 mm outlet						17.60.1
12.24.1.1	Hubless centrifugally cast (spun) iron epoxy coated inside & outside as per IS:15905	3.00	Each	854.55	1022.30	3,067.00	17.60.1.3
12.25	Providing and fixing C.P. Brass basin mixer conforming to IS standards. C.P. Brass single lever Basin mixer of Jaquar make (Model FLR-5001B) or equivalent make.	3.00	Each	2260.30	2260.30	6,781.00	N.S (MR)
12.26	Providing and fixing C.P brass soap dispenser with glass bottle of jaquar make (code No. ANC 1135N) or Somany, Marc make or equivalent make with necessary fitting screws etc. complete as per direction of Engineer-in-charge.	3.00	Each	1054.50	1054.50	3,164.00	N.S (MR)
12.27	Providing and fixing stainless steel soap Dish Holder having length of 138mm, breadth 102mm, height of 75mm of Jaquar, Marc, Somany or equivalent make with concealed fitting arrangements etc. all complete as per direction of Engineer-in-charge.	3.00	Each	538.90	538.90	1,617.00	N.S (MR)
						58,265.00	
13	<b>WATER SUPPLY</b>						

SI No	Description of item	Qty.	Unit	Rate	Rate i/c cost index (128- 107/107 = 19.63%)	Amount	Remarks DSR-2023
13.11	Providing and placing on terrace (at all floor levels) polyethylene water storage tank, ISI : 12701 marked, with cover and suitable locking arrangement and making necessary holes for inlet, outlet and overflow pipes but without fittings and the base support for tank.	1000.00	Litre	11.00	13.16	13,160.00	18.48
13.12	Providing and fixing C.P. brass angle valve for basin mixer and geyser points of approved quality conforming to IS:8931						18.53
13.12.1	15mm nominal bore	8.00	Each	574.30	687.04	5,496.00	18.53.1
						98,876.00	
14	<b><u>DRAINAGE</u></b>						
14.1	Providing, laying and jointing glazed stoneware pipes class SP-1 with stiff mixture of cement mortar in the proportion of 1:1 (1 cement : 1 fine sand) including testing of joints etc. complete :						19.1
14.1.1	150 mm diameter	31.00	Mtr.	695.80	832.39	25,804.00	19.1.2
14.2	Providing and laying cement concrete 1:5:10 (1 cement : 5 coarse sand : 10 graded stone aggregate 40 mm nominal size) all-round S.W. pipes including bed concrete as per standard design :						19.2
14.2.1	150 mm diameter	31.00	Mtr.	1179.85	1411.45	43,755.00	19.2.2
14.3	Providing and fixing square-mouth S.W. gully trap class SP-1 complete with C.I. grating brick masonry chamber with water tight C.I. cover with frame of 300 x300 mm size (inside) the weight of cover to be not less than 4.50 kg and frame to be not less than 2.70 kg as per standard design:						19.4
14.3.1	100x100 mm size P type						19.4.1
14.3.1.1	With common burnt clay F.P.S. (non modular) bricks of class designation 7.5	2.00	Each	2707.65	3239.16	6,478.00	19.4.1.1



Sl No	Description of item	Qty.	Unit	Rate	Rate i/c cost index (128- 107/107 = 19.63%)	Amount	Remarks DSR-2023
13.6	Constructing masonry Chamber 30x30x50 cm inside, in brick work in cement mortar 1:4 (1 cement :4 coarse sand) for stop cock, with C. I. surface box 100x100 x75 mm (inside) with hinged cover fixed in cement concrete slab 1:2:4 mix (1 cement : 2 coarse sand : 4 graded stone aggregate 20 mm nominal size), i/c necessary excavation, foundation concrete 1:5:10 ( 1 cement : 5 fine sand : 10 graded stone aggregate 40mm nominal size ) and inside plastering with cement mortar 1:3 (1 cement : 3 coarse sand) 12mm thick, finished with a floating coat of neat cement complete as per standard design :						18.32
13.6.1	With common burnt clay F .P .S.(non modular) bricks of class designation 7.5	2.00	Each	1992.60	2383.75	4,768.00	18.32.1
13.7	Painting G.I. pipes and fittings with synthetic enamel white paint with two coats over a ready mixed priming coat, both of approved quality for new work :						18.38
13.7.1	40 mm diameter pipe	27.00	Metre	42.65	51.02	1,378.00	18.38.5
13.8	Painting G .I. pipes and fittings with two coats of anti-corrosive bitumastic paint of approved quality :						18.40
13.8.1	40 mm diameter pipe	20.00	Mtr.	25.25	30.21	604.00	18.40.5
13.9	Providing and filling sand of grading zone V or coarser grade, allround the G .I. pipes in external work :						18.41
13.9.1	40 mm diameter pipe	20.00	Metre	167.00	199.78	3,996.00	18.41.5
13.10	Providing and fixing G.I. Union in G.I. pipe including cutting and threading the pipe and making long screws etc. complete (New work) :						18.46
13.10.1	40 mm nominal bore	2.00	Each	631.30	755.22	1,510.00	18.46.5

Sl No	Description of item	Qty.	Unit	Rate	Rate i/e cost index (128- 107/107 = 19.63%)	Amount	Remarks DSR-2023
15	<b>ALUMINIUM WORK</b>						
15.1	Providing and fixing aluminium work for doors, windows, ventilators and partitions with extruded built up standard tubular sections/ appropriate Z sections and other sections of approved make conforming to IS: 733 and IS: 1285, fixing with dash fasteners of required dia and size, including necessary filling up the gaps at junctions, i.e. at top, bottom and sides with required EPDM rubber/ neoprene gasket etc. Aluminium sections shall be smooth, rust free, straight, mitred and jointed mechanically wherever required including cleat angle, Aluminium snap beading for glazing / paneling, C.P. brass / stainless steel screws, all complete as per architectural drawings and the directions of Engineer-in-charge. (Glazing, paneling and dash fasteners to be paid for separately) :						21.1
15.1.1	For fixed portion						21.1.1
15.1.1.1	Polyester powder coated aluminium (minimum thickness of polyester powder coating 50 micron)	65.00	Kg	539.85	645.82	41,978.00	21.1.1.3
15.1.2	For shutters of doors, windows & ventilators including providing and fixing hinges/ pivots and making provision for fixing of fittings wherever required including the cost of EPDM rubber / neoprene gasket required (Fittings shall be paid for separately)						21.1.2

SI No	Description of item	Qty.	Unit	Rate	Rate i/c cost index (128- 107/107 = 19.63%)	Amount	Remarks DSR-2023
14.4	Constructing brick masonry manhole in cement mortar 1:4 ( 1 cement : 4 coarse sand ) with R.C.C. top slab with 1:2:4 mix (1 cement : 2 coarse sand : 4 graded stone aggregate 20 mm nominal size), foundation concrete 1:4:8 mix (1 cement : 4 coarse sand : 8 graded stone aggregate 40 mm nominal size), inside plastering 12 mm thick with cement mortar 1:3 (1 cement : 3 coarse sand) finished with floating coat of neat cement and making channels in cement concrete 1:2:4 (1 cement : 2 coarse sand : 4 graded stone aggregate 20 mm nominal size) finished with a floating coat of neat cement complete as per standard design :						Based on DSR 2023 ITEM No19.7.1.1
14.4.1	Inside size 90x80 cm and 45 cm deep including rectangular shape 600x450mm internal dimensions precast RCC manhole cover with frame LD 2.5						
14.4.1.1	With common burnt clay F.P.S. (non modular) bricks of class designation 7.5	2.00	Each	11973.55	14323.96	28,648.00	
14.5	Extra for depth for manholes :						19.8
14.5.1	Size 90x80 cm						19.8.1
14.5.1.1	With common burnt clay F.P.S. (non modular) bricks of class designation 7.5	2.00	Metre	8825.40	10557.83	21,116.00	19.8.1.1
14.6	Providing and fixing in position pre-cast R.C.C. manhole cover and frame of required shape and approved quality						19.19
14.6.1	L D- 2.5						19.19.1
14.6.1.1	Rectangular shape 600x450 mm internal	2.00	Each	1437.65	1719.86	3,440.00	19.19.1.1
						1,29,241.00	



# विस्तृत अनुमान Detail Estimate

## केंद्रीय लोक निर्माण विभाग

कार्य के नाम : Name of Work :- Construction of Laboratories at Kendriya Vidyalaya , Bhanala, Distt. Kangra (HP)

### कार्य अनुसूची / Schedule of work

क्र.सं. (No.)	भद का विवरण / Description of Items	मात्रा / Qty	दर / Rate as per 18% GST	इकाई / Unit	राशि / Amount	DSR / MR
1	Wiring for light point/ fan point/ exhaust fan point/ call bell point with 1.5 sq.mm FRLS PVC insulated copper conductor single core cable in surface / recessed steel conduit, with modular switch, modular plate, suitable GI box and earthing the point with 1.5 sq.mm FRLS PVC insulated copper conductor single core cable etc. as required.					
a)	Group C	20	1962.00	Point	39240.00	1.3.5
2	Wiring for light/ power plug with 2X4 sq. mm FRLS PVC insulated copper conductor single core cable in surface recessed steel conduit alongwith 1 No. 4 sq. mm FRLS PVC insulated copper conductor single core cable for loop earthing as required.	35	460.00	Metre	16100.00	1.5
3	Wiring for light/ power plug with 4X4 sq. mm FRLS PVC insulated copper conductor single core cable in surface recessed steel conduit alongwith 2 Nos. 4 sq. mm FRLS PVC insulated copper conductor single core cable for loop earthing as required.	30	704.00	Metre	21120.00	1.6
4	Wiring for circuit/ submain wiring alongwith earth wire with the following sizes of FRLS PVC insulated copper conductor, single core cable in surface/ recessed steel conduit as required					1.7
a)	2 X 1.5 sq. mm + 1 X 1.5 sq. mm earth wire	10	348.00	Metre	3480.00	1.7.1
b)	2 X 6 sq. mm + 1 X 6 sq. mm earth wire	20	626.00	Metre	12520.00	1.7.4
5	Supplying and fixing of following sizes of steel conduit along with accessories in surface recess including painting in case of surface conduit, or cutting the wall and making good the same in case of recessed conduit as required.					1.20
a)	25 mm	10	272.00	Metre	2720.00	1.20.2
6	Supplying and fixing following size/ modules, GI box alongwith modular base & cover plate for modular switches in recess etc. as required					1.27
a)	1 or 2 Module (75mm X 75mm)	2	317.00	Each	634.00	1.27.1
7	Supplying and fixing suitable size GI box with modular plate and cover in front on surface or in recess, including providing and fixing 6 pin 5/6 & 15/16 A modular socket outlet and 15/16 A modular switch, connections etc as required	8	623.00	Each	4984.00	1.32





16	Supplying, Installation, Testing and Commissioning of LED Batten lighting 1150-1250 mm with a nominal system Wattage = 20 W, System lumen = 2000, fixture efficacy at system level (not chip level) >110 lumens/ Wat, Life of fixture 50000 hrs @ L70% lumens maintenance, CCT range 5700-6500 K, CRI>80, PF>0.95 and THD <9%. The luminaire shall have a rated system lifetime of 50000 burning hours at L70. The luminaire shall have a IP20. The luminaire housing should made of Extruded Al with diffuser optics. Make:- Philips - BN308 C LED 20S-6500 L60 POSI WIL TRILUX - TRL-MOTVA 2000-857 L1 L1-B118 601000	12	1688.00	Each	20256.00	MR
17	Supplying, Installation, Testing and Commissioning of LED Recess Surface Downlighter with a normal system Wattage = 12 W, System Lumens = 1200, system efficacy at system level (Not Chip Level) > 110 Lumens/watt, life of fixing 5000 hrs @ L70 % lumen maintenance CCT Range 5700-6500 K, CRI> 80, PF>0.95, THD 9 %. The luminaire shall have a rated system lifetime of 50,000 burning hours at L70 The luminaire shall meet IP20 rating. The luminaire housing should made of Pressure die cast aluminium and the luminaire optics shall have a high efficient diffuser with more than 85% transmittance. The fixture should comply with the Parameters as per IS10322. Make:- Philips- SM295C DN296B LED125-6500 PSU WHWIPRO Halo CRDL 11 R0 D17HP57/Trilux-Vibrell Plus (ND G-3) LED 1000-857	3	1812.00	Each	5436.00	MR
18	Supplying of following sizes of XLPE insulated PVC sheathed armoured Al cond. Power Cable of 1.1 KV grade as required.					MR
a) 1 x 70 sq.mm	40	223.00	P/Mtr	8920.00		
19	Laying of one number PVC insulated and PVC sheathed / XLPE power cable of 1.1 KV grade of following size in the existing masonry open duct as required.					
a) 1 upto 35 sq. mm	5	30.00	P/Mtr	150.00	7.6.1	
20	Laying of one number PVC insulated and PVC sheathed / XLPE power cable of 1.1 KV grade of following size in the existing RCC / DUCT / DMC / MFLTAI pipe as required					
a) 1 upto 35 sq. mm	25	39.00	P/Mtr	975.00	7.5.1	
21	Laying and Fixing of one number PVC insulated and PVC sheathed / XLPE power cable of 1.1 KV grade of following size on wall surface as required.					
a) 1 upto 35 sq. mm (clamped with 1mm thick saddle)	5	48.00	P/Mtr	240.00	7.7.1	
22	Supplying and laying of following size DWC HDPE pipe ISI marked along with all accessories like socket, bend, coupler etc conforming to IS 14930 Part II complete with digging and cutting, jointing etc direct in ground (75 cm below ground level) including excavation and refilling the					

8	Supplying and fixing following way, single pole and neutral, sheet steel, MCB distribution board, 240 V, on surface/ recess, complete with tinned copper bus bar, neutral bus bar, earth bar, din bar, interconnections, powder painted including earthing etc as required. (But without MCB/RCCB/Isolator)					2.3
9	8 way, Double door	1	2736.00	Each	2736.00	2.3.2
9	Supplying and fixing 5 A to 12 A rating, 240-415 V, 10 kA, "C" curve, miniature circuit breaker suitable for inductive load of following poles in the existing MCB DB complete with connections, testing and commissioning etc as required.					2.10
a)	Single pole	6	272.00	Each	1632.00	2.10.1
b)	Single pole and neutral	1	637.00	Each	637.00	2.10.2
10	Supplying and fixing Cable End Box (Loose Wire Box) suitable for following single pole and neutral, sheet steel, MCB distribution board, 240 Volts, on surface/ recess, complete with testing and commissioning etc as required.					2.23
a)	For 8 way, Double door SPN MCB DB	1	885.00	Each	885.00	2.23.2
11	Providing and fixing 6 SWG dia G.I. wire on surface or in recess for loop earthing along with existing surface/ recessed conduit/submain wiring/ cable as required	50	45.00	Metre	2250.00	5.18
12	Earthing with G.I. earth plate 600 mm X 600 mm X 6 mm thick including accessories, and providing masonry enclosure with cover plate having locking arrangement and watering pipe of 2.7 metre long etc. with charcoal coke and salt as required.	1	7945.00	Set	7945.00	5.4
13	Providing and fixing 25 mm X 5 mm G.I. strip on surface or in recess for connections etc as required.	10	259.00	Metre	2590.00	5.15
14	Providing and fixing 25 mm X 5 mm G.I. strip in 40 mm dia G.I. pipe from earth electrode including connection with G.I. nut, bolt, spring, washer excavation and re-filling etc as required.	5	751.00	Metre	3755.00	5.11
15	Supplying, Installation, Testing and Commissioning of 1200 mm sweep, BEE 5 star rated, ceiling fan with Brush Less Direct Current (BLDC) Motor, class of insulation: B, 7 nos. made, 70 cm long down rod, 2 nos. canopies, shackle kit, safety rope, copper winding, Power Factor not less than 0.9, Service Value (CMM/W) minimum 6.85, Air delivery minimum 215 CMM, 350 RPM (tolerance as per IS - 374-2019), THD less than 10%, remote or electronic regulator unit for speed control and all remaining accessories including safety pin, nut bolts, washers, temperature rise 75 degree C (max.), insulation resistance more than 2 mega ohm, suitable for 230 V, 50 Hz, single phase AC supply, earthing etc. complete as required.	6	2903.00	Each	17418.00	19.1



63 mm dia (OD-63 mm & ID-51 mm nominal)

35

263.00

P Mtr

6575.00

14.16.1

Supplying, installation, Testing and Commissioning of following size of exhaust fan, single phase, 900 RPM with metal blade and frame duly powder coated, double ball bearing with heavy duty motor with protective bird guard including making hole good the damage i.e making connections with 3 X 1.5 Sq. MM copper conductor PVC insulated PVC sheathed round cable, testing and commissioning, etc as required. (Make : USHA Bajaj / Crompton / Havells)

100mm Sweep Ex. Fan (900 RPM)

3936.00

P Mtr

872.00

Mtr

Total

191070.00

Add cont. @ 5%

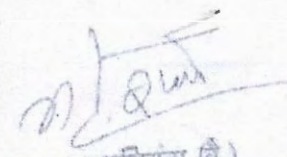
9553.50

Total

200623.50

Say

200624.00

  
 सहायक अभियंता (वि.)  
 मा.के.वै.उ.म., माधोपुर उप मण्डल,  
 के.लो.नि.वि., माधोपुर (पंजाब)



केन्द्रीय विद्यालय संगठन(मुख्य०)  
शिक्षा मंत्रालय भारत सरकार के अधीन स्वायत्त संस्थान  
18 संस्थागत क्षेत्र, शहीद जीत सिंह मार्ग, नई दिल्ली-110016.  
**KENDRIYA VIDYALAYA SANGATHAN (HQs)**  
An Autonomous Body Under Ministry of Education,  
Govt. of India  
18, Institutional Area, S.J.S Marg, New Delhi-110016.  
Tel.: 011-26858566-211

Website: [www.kvsangathan.nic.in](http://www.kvsangathan.nic.in)

Date: 02.05.2024

File No: 11-Acad029(31)/2023-AC(EDP)/254-281

The Deputy Commissioner  
Kendriya Vidyalaya Sangathan  
All Regional Offices

Sub: Effective and Personal Monitoring of Implementation of PM SHRI Scheme

Ref: Meeting in PMO held on 25.04.2024 regarding Achievement of NEP2020 in general  
and PM SHRI in specific

Madam/Sir,

In continuation of this office letter dated 29.04.2024, it is a matter of immediate concern regarding Effective and Personal Monitoring of Implementation of PM SHRI Scheme. It is pertinent to mention here that the PM SHRI Scheme was started with the idea to develop them as exemplar schools, showcasing all aspects of NEP 2020, whether infrastructural or academic. However, the tangible impact of the expenditure in terms of infrastructure is not *visible*, although expenditure may have been incurred. Similarly, the soft components and outcomes as envisaged in NEP 2020 in terms of improved pedagogy, better teachers, joyful learning, etc. are not clear. The awareness among the students, teachers, parents, principles and other stakeholders like ZIET is not visible on ground.

The immediate attention on the following actionable points is required:

1. The Deputy Commissioner will visit the PM SHRI KVs in the month of May and June 2024, for visit, each Deputy Commissioner will prepare their visit plan and share to this office by 06.05.2024 on [acedpkvs@gmail.com](mailto:acedpkvs@gmail.com).
2. During visit, the Deputy Commissioner will interact with all the stakeholders including Students, if available.
3. The checklist (annexed), during inspection should be filled by the Deputy Commissioner.

I look forward to see tangible improvements in the execution of the PM SHRI scheme under your able leadership.

Yours faithfully

Encl: 1. Checklist to be filled during inspection of PM SHRI KV

(Chandana Mandal)

Joint Commissioner (Training)

Copy to:

1. PS to Additional Commissioner(Acad)
2. PA to Joint Commissioner(Finance)
3. PA to SE (Works)



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File No: 11-Acad029(31)/2023-AC(EDP)/376-400

Date: 17.05.2024

The Deputy Commissioner  
Kendriya Vidyalaya Sangathan  
All Regional Offices

Subject: Urgent Action Required: Update of Expenditure on PM SHRI Progress Monitoring Portal

Madam/Sir,

I am writing to urgently draw your attention to an important matter regarding the updating of expenditure on the PM SHRI Progress Monitoring Portal. It has come to our notice that despite previous instructions, there has been a delay in updating the expenditure data on the portal for activities conducted or orders placed on or before 31st March 2024, where payments were not made.

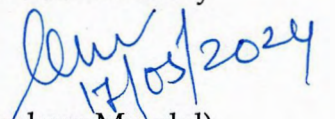
As of today, a considerable period has elapsed since the deadline, and yet, the liabilities shown on 31st March 2024 remain un-updated on the PM SHRI Progress Monitoring Portal. This delay is concerning, especially considering the significance of accurate and timely data entry for our records and accountability.

Therefore, I kindly request you to promptly instruct the Principals of the Kendriya Vidyalayas under your jurisdiction to update the expenditure on the portal no later than 18th May 2024. It is imperative that we ensure there are no pending entries after this deadline.

Please emphasize to the Principals the critical importance of entering the expenditure data accurately, as the information provided will be utilized in the preparation of the Kendriya Vidyalaya Sangathan's annual accounts.

Your swift action on this matter is greatly appreciated, as it will facilitate the smooth functioning of our financial processes and aid in maintaining transparency and accountability.

Yours sincerely

  
(Chandana Mandal)

Joint Commissioner (Training)



## **Innovations which can be proposed in PM SHRI Schools:**

### **To improve quality education in PM SHRI schools:**

1. **Gamified Learning:** Introduce educational games and interactive activities to make learning more engaging and fun for students.
2. **Digital Libraries:** Create digital libraries where students can access a wide range of books, articles, and educational resources.
3. **Virtual Field Trips:** Use virtual reality technology to take students on virtual field trips, allowing them to explore different places and cultures without leaving the classroom.
4. **Project-Based Learning:** Implement project-based learning approaches that encourage students to actively participate in hands-on projects and solve real-world problems.
5. **Peer Tutoring Programs:** Establish peer tutoring programs where older students can mentor and support younger students, fostering a culture of collaboration and knowledge sharing.
6. **Personalized Learning:** Utilize adaptive learning technologies and tools to tailor education to individual students' needs, allowing them to learn at their own pace.
7. **STEM Education:** Promote Science, Technology, Engineering, and Mathematics (STEM) education by integrating these disciplines into the curriculum and encouraging interdisciplinary learning.
8. **Teacher Training and Professional Development:** Invest in comprehensive training and professional development programs for teachers to enhance their teaching skills and keep up with the latest educational practices.
9. **Community Engagement:** Foster partnerships between schools and local communities to provide students with real-world learning experiences, internships, and mentorship opportunities.
10. **Emotional Intelligence Education:** Incorporate social-emotional learning into the curriculum to develop students' emotional intelligence, empathy, and interpersonal skills.
11. **Multilingual Education:** Promote multilingual education by offering instruction in multiple languages to ensure inclusivity and preserve linguistic diversity.
12. **Inclusive Education:** Create inclusive classrooms by implementing strategies and accommodations to support students with special needs and diverse learning styles.
13. **Environmental Education:** Integrate environmental education into the curriculum to raise awareness about sustainability, climate change, and conservation.
14. **Digital Assessments:** Implement online assessment tools and platforms to streamline the assessment process, provide timely feedback to students, and track their progress effectively.
15. **Collaboration Spaces:** Design collaborative learning spaces within schools where students can work together on projects and foster creativity and teamwork.
16. **Mindfulness and Meditation:** Introduce mindfulness and meditation practices to help students manage stress, improve focus, and enhance overall well-being.
17. **Financial Literacy:** Introduce financial literacy education to equip students with essential financial management skills and promote responsible financial behavior.
18. **Parent Engagement:** Encourage active involvement of parents in their children's education through regular communication, parent-teacher meetings, and workshops to create a supportive learning environment.

### **To improve the quality of education by enhancing school infrastructure in PM SHRI Schools:**

1. **Technology Integration:** Introduce interactive whiteboards, projectors, and audio-visual equipment.
2. **Smart Classrooms:** Create technology-enabled classrooms with smart boards and virtual reality (VR) devices.
3. **Outdoor Learning Areas:** Design interactive outdoor spaces for science, ecology, and sustainability education.
4. **Flexible Learning Spaces:** Create adaptable classrooms with movable furniture and collaborative areas.
5. **Energy-efficient Solutions:** Implement solar panels, rainwater harvesting, and energy-efficient lighting.
6. **Accessible Facilities:** Install ramps, handrails and elevators for classrooms for students with disabilities.
7. **Safety and Security Measures:** Install CCTV cameras, emergency alarms, and secure access systems.
8. **STEM Labs:** Build dedicated laboratories for science, technology, engineering, and mathematics.
9. **Art Studios:** Set up creative spaces for visual arts, music, and performing arts education.
10. **Library and Resource Centers:** Upgrade libraries with a wide range of books, e-books, and digital resources.
11. **Health and Wellness Facilities:** Provide spaces for physical activities, sports, and mental health support.
12. **Language and Communication Labs:** Create language labs to enhance language learning and communication skills.
13. **Career Counseling Centers:** Establish counseling centers to provide guidance on future careers and higher education.
14. **Green Spaces:** Incorporate gardens, greenhouses, or rooftop gardens to teach students about agriculture and sustainability.

### **Innovative ideas for Green PM SHRI schools:**

1. **Renewable Energy Integration:**
  - Install solar panels on rooftops to generate clean energy.
  - Utilize wind turbines to harness wind power.
  - Explore geothermal energy options for heating and cooling systems.
  - Implement energy-efficient lighting systems, such as LED lights.
2. **Sustainable Building Design:**
  - Construct green buildings using eco-friendly materials.
  - Incorporate passive design principles to optimize natural lighting and ventilation.
  - Install rainwater harvesting systems for irrigation and non-potable water needs.
  - Integrate green roofs and vertical gardens to enhance insulation and improve air quality.
3. **Waste Reduction and Recycling:**
  - Promote recycling and provide easily accessible recycling bins throughout the school.

- Implement composting programs for organic waste generated in the cafeteria or gardening activities.
  - Encourage students and staff to use reusable water bottles, lunch containers, and utensils.
  - Introduce a "zero waste" policy to minimize overall waste production.
4. **Outdoor Learning Spaces:**
- Create outdoor classrooms and gardens to facilitate hands-on environmental education.
  - Develop nature trails and wildlife habitats on the school grounds.
  - Establish a school garden to teach students about sustainable agriculture and healthy eating.
  - Incorporate renewable energy demonstration projects, such as small wind turbines or solar-powered water features.
5. **Water Conservation:**
- Install low-flow faucets, toilets, and water-efficient appliances.
  - Educate students about the importance of water conservation and responsible water usage.
  - Implement rainwater harvesting systems for irrigation purposes.
  - Monitor water consumption and encourage water-saving practices.
6. **Green Transportation:**
- Encourage walking or biking to school by providing safe and accessible routes.
  - Promote the use of public transportation or carpooling for students and staff.
  - Teach students about the environmental impact of transportation choices.
7. **Environmental Curriculum and Programs:**
- Integrate environmental education into the curriculum across various subjects.
  - Organize eco-themed workshops, seminars, and field trips to enhance awareness.
  - Engage students in environmental research projects and citizen science initiatives.
  - Collaborate with local environmental organizations for hands-on learning opportunities.
8. **Collaborative Partnerships:**
- Foster partnerships with local businesses, organizations, and universities to support green initiatives.
  - Seek grants or sponsorships to fund sustainability projects and infrastructure improvements.
  - Involve the community in school-wide sustainability efforts through volunteer programs and workshops.
  - Establish a network of green schools to share best practices and collaborate on innovative projects.

#### **Innovative ideas for teachers training in PM SHRI Schools:**

1. **Blended Learning Approach:**
- Combine online and offline training methods to create a blended learning experience for teachers.
  - Utilize interactive online modules, videos, and webinars for self-paced learning.
  - Organize face-to-face workshops, collaborative projects, and mentoring sessions to promote engagement and interaction.
2. **Microcredentialing and Badging:**

- Implement a system of microcredentials and digital badges to recognize teachers' achievements and competencies.
  - Offer specialized training modules and assessments that lead to the attainment of specific skills and credentials.
  - Enable teachers to showcase their expertise in specific areas, such as technology integration or inclusive education.
3. **Peer Coaching and Mentoring:**
- Establish a structured peer coaching and mentoring program for teachers.
  - Pair experienced teachers with novice teachers to provide guidance, support, and feedback.
  - Facilitate peer observations, collaborative lesson planning, and co-teaching opportunities.
4. **Action Research and Reflective Practice:**
- Encourage teachers to engage in action research projects to address classroom challenges and explore innovative teaching methods.
  - Provide training on research methodologies, data analysis, and interpretation of findings.
  - Foster a culture of reflective practice by incorporating regular reflection exercises and journaling into teacher training programs.
5. **Gamification and Game-based Learning:**
- Incorporate gamification elements into teacher training programs to enhance engagement and motivation.
  - Develop educational games and simulations that allow teachers to practice teaching strategies and decision-making in a virtual environment.
  - Use game-based learning platforms to deliver content and assess teachers' understanding.
6. **Collaborative Online Platforms:**
- Establish online platforms or learning management systems dedicated to teacher training and professional development.
  - Provide a repository of resources, lesson plans, and best practices for easy access.
  - Facilitate online discussions, forums, and communities of practice for teachers to share ideas, seek advice, and collaborate.
7. **Experiential Learning and Field Immersion:**
- Organize field immersion programs where teachers spend time in different educational settings, such as schools with innovative practices, rural schools, or schools serving diverse student populations.
  - Facilitate interactions with experts, researchers, and practitioners in the field of education.
  - Encourage teachers to reflect on their experiences and apply their learnings to their own classrooms.

### **Innovative ideas to promote teacher attendance in PM SHRI schools:**

#### **Technological Solutions:**

- Utilize attendance tracking systems that are easy to use and provide real-time data to monitor teacher attendance.
- Develop mobile applications or online platforms that facilitate communication and collaboration among teachers, providing a sense of connectivity and accountability.



#### **Innovative ideas to ensure students attendance in PM SHRI schools:**

- **Digital Attendance Tracking:** Develop a mobile app or online platform that allows students to check-in digitally each day. This can be combined with a rewards system, where students earn virtual badges or points for regular attendance. Parents can also be given access to track their child's attendance.
- **Personalized Attendance Plans:** Identify students with chronic absenteeism and develop personalized attendance plans in collaboration with their parents or guardians. These plans can include regular check-ins, mentoring, academic support, and setting attendance improvement goals.
- **Tracking and Intervention Systems:** Utilize data analytics to identify patterns of absenteeism and proactively intervene. Implement early warning systems that alert teachers, counselors, or administrators when a student's attendance starts to decline, enabling timely intervention and support.

## List of suggested items under Tools and Equipment for Vocational Lab

Item	Features	Skills	Activities	Suggestive Required Quantity
<b>Refrigeration Cycle Simulator</b>	Wall mounted model having simulation of refrigerator. Understanding components like Compressor, Condensing coil ,Evaporator, High pressure gauge meter ,Low pressure gauge meter	Entrepreneurship ,Application of Science, Job Oriented Concept, Aesthetics value to Lab, Real Time Simulation of a Refrigerator.	Understanding the concept of refrigeration and fault finding. Reverse Carnot Cycle application	As per the schools requirement and availability of fund
<b>LED TV Simulator</b>	Wall mounted model having simulation of LED TV. Understanding concepts LED TV panel ,Controller Board Operating panel key, Remote sensor etc.	Entrepreneurship, Application of science, Job oriented Concept, Asthetics value to Lab, Real Time Simulation of a LED.	Understanding the concept how LED panel works. Proficiency in using LED TV tools and equipment, familiarity with block diagrams and operating principles	As per the schools requirement and availability of fund
<b>Satellite Communication Simulator</b>	Wall mounted simulator for understanding, how signals are transmitted from ground to space based satellite and again back to the ground station.	In line with 21st-century skills, Space Technology.	Understanding the concept of Satellite Communication	As per the schools requirement and availability of fund
<b>Large Schematics Home Appliances</b>	Large schematics and understanding of home appliances like Microwave ,Air Conditioner ,Mixer Grinder and water purifier etc.	Entrepreneurship, Application of science, Job oriented Concept, Asthetics value to Lab, Real Time Simulation of a Home Appliance. Engaging visuals	Understanding the concept of home appliances viz principle, Structure, Assembly, Key Components, Types etc.	As per the schools requirement and availability of fund

## List of suggested items under Tools and Equipment for Vocational Lab

<b>Computer Hardware Simulator</b>	Wall mounted Simulation of computer hardware and understanding the assembly concept using monitor ,motherboard ,SMPS,Hard disk,RAM Power cord SATA Cable	Entrepreneurship,Application of science, Job oriented Concept, Aesthetics value to Lab, Real Time Simulation of a Computer Hardware.	Understanding the concept of computer hardware Proficiency in using computer hardware and equipment ,Familiarity with block diagrams and operating principles	As per the schools requirement and availability of fund
<b>Basic Electronic Kit</b>	Introduction to components such as multimeters, motors, switches, LEDs, and capacitors, Resistor, battery etc.	Electronics, Construction, Presentation and STEM skills	Introduction of hands-on projects like LDR-based street lights, fire alarms, car seat belt circuits, and refrigerator/washing machine door circuits. Activities on resistor and capacitor combinations and logic gates enhance understanding of circuit design.	As per the schools requirement and availability of fund
<b>Electronic for fun and creativity</b>	Progression towards industry-aligned approach to bolster skills for industry-ready projects on Breadboard. Introduction to electrical components like transistors, diodes, IC555, and sensors like LDR etc.	Practical Application of Theory, Design, Innovation creativity and adaptability to Industrial practices.	LED matrix displays for visuals, temperature-adjusting fans and sound-triggered alarms, combining visual, temperature-based regulation, and auditory alert systems, Safety-focused experiments and touch-responsive LEDs	As per the schools requirement and availability of fund

## List of suggested items under Tools and Equipment for Vocational Lab

<b>Sensor Based Interactive Projects</b>	Hands on experience and projects using different sensors and controllers, arduino nano,Ultrasonic sensor , PIR sensor,moisture sensor ,RFID sensor.	Practical Application of Sensors, Design, Innovation creativity and adaptability to Industrial practices.	Smart Dustbin ,Smart Irrigation , RFID-based Door Locking System for security and a Temperature Humidity Indicator for environmental monitoring.	As per the schools requirement and availability of fund
<b>IOT based Projects</b>	Introduction to IOT based projects using arduino nano, communication module like Node Mcu, Ultrasonic sensor , PIR sensor and Basics of embedded C coding.	Practical Application of IOT, Design, Innovation creativity and adaptability to Industrial practices, Industry Focus 4.0	Home automation, Motion detection, Smart display, and Touch-responsive Automatic Night lights.	As per the schools requirement and availability of fund
<b>Pre planned Navigated Vehicle</b>	Activity related to sensors such as Ultrasonic sensors, learn about motors, and understand how to integrate them with Arduino using motor drivers.Introduction to Mechatronics	Practical Application of Robotics, Coding, Design, Innovation creativity and adaptability to Industrial practices. 21st Century skills, Data Science, AI, ML skills	Dedicated path following robot.	As per the schools requirement and availability of fund
<b>Introduction to Drones</b>	Drone Assembly including a flight controller, motors, propellers, ESCs, batteries, frame, GPS module, telemetry system, and optionally, a camera.	Practical Application of Theory, Design, Innovation creativity and adaptability to Industrial practices, 21 st Century Skills	Assembly of Drone .	As per the schools requirement and availability of fund
<b>Moisture finding Rovers</b>	Rover having moisture and temperature sensor.	Space, Design, Innovation creativity and adaptability to Industrial practices AI, ML skills	Moisture and temperature detection robot.	As per the schools requirement and availability of fund

**Note: The above list is suggestive in nature and Schools may procure the any/more no. of tools and equipments in keeping view of the local requirement based on students' interest, availability of Vocational Instructor/teacher and other conditions.**



**KENDRIYA VIDYALAYA SANGATHAN, HQs, New Delhi**  
**PM SHRI Scheme – Norms and Plan of Expenditure w.e.from Dec-2023 to Mar-2024**

**Non-Recurring**

S. No	Pillar	Items	Physical Unit Per School	Financial Limit (in Lakhs) (Annual Work Plan and Budget 2023-24)	Level & Timeline	Remarks
1	<b>Pillar -1: Curriculum, Pedagogy and Assessment</b>	11.30 Tools & Equipment Under Vocational Education	As per Budget Allocation	Rs 3 Lakh	At School Level by Feb-2024	One Time Grant for procurement of Tools and Equipment for Vocational Lab Refer Page # 23-25*
		Construction of Workshop/Laboratory cum Classroom	1	Rs 15 Lakh	At School Level by Feb -2024**	For construction of Vocational Lab in each School
2	<b>Pillar-2: Access Infrastructure - Adequacy, Functionality, Aesthetics and Safety</b>	Art/Craft Room	As per Budget Allocation	Rs 15 Lakh	At School Level by Feb -2024**	For construction of Art/Craft Room in selected 188 School
		Computer Room	As per Budget Allocation	Rs 15 Lakh	At School Level by Feb -2024**	For construction of Computer Room in selected 222 School
		Maths Lab	As per Budget Allocation	Rs 15 Lakh	At School Level by Feb -2024**	For construction of Maths Lab in selected 254

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						School
		Social Science Lab	As per Budget Allocation	Rs 15 Lakh	At School Level by Feb-2024**	For construction of Social Science Lab in selected 65 School

Note:

1. \*\* - Every School will submit the estimate obtained from MES/CPWD through Proper Channel to KVS HQs New Delhi for construction of Vocational Lab and Art-Craft Room/Computer Room/Maths Lab/Social Science Lab before or upto Feb 2024.
2. \* Page # mentioned can be referred from PM SHRI Schools Framework on School Transformation Part-2 Implementation and Programmatic Guidelines

**KENDRIYA VIDYALAYA SANGATHAN, HQs, New Delhi**  
**PM SHRI Scheme – Norms and Plan of Expenditure w.e.from Dec-2023 to Mar-2024**

## Recurring

S. No	Pillar	Items	Physical Unit Per School	Financial Limit (in Lakhs) (Annual Work Plan and Budget 2023-24)	Level & Timeline	Remarks
1	<b>Pillar -1: Curriculum, Pedagogy and Assessment</b>	4.15 Teaching Learning Material (I-V)	As Per the no. of Children mentioned	Actual	At School/RO Level by Dec-23 & Jan-24	@500 Per Child Refer Page # 11-13*
		5.16 Learning Enrichment Programmer (LEP)	As per Budget Allocation	As per Physical Quantity Mentioned in Approved Budget	At School/RO Level by Jan 2024	For grade VI-XII @ Rs. 1000 per student for remedial teaching and learning enhancement of Slow Bloomer  Refer Page # 13-15*
		6.17 Student Assessment	As per budget allocation	25000/- per school	At School Level by Jan 2024	For development of competency based assessment Refer Page # 15-17*
		7.18 Holistic Report Card (School)	As per Budget Allocation	As per Budget Allocation	At School Level by Mar 2024	Recommended for Grade 1 to grade 3 students as per UDISE+ @Rs 15 per student Refer Page # 17-18*
		8.20 Module Development (Class - I)	As per Budget Allocation	As per Budget Allocation	At School/RO Level by Mar	Recommended for development/modification , printing and distribution of modules for class-I children at unit cost of Rs. 200/child.

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**PM SHRI Scheme – Norms and Plan of Expenditure w.e.from Dec-2023 to Mar-2024**

					2024	Refer Page # 18-19 *
		9.21 Teacher Resource Material/ Activity Handbook	As per Budget Allocation	As per Budget Allocation	School/RO Level by Dec-23 & Jan-24	@ Rs. 390/teacher (including additional support) for development of Resource Material. As per UDISE+ 2021-22, total number of teachers at Primary/Upper Primary teachers/Secondary/Senior Secondary teachers Refer Page # 20-21*
		10.23 Procurement of Science Kit	As per Budget Allocation	@ 40000 Per school	School Level by Dec-23 & Jan-24	Total 4 Science kits for each School for the students of (Class VI to XII) Refer Page # 21-23*
		10.24 Procurement of Maths Kit	As per Budget Allocation	@ 40000 Per school	School Level by Dec-23 & Jan-24	Total 4 Maths kits for each School for the students of (Class VI to XII) Refer Page # 21-23*
		10.27 Exposure Visit under RAA	As per Budget Allocation	@500 per Child	At School Level by Dec-23 & Jan-24	For taking students of class 6 to 12 on exposure visits @ Rs 500/student Refer Page # 21-23*
		10.28 Mentoring by Eminent Experts (National) Under RAA	As per Budget Allocation	Rs 5000/-	At School Level by Dec-23 & Jan-24	Recommended for mentoring by an eminent expert (national level) by partnering with a higher education institute as per norms @ 5000/school. Refer Page # 21-23*
		10.29 Mentoring by Eminent Experts (International) Under RAA	As per Budget Allocation	Rs 10000/-	At School Level by Jan 2024	Recommended for mentoring by an eminent expert (international level) for each school for Seminars/webinar or workshop organized by International Experts as per norms. Refer Page # 21-23*
		12.34 Transportation Spoke to Hub School under Vocational Education	As per Budget Allocation	As per Budget Allocation	At school Level by Dec-23 & Jan-24	For transportation of students from spoke schools to Hub School, upto ₹ 3,000 per student per annum may be provided to spoke schools

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**PM SHRI Scheme – Norms and Plan of Expenditure w.e.from Dec-2023 to Mar-2024**

						Refer Page # 23-25*
		12.36 In-Service Training (10 Days) Under Vocational Education	As per Budget Allocation	Rs 5000/- Per School	At school Level by Jan 2024	Induction Training of 10 days and In-service training of 05 days for Teachers/Skill Trainers including re-training of existing vocational trainers in relevant job roles @ ₹ 300-500 per day per trainee Refer Page # 23-25*
		12.37 Internships Under Vocational Education	As per Budget Allocation	As per Budget Allocation	At school Level by Feb 2024	Vocational interventions & internship/entrepreneurship opportunities with local industry should be developed for apprenticeships. A close connection with industry, business and services should be ensured and courses/curriculum should be developed accordingly Refer Page # 23-25*
		16.49 Financial support for Vocational Teachers/Trainers (New / Existing) under Project Innovation	As Per Budget Approval	Rs 50000/- per School	At School Level by Jan 2024	Refer Page # 29-32*
		16.50 Financial support for Resource Persons (VE) under Project Innovation	As Per Budget Approval	Rs 15896/- per School	At School Level by Jan 2024	Refer Page # 29-32*
		16.51 Raw Material Grant under Project Innovation	As Per Budget Approval	Rs 50000/- per School	At School Level by Dec-23 & Jan-24	Refer Page # 29-32*
		16.52	As Per	Rs 25000/-	At School	Refer Page # 29-32*



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**PM SHRI Scheme – Norms and Plan of Expenditure w.e.from Dec-2023 to Mar-2024**

		Cost of providing hands-on Skill Training to Students under Project Innovation	Budget Approval	per School	Level by Dec-23 & Jan-24	
		16.53 Office Expenses/Contingencies Under Project Innovation	As Per Budget Approval	Rs 20000/- per School	At School Level by Feb 24	Refer Page # 29-32*
		19 Project Innovation (State Specific)	As per Budget Approval	As per Budget Approval	At School Level by Feb 2024	Separate Guidelines are being issued

Note:

1. \* Page # mentioned can be referred from PM SHRI Schools Framework on School Transformation Part-2 Implementation and Programmatic Guidelines
2. No expenditure is to be done at school level under the following heads:
  - (I) **Training/Capacity Building Through ZIETs**
  - (II) **Child Tracking**
  - (III) **Holistic Progress Card(State)**
  - (IV) **MMMER 1%**

# Project Innovation (Recurring): State Specific

## 1. Toy Library

The Aims and Objectives of PM SHRI schools state that “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.”

Play/Game based pedagogy requires a child’s active participation related to various aspects of development- cognitive, affective, and psychomotor. Hence, setting up a toy library in a school can enhance educational experiences for students, promote social interaction, and contribute to a positive learning environment.

Toy libraries will emerge as valuable resources that promote childhood development through play-based learning. These libraries will offer a wide range of toys, games, and play materials for children to borrow, fostering imagination, creativity, and social interactions

### Project Objectives:

- Toy libraries offer an invaluable resource for children, promoting their growth and development through play-based learning.
- These libraries will facilitate imaginative play, encourage social interaction, and provide equal access to a diverse range of toys.
- By fostering creativity, problem-solving skills, and social competencies, toy libraries will create a nurturing environment that nurtures children's overall well-being.
- It will continue to recognize the significance of play in childhood development, toy libraries are emerging as essential spaces that empower children to learn, explore, and thrive.

Here are some guidelines that may help in establishing a Toy Library in a school:

#### 1. Need Analysis and Planning:

- **Assess the Need:** Consider the age groups and preferences of the students. This may vary from school to school.
- **Integration with Curriculum:** Align the toy library with the curriculum ensuring educational value and relevance.

#### 2. Identification of Location:

- **Identify a Space:** Choose a suitable location within the school premises for the toy library. Ensure it is easily accessible to students and staff.
- **Storage Space:** Preferably, have open/ glass-door shelves for storing the toys. All the toys should be clearly visible to the students. Toys hidden inside cupboards and almirahs defeat the purpose.

#### 3. Toy Selection:

- **Educational Value:** Prioritize toys that have educational value and contribute to the development of various skills (e.g., cognitive, motor, social).
- **Diversity:** Include a diverse range of toys suitable for different age groups and interests.
- **Material:** Ensure that the toys are not made from toxic material and are safe for children.

#### 4. Inventory Management:

- **Organize System:** Implement an organized system for cataloging and managing the toy inventory. Consider using a digital system or a simple spread sheet. The teacher in-charge of the toy inventory must ensure that the toys are available to the students as per their learning need.
- **Maintenance Policies:** Draft maintenance policy at the school level. Equip the toy library with cleaning supplies, such as sanitizers, wipes, and cleaning agents, to maintain hygiene standards. Establish a system for regular cleaning and sanitization of toys to ensure the well-being of the students.

#### 5. Training and Awareness:

- **Staff Training & Awareness:** All the staff members must be familiar with the toys available in the Toy Library. They must be encouraged to use the Toy Library to the extent of their optimum. Training workshops may be organised at the school level.
- **Student Orientation:** Conduct orientation sessions for students to familiarize them with the Toy Library and its rules.

#### 6. Evaluate and Adjust:

- **Feedback Mechanism:** Establish a Feedback Mechanism to collect inputs from users. Use this feedback to make improvements and adjustments as needed.
- **Regular Assessments:** Periodically, assess the effectiveness of the Toy Library to see whether it meets its educational objectives.

#### 7. Storage and Organization:

Invest in sturdy and child-friendly storage solutions like shelves, bins, and containers to keep the toys organized. Clearly label the storage units to ensure easy access and efficient toy management.

#### 8. Safety Measures:

Prioritize the safety of students by conducting regular checks for toy safety and ensuring that all toys comply with relevant safety standards. Inspect toys for any sharp edges, small parts that could be a choking hazard, and ensure that they are in good condition.

# Suggestive list of toys

## TOYS APPROPRIATE FOR BALVAKITA (AGE GROUP 3-6)

### LIST OF MONTESSORI TOYS

#### Toys for children: (3+years old)

- Beeswax Block Crayons
- Reading Blocks (alphabetic and phonetic)
- Multiplication Boards
- Peg Boards
- Building and interlocking sets
- Modeling Clay Kits
- Wooden Drum sets
- Practical Life Pieces
- Fruit set
- Small button dressing Frame
- Wooden Lacing Sneaker
- Child-friendly scissors set
- Jumbo Nuts and Bolt Sets

#### Puzzles

- Abacus
- Jigsaw puzzles up to eight pieces (from 3 years)
- Jigsaw puzzles up to 10 to 20 pieces (from 4 years)
- Jigsaw puzzles up to thirty pieces (from 5 years)

#### Construction

- Large and small wood blocks (Indigenous Toys)
- Origami kits
- Most types of interlocking building systems with pieces of all sizes
- Magnetic building tiles (like Magna tiles)

#### Transportation

- Large-scale trucks that dump and dig
- Friction-powered car sets and cars of all sizes
- Trains with tracks (non-electric)
- Sandpits

#### Make believe

- Stuffed animals with accessories and simple clothes
- Puppets and theatre toys

- Dress-up clothes and costumes
- Housekeeping and cooking gear
- Toy phone, camera, and cash register
- Doctor kit, playsets (garage, farm, airport, etc.)

### **Learning toys and games**

- Simple board games based on chance, not strategy
- Dominoes (colour or number)
- Picture bingo or matching games
- Simple apps or hand-held games for teaching matching, sorting, shapes, colours, numbers and letters
- Science models (check for age level)
- Magnets, flashlight, magnifying glass, clock, prism, and terrarium.
- Simple calculator
- Toys that teach how to button, snap, and hook
- Nesting toys

### **Arts, crafts, and musical toys**

- Digital slates/ writing tablet to scribble, doodle, and draw
- Drawing kits
- Play-Dough
- Finger and tempera paint, easel, and brushes
- Jumbo lacing beads
- Frames and cards to button, hook, and lace
- Simple sewing kit with plastic needles
- Felt Board
- Workbench, hammer, and nails (with adult supervision)
- Rhythm instruments
- Harmonica, horn, whistles, and recorder

### **Educational Kits:**

- Science experiment kits
- Coding kits for beginners
- DIY robot kits

### **Outdoor Toys:**

- Bicycles or scooters
- Jump ropes, hula hoops, or skipping balls
- Flying discs or simple sports equipment (tennis rackets, softballs)

### **Books and Reading Materials:**

- Adventure or mystery books
- Illustrated encyclopaedias or fact books on interests like space, animals, etc.
- Comic books or graphic novels suitable for their age group

## **TOYS APPROPRIATE FOR CLASSES 1 AND 2 (AGE GROUP 6-8)**

### **Toys For Children: (6 to 8 years old)**



- STEM Toys
- Board Games
- Mindware Pattern Play
- Science kits
- Mathematical Board Games
- Circuit Kits
- Kaleidoscope
- Mineral Science kit
- World Maps and Globes
- Montessori Tool kits
- Building and constructing kits

### **Puzzles**

- Jigsaw puzzles up to fifty pieces
- Rubik's cubes or other spatial reasoning puzzles
- Logic puzzles or Sudoku for kids

### **Construction**

- Large sets of blocks or bricks
- Origami kits
- Complex construction sets made of wood, plastic, or metal (with no sharp edges)
- Sets with motorized parts and complex gear systems

### **Make believe**

- Puppets and theatre
- Dress-up clothes and make-up
- Magic and disguise kits
- Props for dramatic play (store, school, library, office, space)
- Cooking and sewing equipment that works

### **Learning and games**

- Simple strategy and rule games
- Word, match, and spelling games
- Balance and scales
- Mechanical models with pulleys, levers, and pendulums
- Models: human body, physical world, space, and moon
- Science and weather kits
- Microscope, telescope, and binoculars
- Apps, computer or hand-held games for teaching math, drawing/graphics, story writing and music writing

### **Arts, crafts, and music**

- Digital slate, LCD writing tablets
- Drawing kits
- Looms and knitting spool
- Beading, mosaic tiles, leatherwork, sewing kits, weaving and jewellery-making kits
- More complex woodworking tools (with adult supervision)

- Photography kits
- Model airplanes and cars
- Rhythm instruments

#### **Educational Kits:**

- Science experiment kits
- Coding kits for beginners
- DIY robot kits

#### **Outdoor Toys:**

- Bicycles or scooters
- Jump ropes, hula hoops, or skipping balls
- Flying discs or simple sports equipment (tennis rackets, softballs)

#### **Books and Reading Materials:**

- Adventure or mystery books
- Illustrated encyclopaedias or fact books on interests like space, animals, etc.
- Comic books or graphic novels suitable for their age group

### **TOYS APPROPRIATE FOR CLASS 3-5(AGE GROUP 8 -11)**

#### **Construction**

- Origami kits
- Large sets of blocks or bricks
- Construction sets with complex parts like tiny nuts and screws
- Sets with motorized parts and complex gear systems
- Advanced interlocking plastic block sets (technic sets, robotics kits)
- Model building kits (cars, planes, ships)
- 3D puzzles or architectural model sets
- Woodworking or carpentry kits
- Real cooking and sewing equipment

#### **Transportation**

- Remote control vehicles
- Electric trains and racing cars

#### **Make believe**

- Collections of toy soldiers, robots, and animals
- Puppets, marionettes, and theatre with scenery
- Make-up and disguise kits, props, adult clothes, and costumes for plays

#### **Learning and games**

- Complex math, detection, spelling, and quiz games
- Math, mechanical and simple physics models
- Human body, physical world, space, and moon models
- Science and weather kits
- Toy microscope, telescope, and binoculars
- Protractor and calculator
- Apps and computer games with creative programs like game generating, drawing and graphics, science, music, story writing and history.

#### **Puzzles**

- 100 to 500 pieces (age 9 to 10)
- 500 to 2,000 pieces (from 10 years)
- 3D puzzles
- Chess or strategic board games
- Complex puzzles (3D puzzles, brain teasers)

#### **Arts, crafts, and music**

- Digital slates, LCD writing tablet
- Art and craft material
- Clay, pottery, plaster of Paris, papier-mache
- Real sewing, knitting, embroidery, crochet, weaving, jewellery making
- Leatherwork, braiding and basket weaving.
- Photography as art with real equipment
- Woodworking
- Kite and puppet making
- Design and pattern kits for wood, paper, cloth, beads, and tiles

#### **Books and Reading Materials:**

- Adventure or mystery books
- Illustrated encyclopaedias or fact books on interests like space, animals, etc.
- Comic books or graphic novels suitable for their age group

### **TOYS APPROPRIATE FOR CLASS 6-8 (AGE GROUP 12 -14)**

#### **Advanced Building and Engineering Kits**

- Themed mega blocks
- Construction sets with complex parts like tiny nuts and screws
- Magnetic construction cubes and bars
- Advanced interlocking plastic block sets (technic sets, robotics kits)
- Model building kits (cars, planes, ships)
- 3D puzzles or architectural model sets
- Woodworking or carpentry kits, wooden building sets, interlocking plastic sticks

#### **Tech Gadgets & DIY Electronics**

- Remote control vehicles
- DIY electronics kits (soldering kits, circuit boards)
- Robotics kits with more complex coding features

#### **Make believe**

- Role-playing costumes/ sets
- Story cubes
- Board games with story-telling elements
- Puppet Theatre and Puppets
- Magic Kits
- Craft Kits

#### **Learning and games**

- Financial literacy games
- History-based games
- Geography Games

- Coding Board Games
- Language Art Games
- Math-themed Board games
- Trivia Games

### **Puzzles**

- 100 to 500 pieces (age 9 to 10)
- 3D puzzles
- Pattern and Sequence puzzles
- Mechanical puzzles
- Logic and Brainteaser puzzles

### **Arts, crafts, and music**

- Painting kits
- DIY kits
- Origami kits
- Fashion design kits
- Karaoke machine
- Music board games
- Digital drawing tablets
- 3D printing pens

### **Books and Reading Materials:**

- Adventure or mystery books appropriate for the age group
- Illustrated encyclopaedias or fact books on interests like space, animals, etc.
- Comic books or graphic novels suitable for their age group

## **TOYS APPROPRIATE FOR CLASS 9-12 (AGE GROUP 15 -18)**

### **Advanced Building and Engineering Kits**

- Interlocking plastic block set
- Robot kits
- Architectural building sets
- Model building kits
- Mechanical engineering kits
- Magnetic construction toy consisting of a collection of bars
- Woodworking or carpentry kits, wooden building sets, interlocking plastic sticks
- Wooden construction kits

### **Tech Gadgets & DIY Electronics**

- Remote control vehicles
- DIY electronics kits (soldering kits, circuit boards)
- Robotics kits with more complex coding features
- Civil engineering kits
- DIY drone kits
- Virtual reality construction games

### **Make believe**

- Role-playing costumes

- Simulation and strategy games
- Historical re-enactment kits
- Sci-fi or fantasy kits
- Creative writing kit

### **Learning and games**

- Financial literacy games
- History-board games
- Geography & world culture games
- Coding Board Games
- Language Art Games
- Math-themed Board games
- Physics and science games
- Philosophy and Ethics games
- College and career exploration games
- STEM kits
- Trivia & quiz Games
- Logic and deduction games

### **Puzzles**

- Advanced pattern recognition puzzles
- Word search and crossword puzzles with a twist
- Customizable puzzle sets
- Strategic puzzle toys
- Cryptic crosswords and Sudoku books
- Mechanical puzzles
- Brainteaser and riddle games

### **Arts, crafts, and music**

- Advanced DIY kits
- Tie-dye kits
- Photography kits
- Calligraphy sets
- Canvas and painting sets
- Digital drawing tablets
- Origami kits
- Fashion design kits
- Karaoke machine
- Music board games
- Digital drawing tablets
- 3D printing pens

### **Books and Reading Materials:**

- Adventure or mystery books appropriate for the age-group
- Encyclopaedias or fact books on interests like space, animals, etc.
- Comic books or graphic novels suitable for their age group

Suggestive More Resources: <https://www.ccl.iitgn.ac.in/toys>



**Key Performance Indicators:**

	<b>Expected Outcomes</b>	<b>Key Performance Indicator/s (KPI/s)</b>
1	Increased Student Engagement	Increase student attendance and participation in class activities.
2	Improved Learning Outcomes	Improve Learning Outcome on the topics covered.
4	Cultural Awareness and Inclusion	Increase knowledge and understanding of diverse cultural traditions and practices among young students.
5	Improved Access to Learning Resources	Increase school-level reference material.
6	Positive Reinforcement	Increase instances of positive reinforcement by teachers in the classroom.
7	Enhanced Holistic Development	Increase participation in team learning activities.

**Suggestive Distribution: For Single School:**

<b>Items</b>	<b>Physical No.</b>	<b>Unit Cost</b>	<b>Financial</b>
Toys	As per Requirement	2.5	2.5
Accessories	As per Requirement	2.0	2.0
Raw Material	As per Requirement	1.0	1.0
Expert on Toy Pedagogy	5	0.1	0.5
Expert on Toy Making	5	0.1	0.5
Total			6.5 Lac

## **2. Igniting Creativity and Innovation: Preparing of STEAM Module in Schools**

Introduction:

Integrating Science, Technology, Engineering, Agriculture, and Mathematics (STEAM) education in schools is essential for fostering creativity, critical thinking, and innovation among students. Developing a well-designed STEAM module provides a structured framework for educators to incorporate interdisciplinary learning and hands-on experiences. This article explores the key steps involved in preparing a STEAM module for schools, empowering students to thrive in the modern world.

### **1. Identify Learning Outcomes:**

Begin by defining clear learning outcomes that align with the STEAM objectives. Consider the knowledge, skills, and attitudes you want students to develop through the module. These may include critical thinking, problem-solving, collaboration, creativity, and technological literacy. Align the learning outcomes with the school curriculum and the specific needs and interests of your students.

### **2. Select Relevant Topics and Themes:**

Choose engaging and relevant topics or themes that can integrate multiple STEAM disciplines. For example, renewable energy, environmental conservation, space exploration, or sustainable agriculture. Ensure the topics resonate with students' interests and connect with real-world issues, fostering curiosity and motivation.

### **3. Design Inquiry-Based Activities:**

Develop inquiry-based activities that encourage students to explore, experiment, and discover knowledge independently. These activities should promote critical thinking, problem-solving, and hands-on learning experiences. Incorporate open-ended questions, investigations, and design challenges that allow students to apply their learning and creativity to find innovative solutions.

#### **4. Integrate Technology and Tools:**

Integrate appropriate technology tools and resources into the STEAM module to enhance learning experiences. Consider the use of software, coding platforms, sensors, 3D printers, or microcontrollers that allow students to engage in technological exploration and problem-solving. Incorporate digital tools for data analysis, modeling, and simulations.

#### **5. Foster Collaboration and Teamwork:**

Emphasize collaboration and teamwork within the STEAM module. Design activities that require students to work in groups, fostering communication, cooperation, and collective problem-solving. Encourage the sharing of ideas, diverse perspectives, and effective teamwork skills through structured collaborative projects.

#### **6. Incorporate Real-World Applications:**

Connect the STEAM concepts to real-world applications and scenarios. Highlight the relevance of STEAM disciplines in addressing global challenges, sustainability, and innovation. Invite guest speakers, professionals, or experts from relevant industries to share their experiences and demonstrate the practical applications of STEAM knowledge.

#### **7. Provide Resources and Materials:**

Ensure access to a variety of resources and materials that support the STEAM module. This may include textbooks, reference materials, digital resources, laboratory equipment, arts and craft supplies, and building materials. Create a well-equipped STEAM learning environment that facilitates hands-on exploration and experimentation.

#### **8. Assess Learning Outcomes:**

Design assessment strategies that align with the learning outcomes and the nature of STEAM education. Consider a mix of formative and summative assessments, including project presentations, portfolios, reflective journals, and performance-based assessments. Encourage students to self-assess and reflect on their learning journeys.

#### **9. Professional Development for Educators:**

Provide professional development opportunities for educators to enhance their understanding of STEAM education methodologies and strategies. Offer training, workshops, and collaboration sessions to build their confidence and competence in delivering the STEAM module effectively.

#### **10. Continuous Improvement:**

Regularly evaluate and refine the STEAM module based on feedback from students, teachers, and stakeholders. Seek opportunities for improvement, update resources, and adapt the module to changing educational needs and emerging technologies. Embrace a culture of continuous improvement to ensure the module remains dynamic and relevant.

Developing a STEAM module for schools promotes creativity, critical thinking, and innovation among students. By integrating multiple disciplines, fostering collaboration, and incorporating real-world applications, the module empowers students to thrive in a rapidly evolving world. Through hands-on experiences and inquiry-based learning, students develop the skills and mindsets needed to become lifelong learners and problem solvers. By preparing a comprehensive STEAM module, schools can ignite a passion for learning, inspire innovation, and equip students with the skills required for success in the 21st century.

#### **Suggestive more Resources:**

Visit: <https://www.ccl.iitgn.ac.in/>

#### **Suggestive Distribution for Single School:**

Items	Physical No.	Unit Cost	Financial
Raw Material	1	1.0	1.0
Field Visit	1	1.0	1.0
Printing of Handbook/Module for Teachers	20	0.00500	0.10

Printing of Handbook/Module for Students	320	0.00500	1.5
Expert Visit	As per requirement	0.75	0.75
Soil Testing Kit	40	0.05000	2.0
Contingency	1	0.15	0.15
Total			<b>6.5 Lac</b>



### **3. Education and Wellness Centre:**

The National Education Policy is in complete consonance with the provisions of the RPWD Act 2016 and endorses all its recommendations regarding school education Whereas the RPWD Act 2016 Chapter 3 Section 17 sub-section (e) ensures to establish an adequate number of resource centres to support educational institutions at all levels of school education.

With respect to all the above NPE Policy points and RPWD Act 2016, to ensure full participation in the regular schooling process from the Foundational Stage to higher education, Education and Wellness Centre at PM SHRI Schools will serve as resource centres, enabling barrier-free access for all children with disabilities. Resource Room will work and be supported for providing all children with disabilities accommodations and support mechanisms tailored to suit their needs and to ensure their full participation and inclusion in the classroom. Assistive devices and appropriate technology-based tools, as well as adequate and language-appropriate teaching-learning materials (e.g., textbooks in accessible formats sensory intervention equipment) will be made available to help children with disabilities integrate more easily into classrooms and engage with teachers and their peers.

Resource centres in conjunction with special educators will support the rehabilitation and educational needs of learners with disabilities and will assist parents/guardians, and teachers in achieving high-quality schooling and skilling for such students as needed.

These resource rooms will be equipped with teaching learning material based on the Learning styles of the children, and sensory stimulation-based material for teaching complex concepts of teaching.

#### **Physical Number of Proposal:**

#### **Objectives:**

- 1) To fulfil the goal of RTE 2009 and RPWD act 2016 NPE 2020
- 2) To enhance the quality of education without discrimination on the ground of disabilities or any other learning issues.

- 3) To innovative learning environments that are connected, flexible, collaborative.
- 4) To educate all children regardless of their learning style,
- 5) To facilitate their learning progress.
- 6) To provide academic support to class teachers on complex concept during teaching.
- 7) To develop adaptive evaluation strategies as per children's learning styles.
- 8) To reduce the burden of parents and sibling.
- 9) To improve students' independent access to education.

**Target Group:**

- 1) Children with special needs as per need analysis or as per demand by class teachers or parents.
- 2) Students with learning difficulties.
- 3) Students who need additional support on complex concepts (Before or after classroom teaching)
- 4) Teacher who faces difficulties with specific concepts during teaching to children with special needs or other learning difficulties students.
- 5) Parents who need professional support to educate their children at home after school.

**Human Resources at Resource Room:**

Existing Trained Resource Teachers, Resource Persons i.e., Therapists etc will provide equipment-based support to Students, and Teachers.

**Procedure**

- 1) Identify the needs of CwSN: Conduct a survey or assessment to identify the specific needs of CwSN in your school. This can include physical, mental, and emotional needs.
- 2) Develop a plan: Based on the needs assessment, develop a plan for the wellness centre that includes the services and resources that will be provided. This can include counselling, therapy, adaptive equipment, and other resources.
- 3) Create a space:
  - i) **Designate a space** in the school for the wellness centre that is accessible and welcoming to CwSN.
  - ii) **Remove all the architectural barriers** in the school so that CwSN have access to classrooms, laboratories, libraries, play/recreational areas, and toilets in the school.
  - iii) **Provide clean and safe access** to basic amenities like drinking water, washroom, least restrictive classrooms
  - iv) **Use clear and simple signage** using raised letters, visual contrast, sans serif fonts, symbols, and Braille is also important to assist in finding the way.
- 4) Staff:
  - v) Sensitise School Teachers: **Sensitise and train all the teachers to understand the needs of CwSN and adapt their pedagogical practices accordingly. Undertake Capacity-building programmes for all the teachers. Remove the attitudinal barriers, if any.**
  - vi) **Special Education Staff:** Hire qualified support staff to provide services at the wellness centre, such as counsellors, therapists, and special educators who can provide therapeutic services.<sup>5)</sup>
- 5) Collaboration and Communication:
  - i) Collaboration with Parents and Caregivers: **Involve parents or caregivers in planning and implementing services at the wellness centre, ensuring their input and involvement.**
  - ii) Communication with School Staff: **Foster collaboration between the wellness centre staff and teachers to ensure a coordinated approach to students' needs.**
  - iii) Peer sensitization, Institutionalization of Buddy System and Collaborative Learning: **To ensure that the CwSN are not bullied or laughed at and to ensure that they are well supported, sensitise the peers of the classes where CwSN are enrolled. Some strategies like assigning buddies to the CwSN would support CwSN to make the best of their time in the classrooms. The teachers can assign and delegate some of the roles to the peers so that the CwSN can learn well.**
- 6) Evaluate and adjust: Regularly evaluate the effectiveness of the wellness centre and adjust as needed to ensure that it is meeting the needs of CwSN. Remove the instructional barriers, if any.

**Outcomes:**

- To enable regular and special teachers on the use Teaching materials as per the needs of children in the schools
- Helpful in developing communication and motor skills
- Helpful in supporting the teaching-learning process
- Helpful in using digital content
- Use of open learning resources and assistive technologies
- Helpful to overcome specific learning difficulties
- Easy-to-access Course Material
- Motivation
- Wide Participation
- Improved student writing skill, hand-eye coordination
- Subjects easier to learn
- More amenable structure to measure and improve learning outcomes LOs.
- Improve students' independent access to education.
- Exploration of the latest developments in inclusive practice by teachers
- Use of technology will enable CWSN to overcome their disability, adaptive technology like speaking software, speakers, adaptive keyboards etc.

**SUGGESTIVE LIST OF RESOURCES FOR THE WELLNESS CENTRE FOR CWSN**

**The following resources may be procured for the wellness centre:**

**AIDS and GADGETS****b) Communication Aids:**

- i) Augmentative and Alternative Communication (AAC) Devices: Devices like speech-generating devices or apps that help non-verbal children communicate using symbols, pictures, or text-to-speech functionality.

- ii) Eye Gaze Systems: Technology that tracks eye movements, allowing children to control a device or communicate by using their eyes to select icons or words on a screen.

c) **Sensory Devices:**

- i) Sensory Integration Tools: Gadgets like sensory boards, and sensory-friendly toys designed to provide calming or stimulating sensory experiences.
- ii) Sensory Feedback Devices: Tools that offer sensory feedback through vibrations or auditory cues to assist with spatial awareness or navigating surroundings.

d) **Learning and Education Aids:**

- i) Adaptive Learning Apps: Educational apps and software that cater to different learning styles and abilities, providing interactive and customizable learning experiences.
- ii) Talking Calculators or Learning Devices: Devices that aid in mathematics and other subjects by providing audible feedback and instructions.
- iii) Adaptive technologies like screen readers, speech recognition software, audiobooks, AI-supported tools
- iv) Typo scope: A typo scope can also be used as a guide to reading, writing, and signature in cases of large defects in the visual field.
- v) Talking calculators
- vi) Electronic braille notetaker
- vii) Assistive Technology for students with dyslexia: Like- Proofreading Software, Maths tools, Maths simulator

e) **Interactive Sensory Equipment:**

- i) Interactive Projectors: Devices that project interactive games or visuals onto floors or walls, providing engaging sensory experiences.
- ii) Bubble Tubes or Fiber Optics: Sensory equipment providing visual stimulation and relaxation.

f) **Auditory Aids:**



- i) Audio recordings: Books or learning materials recorded as audio for students with visual impairments or learning disabilities.
- ii) Text-to-speech software/apps: Assists students who struggle with reading by converting text to spoken language.
- g) **Adaptive Furniture and Equipment:**
  - i) Specialized seating: Chairs or desks designed for better posture or comfort.
  - ii) Adapted writing tools: Grips or adapted pens for students with fine motor difficulties.

## **TOYS FOR SPECIALLY ABLED STUDENTS**

- h) **Adaptive Building Blocks:**
  - i) Blocks with textures, larger sizes, or easy-to-grasp shapes for children with fine motor difficulties.
  - ii) Interlocking blocks with auditory or tactile feedback for sensory stimulation.
- i) **Multi-Sensory Toys:**
  - i) Soft toys with various textures, colours, and sounds to engage different sensory experiences.
  - ii) Musical instruments adapted for easier gripping or with switches for simple interaction.
- j) **Adaptive Puzzles and Games:**
  - i) Puzzles with larger knobs or pieces for easier handling.
  - ii) Board games adapted for one-handed play or with larger, easier-to-grasp pieces.
- k) **Toys for Sensory Stimulation:**
  - i) Tactile sensory toys like squishy balls, textured fidget toys, or sensory play kits with varied materials.
  - ii) Visual stimulation toys such as light-up toys or visually engaging spinning toys.
- l) **Adaptive Ride-On Toys:**
  - i) Modified ride-on toys with additional support or easy-access features for children with mobility challenges.

- ii) Trikes or bicycles with adaptive features like extra back support or stabilizers.

**m) Interactive Learning Toys:**

- i) Interactive books with sensory elements like textures, sounds, and bright visuals.
- ii) Electronic learning toys adapted for various levels of interaction and with features for auditory or visual learning.

**n) Toys for Gross Motor Skills:**

- i) Balance boards, tunnels, or soft play mats to encourage gross motor skill development.
- ii) Balls of varied sizes and textures for kicking, throwing, or catching activities.

**o) Switch-Adapted Toys:**

- i) Toys that can be operated by switches, allowing children with limited mobility to interact and play.
- ii) Switch-adapted remote-control cars, musical toys, or simple electronic toys.

**p) Communication and Language Toys:**

- i) Picture cards, communication boards, or storybooks with visual aids to support communication.
- ii) Toys that encourage language development through repetition or simple word games.

**q) Social Interaction Toys:**

- i) Cooperative board games that emphasize teamwork and communication.
- ii) Dolls, action figures, or puppets designed for role-playing and social interaction.

**Suggestive Distribution for Single School:**

Items	Physical No.	Unit Cost	Financial
Resources	1	1.5	1.50

Child's Home visit	1	0.2	0.20
Expert Therapist Visit	20 days	0.02	0.80
Parent Education Workshops	2	.50	<b>1.00</b>
Enrichment Activities	4	0.25	<b>1.00</b>
Professional Development for Teachers	20	0.0500	<b>1.0</b>
Total			<b>5.5 Lac</b>

राष्ट्रीय शैक्षिक अनुसंधान

और प्रशिक्षण परिषद

श्री अरविंद मार्ग, नई दिल्ली -110016



National Council of Educational

Research and Training

SRI AUROBINDO MARG, NEW DELHI-110016

Division of Educational Kits

No.F.1-5/2019-20/DEK/Vol-I/5055

Dated: 02.03.2023

**REVISED NOTIFICATION**

With the approval of the Competent Authority of NCERT, New Delhi, the contract period of 20 Firms out of 23 Firms was extended upto 14.11.2023 vide Notification dated 18.11.2022. The extension of 03 Firms was deferred. The deferment of the 03 Firms has now been revoked, by the Competent Authority.

Accordingly, the Revised Notification for extension of the **contract period of the empanelled Firms upto 14.11.2023** is being issued, for supply of Educational School Kits developed by NCERT F.O.R. all India basis.

**a. The Kit Price and name of the empanelled Firms are as under:**

Sl. NO.	Type of Educational School Kit	Basic Price of Kit (Rs.)	GST @ 18% on the Basic Price of Kit (Rs.)	Licence Fee @5% on the Basic Price of Kit (Rs.)	Grand Total (Rs.)	Name of the manufacturer empanelled (in ascending order A-Z)
1	Upper Primary Science Kit with microscope (UPSK)	7928	1427.04	396.40	9751.44	1. M/s Adarsh Instruments Pvt. Ltd., Ambala Cantt. 2. M/s Aditya Trading, Indore 3. M/s Ahuja Scientific & Sports Works, Ambala Cantt. 4. M/s Alpha Chem, Ambala Cantt. 5. M/s Arora Medilines Pvt. Ltd., Noida 6. M/s Chinari Scientific Industries, Delhi 7. M/s Ganesh Stationary -Scientific & Sports, Gujarat 8. M/s Grace Scientific Corporation, Ambala Cantt. 9. M/s Hans Raj Scientific Metal Works, Ambala Cantt. 10. M/s Interlabs-Has India Group of Companies, Ambala Cantt. 11. M/s International Biological Laboratories, Ambala Cantt. 12. M/s M.K. Optical Works, Ambala Cantt. 13. M/s Manchanda Medicos, Delhi 14. M/s North Gujarat Sports & Scientific, Gujarat 15. M/s Puri Scientific Works, Ambala Cantt. 16. M/s Rapsons Laboratory Services, Ambala Cantt. 17. M/s Sachdeva Instruments Co., Ambala Cantt. 18. M/s Scientific Instrument Traders, Ambala Cantt. 19. M/s Shakti Model Works, Ambala Cantt. 20. M/s Sham Sunder Jog Raj & Co., Ambala Cantt. 21. M/s Vidya Techno Art, Ambala Cantt.

2	Upper Primary Science without Microscope (UPSK-WM)	6644	1195.92	332.20	8172.12	<ol style="list-style-type: none"> <li>1. M/s Adarsh Instruments Pvt. Ltd., Ambala Cantt., Ambala Cantt.</li> <li>2. M/s Aditya Trading, Indore</li> <li>3. M/s Ahuja Scientific &amp; Sports Works, Ambala Cantt., Ambala Cantt.</li> <li>4. M/s Alpha Chem, Ambala Cantt.</li> <li>5. M/s Arora Medilines Pvt. Ltd., Noida</li> <li>6. M/s Asian Traders, Gujarat</li> <li>7. M/s Chinara Scientific Industries, Delhi</li> <li>8. M/s Grace Scientific Corporation, Ambala Cantt.</li> <li>9. M/s Hans Raj Scientific Metal Works, Ambala Cantt.</li> <li>10. M/s Interlabs-Has India Group of Companies, Ambala Cantt.</li> <li>11. M/s International Biological Laboratories, Ambala Cantt.</li> <li>12. M/s Manchanda Medicos, Delhi</li> <li>13. M/s North Gujarat Sports &amp; Scientific, Gujarat</li> <li>14. M/s Puri Scientific Works, Ambala Cantt.</li> <li>15. M/s Rapsons Laboratory Services, Ambala Cantt.</li> <li>16. M/s Sachdeva Instruments Co., Ambala Cantt.</li> <li>17. M/s Scientific Instrument Traders, Ambala Cantt.</li> <li>18. M/s Shakti Model Works, Ambala Cantt.</li> <li>19. M/s Sham Sunder Jog Raj &amp; Co., Ambala Cantt.</li> <li>20. M/s Vidya Techno Art, Ambala Cantt.</li> </ol>
3	Upper Primary Mathematics Kits (UPMK)	1444	259.92	72.20	1776.12	<ol style="list-style-type: none"> <li>1. M/s Adarsh Instruments Pvt. Ltd., Ambala Cantt.</li> <li>2. M/s Aditya Trading, Indore</li> <li>3. M/s Ahuja Scientific &amp; Sports Works, Ambala Cantt.</li> <li>4. M/s Alpha Chem, Ambala Cantt.</li> <li>5. M/s Arora Medilines Pvt. Ltd., Noida</li> <li>6. M/s Asian Traders, Gujarat</li> <li>7. M/s Chinara Scientific Industries, Delhi</li> <li>8. M/s Ganesh Stationary -Scientific &amp; Sports, Gujarat</li> <li>9. M/s Grace Scientific Corporation, Ambala Cantt.</li> <li>10. M/s Hans Raj Scientific Metal Works, Ambala Cantt.</li> <li>11. M/s Interlabs-Has India Group of Companies, Ambala Cantt.</li> <li>12. M/s International Biological Laboratories, Ambala Cantt.</li> <li>13. M/s M K Optical Works, Ambala Cantt.</li> <li>14. M/s Manchanda Medicos, Delhi</li> <li>15. M/s North Gujarat Sports &amp; Scientific, Gujarat</li> <li>16. M/s Puri Scientific Works, Ambala Cantt.</li> <li>17. M/s Rapsons Laboratory Services, Ambala Cantt.</li> <li>18. M/s Sachdeva Instruments Co., Ambala Cantt.</li> <li>19. M/s Scientific Instrument Traders, Ambala Cantt.</li> <li>20. M/s Shakti Model Works, Ambala Cantt.</li> <li>21. M/s Sham Sunder Jog Raj &amp; Co., Ambala Cantt.</li> <li>22. M/s Vidya Techno Art, Ambala Cantt.</li> </ol>

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Division of Educational Kits

रा. 0 अ. 0 प्र. 0 प. 0 / M.C.E.R.T.

श्री अरविन्द मर्मा / Sri Aurobindo Marm



4	Secondary Science Kit with Microscope (SSK)	9790	1762.2	489.50	12041.70	1 M/s Adarsh Instruments Pvt. Ltd., Ambala Cantt 2 M/s Aditya Trading, Indore 3 M/s Ahuja Scientific & Sports Works, Ambala Cantt 4 M/s Alpha Chem, Ambala Cantt. 5 M/s Arora Medilines Pvt. Ltd., Noida 6 M/s Asian Traders, Gujarat 7 M/s Chinar Scientific Industries, Delhi 8 M/s Grace Scientific Corporation, Ambala Cantt. 9 M/s Hans Raj Scientific Metal Works, Ambala Cantt. 10 M/s Interlabs-Has India Group of Companies, Ambala Cantt. 11 M/s International Biological Laboratories, Ambala Cantt 12 M/s M.K. Optical Works, Ambala Cantt. 13 M/s Manchanda Medicos, Delhi 14 M/s North Gujarat Sports & Scientific, Gujarat 15 M/s Puri Scientific Works, Ambala Cantt. 16 M/s Rapsons Laboratory Services, Ambala Cantt. 17 M/s Sachdeva Instruments Co., Ambala Cantt 18 M/s Scientific Instrument Traders, Ambala Cantt. 19 M/s Shakti Model Works, Ambala Cantt. 20 M/s Sham Sunder Jog Raj & Co., Ambala Cantt 21 M/s Vidya Techno Art, Ambala Cantt.
5	Secondary Science Kit without Microscope (SSK-WM)	9011	1621.98	450.55	11083.53	1 M/s Adarsh Instruments Pvt. Ltd., Ambala Cantt. 2 M/s Aditya Trading, Indore 3 M/s Ahuja Scientific & Sports Works, Ambala Cantt 4 M/s Alpha Chem, Ambala Cantt. 5 M/s Arora Medilines Pvt. Ltd., Noida 6 M/s Chinar Scientific Industries, Delhi 7 M/s Ganesh Stationary -Scientific & Sports, Gujarat 8 M/s Grace Scientific Corporation, Ambala Cantt 9 M/s Hans Raj Scientific Metal Works, Ambala Cantt. 10 M/s Interlabs-Has India Group of Companies, Ambala Cantt. 11 M/s International Biological Laboratories, Ambala Cantt. 12 M/s M.K. Optical Works, Ambala Cantt. 13 M/s Manchanda Medicos Delhi 14 M/s North Gujarat Sports & Scientific, Gujarat 15 M/s Puri Scientific Works, Ambala Cantt. 16 M/s Rapsons Laboratory Services, Ambala Cantt. 17 M/s Sachdeva Instruments Co., Ambala Cantt. 18 M/s Scientific Instrument Traders, Ambala Cantt 19 M/s Shakti Model Works, Ambala Cantt 20 M/s Sham Sunder Jog Raj & Co., Ambala Cantt. 21 M/s Vidya Techno Art, Ambala Cantt.

6	Secondary Mathematics Lab kit (SMLK)	1658	298.44	82.90	2039.34	<ol style="list-style-type: none"> <li>1. M/s Adarsh Instruments Pvt. Ltd., Ambala Cantt.</li> <li>2. M/s Aditya Trading, Indore</li> <li>3. M/s Ahuja Scientific &amp; Sports Works, Ambala Cantt.</li> <li>4. M/s Alpha Chem, Ambala Cantt.</li> <li>5. M/s Arora Medilines Pvt. Ltd., Noida</li> <li>6. M/s Chinar Scientific Industries, Delhi</li> <li>7. M/s Ganesh Stationary –Scientific &amp; Sports, Gujarat</li> <li>8. M/s Grace Scientific Corporation, Ambala Cantt.</li> <li>9. M/s Hans Raj Scientific Metal Works, Ambala Cantt.</li> <li>10. M/s Interlabs-Has India Group of Companies, Ambala Cantt.</li> <li>11. M/s International Biological Laboratories, Ambala Cantt.</li> <li>12. M/s Manchanda Medicos, Delhi</li> <li>13. M/s North Gujarat Sports &amp; Scientific, Gujarat</li> <li>14. M/s Puri Scientific Works, Ambala Cantt.</li> <li>15. M/s Rapsons Laboratory Services, Ambala Cantt.</li> <li>16. M/s Sachdeva Instruments Co., Ambala Cantt.</li> <li>17. M/s Scientific Instrument Traders, Ambala Cantt.</li> <li>18. M/s Shakti Model Works, Ambala Cantt.</li> <li>19. M/s Sham Sunder Jog Raj &amp; Co., Ambala Cantt.</li> <li>20. M/s Vidya Techno Art, Ambala Cantt.</li> </ol>
7	Molecular Model Kit (MMK)	729	131.22	36.45	896.67	<ol style="list-style-type: none"> <li>1. M/s Adarsh Instruments Pvt. Ltd., Ambala Cantt.</li> <li>2. M/s Aditya Trading, Indore</li> <li>3. M/s Ahuja Scientific &amp; Sports Works, Ambala Cantt.</li> <li>4. M/s Alpha Chem, Ambala Cantt.</li> <li>5. M/s Arora Medilines Pvt. Ltd., Noida</li> <li>6. M/s Chinar Scientific Industries, Delhi</li> <li>7. M/s Grace Scientific Corporation, Ambala Cantt.</li> <li>8. M/s Hans Raj Scientific Metal Works, Ambala Cantt.</li> <li>9. M/s Interlabs-Has India Group of Companies, Ambala Cantt.</li> <li>10. M/s International Biological Laboratories, Ambala Cantt.</li> <li>11. M/s Manchanda Medicos, Delhi</li> <li>12. M/s North Gujarat Sports &amp; Scientific, Gujarat</li> <li>13. M/s Puri Scientific Works, Ambala Cantt.</li> <li>14. M/s Rapsons Laboratory Services, Ambala Cantt.</li> <li>15. M/s Sachdeva Instruments Co., Ambala Cantt.</li> <li>16. M/s Scientific Instrument Traders, Ambala Cantt.</li> <li>17. M/s Shakti Model Works, Ambala Cantt.</li> <li>18. M/s Sham Sunder Jog Raj &amp; Co., Ambala Cantt.</li> <li>19. M/s Vidya Techno Art, Ambala Cantt.</li> </ol>

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Division of Educational Kits

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दिल्ली-110016 / New Delhi-16

8	Senior Secondary Physics Lab Kit (HSPLK)	37500	6750	1875	46125	<ol style="list-style-type: none"> <li>1. M/s Adarsh Instruments Pvt. Ltd., Ambala Cantt.</li> <li>2. M/s Aditya Trading, Indore</li> <li>3. M/s Ahuja Scientific &amp; Sports Works, Ambala Cantt.</li> <li>4. M/s Alpha Chem, Ambala Cantt.</li> <li>5. M/s Arora Medilines Pvt. Ltd., Noida</li> <li>6. M/s Asian Traders, Gujarat</li> <li>7. M/s Chinara Scientific Industries, Delhi</li> <li>8. M/s Ganesh Stationary –Scientific &amp; Sports, Gujarat</li> <li>9. M/s Grace Scientific Corporation, Ambala Cantt.</li> <li>10. M/s Hans Raj Scientific Metal Works, Ambala Cantt.</li> <li>11. M/s Interlabs-Has India Group of Companies, Ambala Cantt.</li> <li>12. M/s International Biological Laboratories, Ambala Cantt.</li> <li>13. M/s Manchanda Medicos, Delhi</li> <li>14. M/s North Gujarat Sports &amp; Scientific, Gujarat</li> <li>15. M/s Puri Scientific Works, Ambala Cantt.</li> <li>16. M/s Rapsons Laboratory Services, Ambala Cantt.</li> <li>17. M/s Sachdeva Instruments Co., Ambala Cantt.</li> <li>18. M/s Science &amp; Surgical House, Ambala Cantt.</li> <li>19. M/s Scientific Instrument Traders, Ambala Cantt.</li> <li>20. M/s Shakti Model Works, Ambala Cantt.</li> <li>21. M/s Sham Sunder Jog Raj &amp; Co., Ambala Cantt.</li> <li>22. M/s Vidya Techno Art, Ambala Cantt.</li> </ol>
9	Senior Secondary Chemistry Lab Kit (HSCLK)	8372	1506.96	418.60	10297.56	<ol style="list-style-type: none"> <li>1. M/s Adarsh Instruments Pvt. Ltd., Ambala Cantt.</li> <li>2. M/s Aditya Trading, Indore</li> <li>3. M/s Ahuja Scientific &amp; Sports Works, Ambala Cantt.</li> <li>4. M/s Alpha Chem, Ambala Cantt.</li> <li>5. M/s Arora Medilines Pvt. Ltd., Noida</li> <li>6. M/s Asian Traders, Gujarat</li> <li>7. M/s Chinara Scientific Industries, Delhi</li> <li>8. M/s Grace Scientific Corporation, Ambala Cantt.</li> <li>9. M/s Hans Raj Scientific Metal Works, Ambala Cantt.</li> <li>10. M/s Interlabs-Has India Group of Companies, Ambala Cantt.</li> <li>11. M/s International Biological Laboratories, Ambala Cantt.</li> <li>12. M/s Manchanda Medicos, Delhi</li> <li>13. M/s North Gujarat Sports &amp; Scientific, Gujarat</li> <li>14. M/s Puri Scientific Works, Ambala Cantt.</li> <li>15. M/s Rapsons Laboratory Services, Ambala Cantt.</li> <li>16. M/s Sachdeva Instruments Co., Ambala Cantt.</li> <li>17. M/s Science &amp; Surgical House, Ambala Cantt.</li> <li>18. M/s Scientific Instrument Traders, Ambala Cantt.</li> <li>19. M/s Shakti Model Works, Ambala Cantt.</li> <li>20. M/s Sham Sunder Jog Raj &amp; Co., Ambala Cantt.</li> <li>21. M/s Vidya Techno Art, Ambala Cantt.</li> </ol>



10	Senior Secondary Biology Lab kit with Microscope (HSBLK)	19286	3471.48	964.30	23721.78	<ol style="list-style-type: none"> <li>1. M/s Adarsh Instruments Pvt. Ltd., Ambala Cantt.</li> <li>2. M/s Aditya Trading, Indore</li> <li>3. M/s Ahuja Scientific &amp; Sports Works, Ambala Cantt.</li> <li>4. M/s Alpha Chem, Ambala Cantt.</li> <li>5. M/s Arora Medilines Pvt. Ltd., Noida</li> <li>6. M/s Asian Traders, Gujarat</li> <li>7. M/s Chinara Scientific Industries, Delhi</li> <li>8. M/s Grace Scientific Corporation, Ambala Cantt.</li> <li>9. M/s Hans Raj Scientific Metal Works, Ambala Cantt.</li> <li>10. M/s Interlabs-Has India Group of Companies, Ambala Cantt.</li> <li>11. M/s International Biological Laboratories, Ambala Cantt.</li> <li>12. M/s M.K. Optical Works, Ambala Cantt.</li> <li>13. M/s Manchanda Medicos, Delhi</li> <li>14. M/s North Gujarat Sports &amp; Scientific, Gujarat</li> <li>15. M/s Puri Scientific Works, Ambala Cantt.</li> <li>16. M/s Rapsons Laboratory Services, Ambala Cantt.</li> <li>17. M/s Sachdeva Instruments Co., Ambala Cantt.</li> <li>18. M/s Scientific Instrument Traders, Ambala Cantt.</li> <li>19. M/s Shakti Model Works, Ambala Cantt.</li> <li>20. M/s Sham Sunder Jog Raj &amp; Co., Ambala Cantt.</li> <li>21. M/s Vidya Techno Art, Ambala Cantt.</li> </ol>
11	Senior Secondary Biology Lab kit without Microscope (HSBLK-WM)	18000	3240	900.00	22140.00	<ol style="list-style-type: none"> <li>1. M/s Adarsh Instruments Pvt. Ltd., Ambala Cantt.</li> <li>2. M/s Aditya Trading, Indore</li> <li>3. M/s Ahuja Scientific &amp; Sports Works, Ambala Cantt.</li> <li>4. M/s Alpha Chem, Ambala Cantt.</li> <li>5. M/s Arora Medilines Pvt. Ltd., Noida</li> <li>6. M/s Chinara Scientific Industries, Delhi</li> <li>7. M/s Grace Scientific Corporation, Ambala Cantt.</li> <li>8. M/s Hans Raj Scientific Metal Works, Ambala Cantt.</li> <li>9. M/s Interlabs-Has India Group of Companies, Ambala Cantt.</li> <li>10. M/s International Biological Laboratories, Ambala Cantt.</li> <li>11. M/s Manchanda Medicos, Delhi</li> <li>12. M/s North Gujarat Sports &amp; Scientific, Gujarat</li> <li>13. M/s Puri Scientific Works, Ambala Cantt.</li> <li>14. M/s Rapsons Laboratory Services, Ambala Cantt.</li> <li>15. M/s Sachdeva Instruments Co., Ambala Cantt.</li> <li>16. M/s Scientific Instrument Traders, Ambala Cantt.</li> <li>17. M/s Shakti Model Works, Ambala Cantt.</li> <li>18. M/s Sham Sunder Jog Raj &amp; Co., Ambala Cantt.</li> <li>19. M/s Vidya Techno Art, Ambala Cantt.</li> </ol>
12	Senior Secondary Mathematics Lab Kit (HSML)	17100	3078.00	855.00	21033.00	<ol style="list-style-type: none"> <li>1. M/s Aditya Trading, Indore</li> <li>2. M/s Hans Raj Scientific Metal Works, Ambala Cantt.</li> <li>3. M/s Manchanda Medicos, Delhi</li> <li>4. M/s Rapsons Laboratory Services, Ambala Cantt.</li> <li>5. M/s Shakti Model Works, Ambala Cantt.</li> <li>6. M/s Sham Sunder Jog Raj &amp; Co., Ambala Cantt.</li> </ol>

13	Early Mathematics Learning (ESML) School Kit	2590	466.20	129.50	3185.70	<ol style="list-style-type: none"> <li>1. M/s Adarsh Instruments Pvt. Ltd., Ambala Cantt.</li> <li>2. M/s Aditya Trading, Indore</li> <li>3. M/s Ahuja Scientific &amp; Sports Works, Ambala Cantt.</li> <li>4. M/s Alpha Chem, Ambala Cantt.</li> <li>5. M/s Arora Medilines Pvt. Ltd., Noida</li> <li>6. M/s Asian Traders, Gujarat</li> <li>7. M/s Chinar Scientific Industries, Delhi</li> <li>8. M/s Ganesh Stationary –Scientific &amp; Sports, Gujarat</li> <li>9. M/s Grace Scientific Corporation, Ambala Cantt.</li> <li>10. M/s Hans Raj Scientific Metal Works, Ambala Cantt.</li> <li>11. M/s Interlabs-Has India Group of Companies, Ambala Cantt.</li> <li>12. M/s International Biological Laboratories, Ambala Cantt.</li> <li>13. M/s North Gujarat Sports &amp; Scientific, Gujarat</li> <li>14. M/s Puri Scientific Works, Ambala Cantt.</li> <li>15. M/s Rapsons Laboratory Services, Ambala Cantt.</li> <li>16. M/s Sachdeva Instruments Co., Ambala Cantt.</li> <li>17. M/s Science &amp; Surgical House, Ambala Cantt.</li> <li>18. M/s Scientific Instrument Traders, Ambala Cantt.</li> <li>19. M/s Shakti Model Works, Ambala Cantt.</li> <li>20. M/s Sham Sunder Jog Raj &amp; Co., Ambala Cantt.</li> <li>21. M/s Vidya Techno Art, Ambala Cantt.</li> </ol>
14	Resource Package for Awareness in ECCE (English/Hindi)	10500	1890	525.00	12915.00	<ol style="list-style-type: none"> <li>1. M/s Adarsh Instruments Pvt. Ltd., Ambala Cantt.</li> <li>2. M/s Aditya Trading, Indore</li> <li>3. M/s Ahuja Scientific &amp; Sports Works, Ambala Cantt.</li> <li>4. M/s Alpha Chem, Ambala Cantt.</li> <li>5. M/s Arora Medilines Pvt. Ltd., Noida</li> <li>6. M/s Chinar Scientific Industries, Delhi</li> <li>7. M/s Ganesh Stationary –Scientific &amp; Sports, Gujarat</li> <li>8. M/s Grace Scientific Corporation, Ambala Cantt.</li> <li>9. M/s Hans Raj Scientific Metal Works, Ambala Cantt.</li> <li>10. M/s Interlabs-Has India Group of Companies, Ambala Cantt.</li> <li>11. M/s International Biological Laboratories, Ambala Cantt.</li> <li>12. M/s Manchanda Medicos, Delhi</li> <li>13. M/s North Gujarat Sports &amp; Scientific, Gujarat</li> <li>14. M/s Puri Scientific Works, Ambala Cantt.</li> <li>15. M/s Rapsons Laboratory Services, Ambala Cantt.</li> <li>16. M/s Sachdeva Instruments Co., Ambala Cantt.</li> <li>17. M/s Scientific Instrument Traders, Ambala Cantt.</li> <li>18. M/s Shakti Model Works, Ambala Cantt.</li> <li>19. M/s Sham Sunder Jog Raj &amp; Co., Ambala Cantt.</li> <li>20. M/s Vidya Techno Art, Ambala Cantt.</li> </ol>



15	Raindrops: Primary English Learning Kit	6950	1251	347.50	8548.50	<ol style="list-style-type: none"> <li>1. M/s Adarsh Instruments Pvt. Ltd., Ambala Cantt.</li> <li>2. M/s Aditya Trading, Indore</li> <li>3. M/s Ahuja Scientific &amp; Sports Works, Ambala Cantt.</li> <li>4. M/s Alpha Chem, Ambala Cantt.</li> <li>5. M/s Arora Medilines Pvt. Ltd., Noida</li> <li>6. M/s Asian Traders, Gujarat</li> <li>7. M/s Ganesh Stationary -Scientific &amp; Sports, Gujarat</li> <li>8. M/s Grace Scientific Corporation, Ambala Cantt.</li> <li>9. M/s Hans Raj Scientific Metal Works, Ambala Cantt.</li> <li>10. M/s Interlabs-Has India Group of Companies, Ambala Cantt.</li> <li>11. M/s International Biological Laboratories, Ambala Cantt.</li> <li>12. M/s North Gujarat Sports &amp; Scientific, Gujarat</li> <li>13. M/s Puri Scientific Works, Ambala Cantt.</li> <li>14. M/s Rapsons Laboratory Services, Ambala Cantt.</li> <li>15. M/s Sachdeva Instruments Co., Ambala Cantt.</li> <li>16. M/s Science &amp; Surgical House, Ambala Cantt.</li> <li>17. FM/s Scientific Instrument Traders, Ambala Cantt.</li> <li>18. M/s Shakti Model Works, Ambala Cantt.</li> <li>19. M/s Sham Sunder Jog Raj &amp; Co., Ambala Cantt.</li> <li>20. M/s Vidya Techno Art, Ambala Cantt.</li> </ol>
16	Primary Urdu Learning Kit (PULK)	5750	1035	287.50	7072.50	<ol style="list-style-type: none"> <li>1. M/s Adarsh Instruments Pvt. Ltd., Ambala Cantt.</li> <li>2. M/s Aditya Trading, Indore</li> <li>3. M/s Ahuja Scientific &amp; Sports Works, Ambala Cantt.</li> <li>4. M/s Alpha Chem, Ambala Cantt.</li> <li>5. M/s Arora Medilines Pvt. Ltd., Noida</li> <li>6. M/s Grace Scientific Corporation, Ambala Cantt.</li> <li>7. M/s Hans Raj Scientific Metal Works, Ambala Cantt.</li> <li>8. M/s Interlabs-Has India Group of Companies, Ambala Cantt.</li> <li>9. M/s International Biological Laboratories, Ambala Cantt.</li> <li>10. M/s M.K. Optical Works, Ambala Cantt.</li> <li>11. M/s North Gujarat Sports &amp; Scientific, Gujarat</li> <li>12. M/s Puri Scientific Works, Ambala Cantt.</li> <li>13. M/s Rapsons Laboratory Services, Ambala Cantt.</li> <li>14. M/s Sachdeva Instruments Co., Ambala Cantt.</li> <li>15. M/s Scientific Instrument Traders, Ambala Cantt.</li> <li>16. M/s Shakti Model Works, Ambala Cantt.</li> <li>17. M/s Sham Sunder Jog Raj &amp; Co., Ambala Cantt.</li> <li>18. M/s Vidya Techno Art, Ambala Cantt.</li> </ol>

**b. Procedure for procurement of NCERT EDUCATIONAL KITS**

**PART - 'A'**

The State Education Deptts./ Teacher Training Institutions/ Schools(Buyer) can procure Kits through DEK, NCERT, as per procedure indicated in para A or directly through NCERT empanelled Firms(**for procurement of upto 10 Kits of one type**) as per procedure indicated in para B.

**A. Procurement of Educational Kits through DEK, NCERT, New Delhi**

The State Education Departments./Teacher Training Institutions/ Schools can directly place order for supply of Educational Kits to NCERT after paying 100% advance to NCERT for the Kits inclusive of *Basic Price of Kit, applicable GST and 5% License fee* in the form of demand draft/bankers cheque drawn in favour of, *the Secretary, NCERT* payable at New Delhi. The advance payment may also be made through RTGS/NEFT in NCERT account (to be provided by the DEK on request from the Buyer). The Kit Price/value will be **F.O.R.** all India basis, inclusive of Transportation, Packaging etc.

- (i) **For Bulk Orders of NCERT Educational Kits** (If the Kit order is for more than 10 Kits of one type or the order value is more than **Rs.2.00 Lakh (Rupees Two Lakh)**).

On receipt of the payment, accordingly the **order will be distributed equally among the empanelled Firms for the supply of the one type of Kit(s).**

- (ii) **For Small Orders of NCERT Educational Kits** (If the number of ordered Educational Kits of one type is less than 10 or value of Educational Kits is equal to **or less than Rs.2.00 Lakh (Rupees Two Lakh)**)

On receipt of the payment, the order will be distributed to 1 or 2 Firms. **However, equal opportunity will be given to other Firms in such subsequent small orders.**

**Ensuring Quality of Educational Kits and Items:**

*For the procurement of Kits through NCERT:*

- (i) In case of Bulk orders (*more than Rs.2.00 Lakh*), the NCERT academic staff and Inspection team from Buyer Organization will carry out Joint Inspection of sample Kits from the stock at the factory site or store of the Firm. In case of minor and correctable faults and deviations from the specifications observed by the Inspection Team, there will be a Joint re-inspection of the Kits after getting an undertaking from the Firm, that the faults have been rectified. No Kit can be delivered without satisfactory Inspection Report.
- (ii) However, in case of small orders of value *less than or equal to Rs.2.00 Lakh*, the Buyers have to do the checking of the Educational Kits at their end at the time of delivery and give the receipt on the letter head of the Institution/school to the supplier with a copy to DEK, NCERT.

## PART - 'B'

### **B. Procurement of Educational Kits in small Quantity (upto 10 Kits of One type) directly from NCERT Empanelled Firms.**

The State Education Departments/ Teacher Training Institutions/ School(s) will be allowed to procure small quantity of one type of Kits (upto 10), directly from NCERT Empanelled Firms under the following conditions.

- (i) **The number of ordered Educational Kits should be less than 10 or value of Educational Kits is less than Rupees 2 Lakh,**
- (ii) **The states should contact DEK, NCERT for the Names and contact details of the Firms, Empanelled for supply of a particularly Type of Kit.**
- (iii) The order should be distributed to 1 or 2 Firms. However, the State Education Departments/ Teacher Training Institutions/ School(s) should give equal opportunity to other Firms in such subsequent small orders of Educational Kits.
- (iv) The Buyer should send a copy of the said order to NCERT along with 5% License Fee of the Basic Cost of the Kit.
- (v) The State Government will ensure thorough quality check of the Educational Kits that all Items are as per the technical specifications of the NCERT, as given in the Manual for the Kit, published by NCERT and to be provided by the supplier to the Buyer. **The Cost of each Educational Kit includes the cost of Manual for the Kit.**
- (vi) The State Education Departments/ Teacher Training Institutions/BRCs/CRCs/ Schools may pay the cost of Kit(s) inclusive of *Basic Kit Price*, and *applicable GST in advance or on delivery of the Kits* by the empanelled Firm(s), as mutually agreed, between the Buyer and Empanelled Firm(s).

### **Ensuring Quality in case of small orders directly to the Empanelled Firms, for Procurement of NCERT Educational Kits:**

Regarding the quality of Kits and Items contained in, the following guidelines should be adhered:

- (i) It will be the responsibility of the State to ensure that the Quality of Kits and items contained in them are as per the NCERT specifications.
- (ii) In case of small orders, the Inspection may be done by subject experts from Buyer side, at the time of delivery. It will be the responsibility of the Buyer organizations to check / verify that all items of the Kits are as per the list and specifications of the items given in the manual of the Kit.
- (iii) In case of any deviation from the specification of the Kit Item(s), the Buyer should ask the supplier to replace the defective Item(s) or the entire Kit(s), at the earliest but not later than one Month from the date of delivery.
- (iv) The Buyer may withhold the payment of the Firm(s) until the Kit Items are replaced in accordance with NCERT specifications.
- (v) State/Institutions/Organizations (such as KVS, NVS etc.) may also frame their terms & conditions for quality check mechanism, for procurement of Kits while giving direct order to NCERT empanelled Firms.



## GENERAL CONDITIONS FOR COMPLIANCE TO SUPPLIERS FOR SUPPLY OF ALL NCERT EDUCATIONAL KITS.

The supplier Firm has to give in writing, **ONE YEAR Warranty** of the Kit Items to the Buyers from the date of delivery, for all sold Kits,

- (i) In case of non-compliance of any condition by the supplier, the Buyer should report the matter to the DEK NCERT, within the stipulated time.
- (ii) In case of any damage of Kit or its Items, the Firm(s) has/have to replace, the defected/damaged Items or the entire Kit, as the case may be, with items as per specifications given by the NCERT
- (iii) In case of any deficiency/ damage or poor quality of the items/Kit, the Buyer may refuse to receive it or ask the Supplier Firm for replacement with appropriate items. The Buyer should also report the matter to DEK, NCERT, immediately.
- (iv) The Supplier Firm has to replace the defected Item(s) or Kit(s) within a month from the receipt of the complaint, free of cost.
- (v) The Empanelled Firms should maintain a record of all orders and supply of Educational Kits. The Firm has to submit a quarterly reports of indicating supply orders received through NCERT or Direct, delivery of Kits, Reasons for delay, Payment received etc. This is essentially required for keeping Account of Licence Fee and GST by NCERT. The format for the same will be provided by DEK. *(The condition already added in the Agreement signed between the Firms and NCERT).*
- (vi) The NCERT reserves right to review the Procurement Policy.


### c. Details specifications (Annexure-1 to Annexure-13) of Educational School Kits.

The details specifications are available at NCERT website [www.ncert.nic.in](http://www.ncert.nic.in)

Consequent upon submission of **acceptance** of the above Rate Contract for supply of Kits F.O.R. upto 14.11.2023 and **an Undertaking** to the effect that the Firms will be abiding by all the *Terms & Conditions of the Tender Document, Agreement signed on 15.11.2021* between these empanelled Firms and NCERT, Procurement Procedure and any other conditions/instructions given by the NCERT, the above notification is being issued.

**Important Note:** The NCERT reserves right to cancel/terminate the contract of any empanelled Firm, at any time, in case of non compliance of any conditions of the **said Tender or Agreement signed between the Firm and the NCERT or Procurement Procedure for supply of Kits.**

This issues with the approval of the Competent Authority.



  
02/03/2023  
(Dr. V. P. Singh)  
Prof. & Head, DEK  
अध्यक्ष / HEAD  
शैक्षिक किट विभाग  
Division of Educational Kits  
राज्य शैक्षिक आयोग / N.C.E.R.T.  
श्री अरविन्द मार्ग / Sri Aurobindo Marg  
दिल्ली-110016 / New Delhi-16

## **CHAPTER-12**








### **TECHNICAL SPECIFICATIONS**

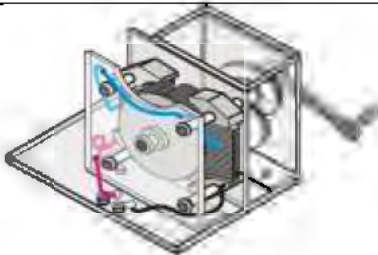


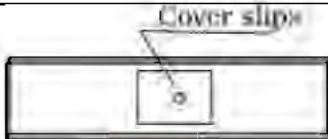

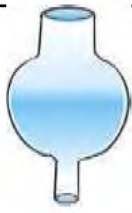
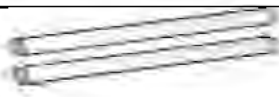
#### **ANNEXURE -1**













#### **Upper Primary Science Kit (UPSK) Technical Specification**

<b>Sl. No.</b>	<b>Name of the Item</b>		<b>Technical Specification</b>	<b>Quantity</b>
1.	Kit manual		Kit manual is supplied with the kit.	1 No.
2.	Kit box with carton of 6 ply		Main Body of 26 SWG and partitions of tin sheet. Doors will be fitted 15 mm above the ground level with main body. Right hand door and left hand door should have two racks. The rack partition should have guides (as per sample). The doors should have suitable piano hinges at duly spot welded/riveted etc. with main body. Provision for locking system (as per sample) & two folding type handles 6 mm dia. for carrying box. Provision for supporting rest for hanging doors to be made as per sample. Overall box size 470 mm x 450 mm x 280mm. As per sample.	01 No.
3.	Panel for Connections		<u>MDF Wooden box / plastic ABS</u> 170 mm x 140 mm, Taper 50 mm back and 25 mm front side, painted white, markings in black. <u>DC Voltmeter :</u> 0 - 20 V with resolutions of 0.4 V. 0 - 1 Amp. with resolutions of 20 mA. <u>Rectifier :</u> Four diode rectifier bridge circuit (Full wave rectification)	1 No.




















			of AC). <b>Panel connections ;</b> For input / output etc. <b>As per sample.</b>	
4.	Light Emitting Diode (LED)		Standard white LED in plastic packet.	5 No.
5.	Laboratory Thermometer		Glass, alcohol filled, $-10^{\circ}\text{C}$ to $110^{\circ}\text{C}$ , graduation $1^{\circ}\text{C}$ with card board/plastic cover and cotton/sponge at both ends. <b>As per sample.</b>	1 No.
6.	Clinical Thermometer		Oral Clinical thermometer along with pecking, graduation $95^{\circ}\text{F}$ - $108^{\circ}\text{F}$ and $35^{\circ}\text{C}$ - $43^{\circ}\text{C}$ . ISI mark. <b>As per sample.</b>	1 No.
7.	Spherical Plano Concave Lens and Double Convex Lens		Three Perspex bar pieces: Plano Concave Lens, Double Convex Lens and Plano Concave Lens. Each made from Perspex sheet of size 50 mm x 20 mm x 12 mm/15mm. <b>As per sample.</b>	1 set
8.	Perspex Plano Convex Cylindrical Lens		Dia = 28 mm, half of the diameter x 14 mm height. <b>As per sample.</b>	1 No.
9.	Square Glass Slab		Square glass slab, size 50 mm x 50 mm x 12 mm thick. <b>As per sample.</b>	1 No.
10.	Triangular Glass Prism		Good quality Glass Prism 25 mm equilateral triangle. <b>As per sample.</b>	01 No.

11.	Generator Assembly		Assembled in Perspex transparent sheet, stable body, overall height 130 mm, thick rectangular base 170 mm x 120 mm attached with two coils, output 15 V and 500 mA. Brass/Gun metal Bush on both ends in the centre, shaft and upper gear shaft. <b>As per sample.</b>	01 No.
12.	Boiling Tube		Borosilicate Glass, 90 mm height x 20 mm dia with cork.	02 Nos.
13.	Y-Tube		Borosilicate Glass tube, diameter 12 mm. Overall length 105 mm fitted with cork (To fit into item No.15 bell jar inner side). <b>As per sample.</b>	01 No.
14.	Cover slips		Thickness 0.2-0.3 mm approx. 18mm square glass pieces.	20 Nos.
15.	Bell Jar		Borosilicate 3.5 mm thick glass, neck inside dia. 18/19 mm x 20/22 mm height. Overall length 85/95 mm x inside dia. 55 mm with rim diameter 62/64 mm. To fit item No.13 from inner side, item no.28 from upper side and item no.73 from upper side mouth. <b>As per sample.</b>	01 No.
16.	Double mouthed flask		Borosilicate. Thickness 1.5 mm with one mouth dia. 26 mm x 25 mm height (with rim) and other dia. 06 mm x 28 mm length. Bulb outer dia. 48 mm with overall length 110 mm. Item no.63 fits into upper mouth. <b>As per sample.</b>	01 No.
17.	Glass Tube		Length 155 mm x outer dia. 06 mm, Soda glass, finished ends. <b>As per sample.</b>	01 No.








18.	Glazed Glass Plate		Glass plate size 100 mm x 100 mm x 2.5 mm/3mm. As per sample.	01 No.
19.	Double Concave Lens		Glass, Focal length 20 cm and dia. 50 mm. As per sample.	01 No.
20.	Double Convex lens		Glass, Focal length 20 cm and dia. 50 mm. As per sample.	01 No.
21.	Concave Mirror		Glass, Focal Length 20 cm, dia. 50 mm. As per sample.	01 No.
22.	Convex Mirror		Glass, Focal Length 20 cm, dia. 50 mm. As per sample.	01 No.
23.	Graduated Syringe		Standard, plastic, capacity 10ml. As per sample.	01 No.
24.	Half Protractor		Transparent, plastic, standard, 0 - 180°. As per sample.	01 No.
25.	Ping pong ball		dia 40 mm. As per sample.	01 No.
26.	Thermocol Ball		As per sample.	20 No.
27.	Transparent rubber plastic tube		Dia 8 mm x length 1 meter As per sample.	01 No.
28.	Electroscope Assembly		(i) Aluminium disc of dia. 52 mm and thickness 24 SWG (ii) aluminium rod dia. 03 mm and length 50 mm. fitted in center of disc (iii) rubber cork axial length 25mm. and dia. of smaller face 17 mm inserted in the aluminium rod with bigger face touching the disc. iv) Aluminium rod has a right angle bend of length 08 mm from the outer end. As per sample.	01 set
29.	Plastic sheet HDPE		Size 100 mm x 100 mm x 3 mm. White milky.	01 No.














			As per sample.	
30.	Plain mirror strips		Good quality, 150 mm x30 mm x2mm. As per sample.	03 Nos.
31.	Magnifying glass		Optical glass, focal length 120 mm, with plastic handle with case. As per sample.	02 Nos.
32.	Glass slides		Standard plain glass slide. As per sample.	10 No.
33.	Permanent Glass slides		Hydra showing budding. Packed in plastic case. Slide should be of good quality As per sample.	01 No.
34.	Permanent Glass slide		Amoeba showing Binary Fission. Packed in plastic case. Slide should be of good quality As per sample.	01 No.
35.	Permanent Glass slide		Paramecium Packed in plastic case. Slide should be of good quality As per sample.	01 No.
36.	'G' Clamp		50 mm jaws, maximum opening 40 mm, with two locking screws and holes. HDPE material. As per sample.	02 Nos.
37.	Glass Rod		Length 150mm, dia. 06/07 mm. As per sample.	02 Nos.
38.	Fuses & Model showing heating effect of current		Resistance wire enclosed in transparent plastic container of dia. 25 mm and height 50 mm and sureka wire 40 SWG. As per sample	01 No.
39.	Ray Streak Box		U shape mild sheet of 24 SWG. Size of the front face: 80 to 100 mm x 70 mm with M shape window of size of 30 mm x 30 mm starting from centre bottom side of front face. Size of two side faces: 40 mm x 70 mm. built welded to the front face. Size of the M shape window cover: 30 mm x 40 mm. Front face, projected to the height of	01 set

			15 mm having 3 slits of 0.75 mm thickness starting from bottom. Height of slits 30 mm, second slits at the centre. Distance between the slits 5 mm. Screw type bulb holder spot welded from inside of front face at the centre of the window. Having one bulb of 3.2 V, bulb to be projected in the windows of front face. Complete apparatus painted in black colour. As per sample.	
40.	9 Volt Battery		As per sample.	02 No.
41.	Rubber bands		As per sample	30 Nos.
42.	Rubber suckers		50mm diameter. As per sample.	02 Nos.
43.	Rubber Cork		Nos. 2,3,4,5 and 6. As per sample.	02 each
44.	Thin rubber sheet		100 x 100 x 2 mm As per sample.	01 No.
45.	Magnetic Compass		Metal case, polystyrene transparent top, magnetized needle with north marked red and south marked blue, 50 mm size. As per sample.	01 No.
46.	U shape Magnet		Arm length 50 mm, N and S poles to be marked. Alnico As per sample.	01 No.
47.	Bar Magnet		Size 75 mm x 12 mm x 08 mm,	02 No.















			red colour N and S pole mentioned. Alnico As per sample.	
48.	Cylindrical Magnet		Dia. 16 mm and length 25 mm. Ferrite As per sample.	01 No.
49.	Ring Magnet		O.D. 18 mm and thickness 3 mm. Ferrite As per sample.	01 No.
50.	Disc Magnet		Dia. 35 mm and 8 mm thick. Ferrite As per sample.	01 No.
51.	Spirit Lamp		Steel body along with brass wick holder dia 65mm, height 50mm As per sample.	01 Nos.
52.	Colour Disk		Thick ivory white card sheet of diameter 100 mm, with seven colours sectors and pasted on generator assembly wheel. (1st Sector) - 70° - Lemon Yellow No. 121 (2nd Sector) - 65° - Light Green No. 165 (3rd sector) - 45° - Turquoise Blue No. 163 (4th Sector) - 40° - Prussian Blue No. 149 (5th Sector) - 45° - Mauve No. 161 (6th Sector) - 50° - Orange No. 143 (7th Sector) - 45° - Poster Red No. 116 Total : 360° , As per sample.	01 No.
53.	Aluminium Ruler cum Lever		Anodized Aluminium Ruler 29 mm x 300 mm x 1.5 mm. Marking in inch, cm and mm (smallest division 1/10" and 01 mm respectively). Graduation printed in black. With holes (diameter 2.5 mm) at 3 cm intervals. As per sample.	01 No.

54.	Plug Key		One way plug key (Brass), base 80 mm x 55 mm. As per sample.	01 No.
55.	Copper Wire		100 cm long, thickness 24 SWG. As per sample.	01 No.
56.	Copper Strip		80mm x 5 mm x 1mm As per sample.	01 No.
57.	Zinc Strip		80mm x 5 mm x 1mm As per sample.	01 No.
58.	Magnesium Ribbon Roll		Fine Quality role, 25g. As per sample.	01 No.
59.	Test tube holder		Length 200 mm to hold the test tubes upto 10 mm dia and one for 20 mm dia boiling tube. As per sample.	01 each
60.	Rods with holder for conduction of heat		Total length of holder 215 mm/220 mm with plastic/wooden handle at one end and brass pipe LD. 6.3mm x 50mm at another end forming T shape. M.S rod & aluminum rod shall be 200mm length. And Dia. 6mm grooved on rod ten equal segments. As per sample.	01 Set
61.	Tuning Fork		Mild Steel Chapter 06 mm x 3.4 mm, prongs 110 mm long, frequency 256 Hz. As per sample.	01 No.
62.	Slinky		Steel Wire Spiral roll, outer dia. 52 mm and close size 68mm to 70mm. As per sample.	01 No.


63.	Deflagrating Spoon		Dia. 12 mm, MS Sheet Katory welded with 02 mm dia. MS wire. Overall height 165 mm, along with cork (to fit into item no. 16) of smaller dia 24mm, bigger dia 28.5mm and length 26.5mm <b>As per sample.</b>	01 No.
64.	Periscope (Frame with mirror)		Hollow PVC pipe dia 64mm and ID 60mm length 250mm and cut at opposite ends. Taper shape upto 65mm and both end closed with plastic piece upto cut position and both end to fit 50mm plane mirrors with rotatable frame. <b>As per sample.</b>	01 No.
65.	Scalpel		Overall length 140 mm/150 mm cutlery steel, blade tempered (standard). <b>As per sample.</b>	01 No.
66.	Tongs pair		Dia 05 mm, overall length 160 mm, chrome plated. <b>As per sample.</b>	01 No.
67.	Surgical Scissor		125 mm, one prong blunt and other pointed, standard. <b>As per sample.</b>	01 No.
68.	Claw hammer with handle		Forged, approximate weight 225 gm with wooden handle. <b>As per sample.</b>	01 No.
69.	Steel Ball		Steel Ball with a hook, dia. 19/20 mm. <b>As per sample.</b>	01 No.
70.	Steel Wire (Sitar String)		Steel, length 100 cm, thickness 24 SWG. <b>As per sample.</b>	01 No.
71.	Banana plug connecting wire		Standard with two way connection. Two red and two black wires.	02 sets

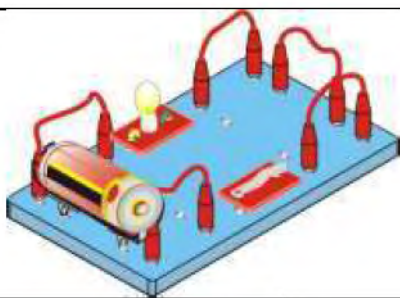

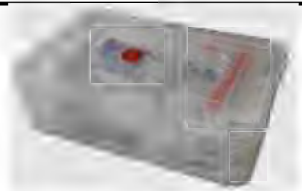



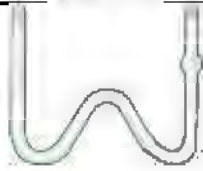



72.	Crocodile Clips		As per sample. Clips 38 mm, Plated, standard flexible wire 50 cm long. Each set two wire. As per sample.	05 sets
73.	Stainless steel electrode with cork		Rubber cork of axial length 25.5 mm, smaller face dia 17mm, bigger face dia 25 mm, fitted with two stainless steel electrodes of length 70 mm and thickness 02 mm. Both electrodes have 90 degree bent of length 10mm. (To fit into item No. 15 bell jar). As per sample.	01 sets
74.	Knife		100 mm x 1.5 mm, hardened steel, with wooden/plastic handle. As per sample.	01 No.
75.	Screw driver		100 mm long, hardened, with plastic handle dia. 20/25 mm. As per sample.	01 No.
76.	Bottle opener with cork screw		Standard, overall length 140 mm, with cork. As per sample.	01 No.
77.	Shaving Blade		Standard packet of five blades. As per sample.	01 packet
78.	Dissecting Needle		Standard, length 110 mm, with plastic handle. As per sample.	02 Nos.
79.	Iron filings		Packed in 15 dia vial. As per sample.	20 g
80.	Iron Nails		Length 38 mm, 15 SWG As per sample.	10 Nos.

81.	Iron Nails		Length 25 mm, 15 SWG As per sample.	10 Nos.
82.	Emery paper		Standard, 100 number. As per sample.	1 sheet
83.	Sand paper		Standard, 60 and 120 number. As per sample.	1 sheet each
84.	Candle		Size 200X15 mm.	02 No.
85.	Filter Paper		Ordinary. Circular of dia. 100 mm As per sample.	10 Nos.
86.	Plastic Strip		Plastic strip 200 mm x 25 mm x 3mm and one side pasted woolen cloth 100 x 25mm. As per sample	01 No.
87.	Silk cloth		Size 200 mm x 200mm. As per sample.	01 No.
88.	Woolen Cloth		Size 200 mm x 200mm, dark colour. As per sample.	01 No.
89.	Thermocol sheet		Size 100 mm x 100mm x 25 mm. As per sample.	01 No.
90.	1 c.c. spoon		Specification : HDPE, white, 1cm cubic and overall length 100 mm. As per sample.	02 Nos.
91.	Spring balance		A.B.S , open type, capacity 250 g graduation in steps of 10 g on one side and Newton's on the other side. As per sample,	01 No.
92.	Decimeter cube vessel		Transparent polystyrene. Inside dimension 100 mm x 100 mm x 100 mm top open, 9 lines at 1 cm distance on one side 100 equal 1 cm squares on the other. As per sample.	01 No.










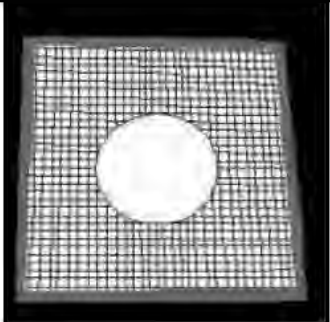
93.	<b>Laboratory Stand</b> 1) Boss head 2) Clamp		MS rod dia. 10 mm x 375 mm long, MS base, CI Boss head and aluminium clamp. <b>As per sample</b>	01 each
94.	<b>Sun dial</b>		Plastic base dia. 100 mm-110 mm x 3 mm with graduation and base should be milky white colour. <b>As per sample.</b>	01 set
95.	<b>Pulley with frame &amp; Rod</b>		Plastic pulley dia. 50 mm attached with frame 75 mm x 17 mm of MS 24 SWG and L type rod of dia. 6mm, overall length 115mm bent at 15 mm at 90 degree. <b>As per sample</b>	02 Nos.
96.	<b>Aluminium wire and pointer</b>		<ul style="list-style-type: none"> <li>Aluminium wire 3 mm dia x 45 cm length</li> <li>Pointer with wire of dia. 0.5 mm and length 60mm fitted in the centre of pointer.</li> </ul> <b>As per sample.</b>	01 set
97.	<b>Bimetallic strip</b>		Frame – MS Rod, 6 mm dia. with MS and brass strips joined, <b>As per sample.</b>	01 No.
98.	<b>Set of four resistors 5 ohm, 10 ohm (2 Nos.) 20 ohm</b>		15 mm x 15 mm x 125 mm with nichrome wire. Resistor, embedded in plastic case. <b>As per sample.</b>	01 set

99.	Circuit Board		Complete base of plastic, battery holder, bulb holder with switch, banana sockets and lower side all joined with Patti and copper wire. Two bulbs extra  <b>As per sample.</b>	01 set
100.	Measuring cylinder		Plastic, transparent with built in base, 100mL ,graduation (least count 1 mL). <b>As per sample.</b>	03 No.
101.	Plastic Boxes		1. 220 mm x125 mm x85 mm. 2. 172/175 mm x130 mm x70mm <b>As per sample.</b>	1 each
102.	Litmus paper		Red and Blue colour <b>As per sample.</b>	5 booklets each
103.	Plastic Funnel		Plastic, transparent top dia, 50 mm <b>As per sample.</b>	03 No.
104.	Micro Test Tube 4 mL		Borosilicate glass, dia. 10 mm x 45 mm height with rim. <b>As per sample.</b>	10 Nos.
105.	W Tube		Borosilicate glass, 2 mm thick x 8 mm dia. having length of arm 70-75 mm with wide mouth in one arm. <b>As per sample</b>	05 Nos.





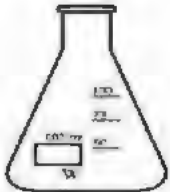
106.	China Dish		Outer diameter 70 mm/75 mm. As per sample.	01 No.
107.	Micro Spatula		Stainless steel 100 mm length. As per sample.	01 No.
108.	Forceps		Stainless steel 100 mm long pointed As per sample.	02 Nos.
109.	Micro Test Tube brush		Soft hairs for 4mL test tube cleaning. As per sample.	01 No.
110.	Tripod Stand		Height 100mm, cast iron ,top 7 cm x7 cm x7cm triangle, legs dia 4mm. As per sample.	01 No.
111.	Pasteur (Dropper) Pipette		Low density poly ethylene (LDPE) capacity 3 ml with screw type and nozzle. As per sample.	10 Nos.
112.	Dispensing Bottle		Low Density Poly Ethylene (LDPE) capacity 15 ml , As per sample.	20 Nos.
113.	Plastic Vials		High Density Poly Ethylene (HDPE), height 55 mm, dia 15 mm. As per sample.	15 Nos.
114.	Micro Test Tube Stand		Acrylic Plastic molded, size 100 mm x 27 mm x 20 mm, 04 blind holes to hold Micro Test Tubes, depth of hole 15mm. As per sample.	02 Nos.
115.	Rubber Balloons		5 small and 5 big As per sample.	01 packet
116.	Cotton Thread		Reel in white colour. As per sample.	01 No.



117.	Wash Bottle		LDPE, capacity 125 mL. As per sample.	01 No.
118.	Petri dish		Soda glass dish outer dia. 80mm x 15 mm depth. As per sample.	01 No.
119.	Beaker (50mL)		Borosilicate glass, capacity 50 mL, height 56 mm, diameter 42 mm with rim. As per sample.	03 No.
120.	Watch glass		Soda glass, diameter 50 mm. As per sample.	01 No.
121.	Mirror/Lens stand		Wooden / Plastic mirror stand 120mm x 30mm x 75 mm. height with base. As per sample.	01 No.
122.	Cotton Roll		Weight: 50 gm As per sample.	01 No.
123.	Single holed cork		Standard, size no.7,holedia 6mm. As per sample.	02 Nos.
124.	Plastic straw/glass tubes		130-150mm and dia.6mm. As per sample.	05 Nos.
125.	Transparent zipper plastic bag		Medium Sized,200mmx 200mm. As per Sample	02 Nos.





126.	Thick Black paper		10cm x10cm As per sample.	04 Nos.
127.	Muslin cloth		15cm x15cm As per sample.	04 Nos.
128.	Iodine solution		Packed in LDPE dispensing bottle of 60 ml. As per sample.	01 No.
129.	Alum crystals		Packed in plastic container-50 gm As per sample.	01 No.
130.	Pressure table		It may include a piece of soft wood (10cm x 10cmx10/12mm) with four holes (about 0.1 cm dia.) near four corners. Provide four nails each of 8/10cm length. The head of nails should be broad. As per sample.	01 set
131.	Wire Gauze		100mm x100mm with frame As per sample.	02 Nos.






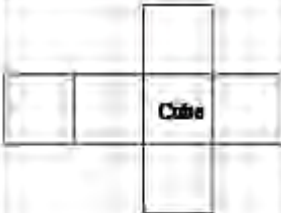


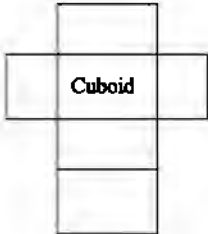
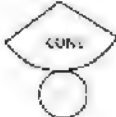

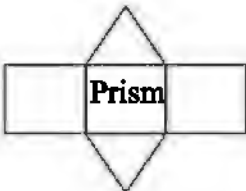
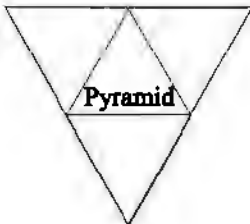

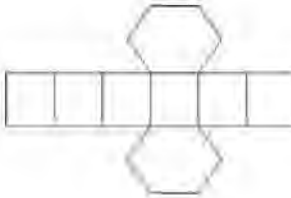
132.	Compound Microscope (optional)		ISI based microscope: Metal Body, overall height approx. 320 mm, base 125 mm x 200 mm. Achromatic good quality lenses. Two Objectives: 10X& 45X. Two Eyepieces: 10X& 15X having coarse fine motion & fixed condenser. <b>As per sample.</b>	01 No.
133.	Yeast Powder		Packed in Plastic Container, 20g	01 No.
134.	Aluminium Paper		10cm x 15cm.	01 No.
135.	Split Cork no. 6		<b>As per sample.</b>	01 No.
136.	Conical Flask 100 ml.		Borosilicate glass graduated 100mL <b>As per sample.</b>	01 No.
Visual Cards Size 21 cm x 30 cm plastic coated card As per given below:				
137.	Amoeba		Standard, as per sample.	1 No.
138.	Hydra		Standard, as per sample.	1 No.
139.	Spirogyra		Standard, as per sample.	1 No.
140.	Rhizopus		Standard, as per sample.	1 No.
141.	Bacteria		Standard, as per sample.	1 No.
142.	Yeast		Standard, as per sample.	1 No.
143.	Nostoc		Standard, as per sample.	1 No.
144.	Anopheles (mosquito)		Standard, as per sample.	1 No.
145.	Peel of leaf showing		Standard, as per sample.	1 No.

	stomata			
146.	Life cycle of silk moth		Standard, as per sample.	1 No.
147.	Stages in seed germination		Standard, as per sample.	1 No.
148.	Locomotion in earthworm and snail		Standard, as per sample.	1 No.
149.	Desert Plants		Standard, as per sample.	1 No.
150.	Aquatic Plants		Standard, as per sample.	1 No.
151.	Vegetative Propagation		Standard, as per sample.	1 No.
152.	Onion Peel		Standard, as per sample.	1 No.
153.	Binary Fission in Amoeba and Paramecium		Standard, as per sample.	1 No.




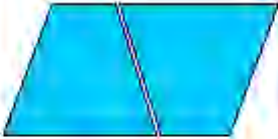



**Upper Primary Mathematics Kit  
Technical Specification**






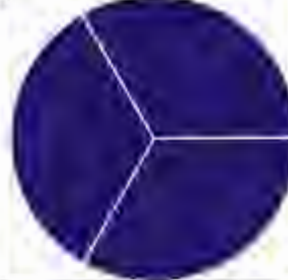
S. No	Item Name	Figure/stapes	Specification	Quantity per Kit
1	Kit manual		Kit manual along with kit	1 No.
2	Kit box with carton		Plastic moulded box in Red colour. Overall size 340mmx340mm x height 110 mm with tolerance +/- 5mm and sheet thickness 5mm with two parts joined with two pins on side, all corners round shaped and top to bottom taper 10 degree approx. and handle for carrying with locking system. Inner side arrangement for partition with two pieces of tapered shaped plastic strips for partition and outer side etching. Whole box weight not less than one Kg. <b>As per sample.</b>	01 No.
3	Plastic Strip (Type I)		Transparent Perspex sheet or plastic moulded 262 x 20 x 2.7mm to 3mm, having 3 holes of dia 5 mm at a distance of 50 mm, 120 mm and 190 mm from one end. 4 slots of 25x5mm with both ends rounded to semi-circle. <u>Location of slots:</u> 1 <sup>st</sup> slot : 0-25mm, 2 <sup>nd</sup> slot : 70-95 mm 3 <sup>rd</sup> slot: 140-165mm, 4 <sup>th</sup> slot:210-235 mm Marking should be in black colour. <b>As per sample</b>	04 Nos.
4	Plastic Strip (Type II)		Transparent plastic moulded or Perspex sheet 262 x 20 x 2.7mm to 3 mm, having 2 holes of dia 5 mm at a distance of 50 mm and 120 mm from one end. 3 slots x 5 mm width with both ends rounded to semi-circle. <u>Location of slots:</u> 1 <sup>st</sup> slot : 0-25 mm 2 <sup>nd</sup> slot : 70-95 mm	02 Nos.

			3 <sup>rd</sup> slot : 140-235 mm Marking should be in black colour. As per sample	
5	Half Protractor		Transparent, plastic, with dia 96 mm, thickness 2 mm. Double angle marking 0-180° With center hole of dia 4mm. on base line. As per sample	04 Nos.
6	Full Protractor	Marking at place to be 320° and 340° in place of 220° and 240° respectively 	Transparent, plastic, with diameter 125 mm and approx. thickness 2 mm. Double angle marking 0-360° With center hole dia 4mm. on center point. As per sample	03 Nos.
7	Fly nut and Screw		Mild steel, chromium plated of length 15 mm, metric thread (M4), round head washer type with fly nut. As per sample	12 Sets
8	(a) Geo-board		ABS material, 210 x 210 x 15 mm. One face has grids of 10 mm square with a hole of 2 mm dia x 7 mm deep. Corners of each square except boundary corners of the squares i.e. total squares 289. Other side four rounds with 2.5mm dia x 6mm height dowel inbuilt dia. Having 70, 110, 150, 190 mm each dia. 20 dowels inbuilt in each circle and one dowel inbuilt at centre point. As per sample	01 No.
	(b) Geo-board pins		2mm dia x length 15mm of aluminum pins with rounded head. As per sample	20 Nos.
9	Rubber bands		Standard item - assorted size thin rubber bands of good quality	10 Nos.
10	Paper nets for solid geometrical shapes a) Cube		350 GSM paper, UV / coated 60 x 60 x 60 mm cube As per sample	One each 01 No.





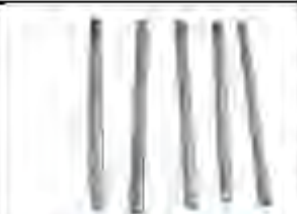


	b) Cuboid		65 x 65 x 40 mm cuboid As per sample	01 No.
	c) Cone		Cone with slant height of 120 mm and circular based diameter of 80 mm. As per sample	01 No.
	d) Cylinder		Height: 130 mm and circular base diameter 60 mm. As per sample	01 No.
	e) Prism		Height 100 mm, equilateral triangle of sides of 55 mm As per sample	01 No.
	f) Pyramid (with triangular base)		4 equilateral triangles of sides 93 mm As per sample	01 No.
	g) Pyramid with square base		Square base sides of 70 mm, equilateral triangle of sides 70 mm.	01 No.
	h) Hexagonal Base Prism		Hexagon side 40mm & hexagonal base prism height 120mm.  All the shapes plastic coated on both sides. As per sample	01 No.



11	a) Cut outs of Parallelogram		Parallelogram Plastic corrugated sheet 3 mm thick, blue colour. Length 120 mm, width 85 mm, one angle $75^\circ$ Labeling with black colour. As per sample	01 No.
	b) Cut outs of Triangle and Trapezium (Parallelogram)		Triangle cut from a Parallelogram. As per sample	01 No.
	c) Cut outs of Triangle and Trapezium (Rectangle)		Trapezium and triangle to form the rectangle Triangles in Parallelogram and rectangle to be of the same size. As per sample	01 No.
	d) Two congruent Trapeziums (Parallelogram)		Two congruent Trapeziums forming a parallelogram Each part to be separated. As per sample	01 No.
	e) Triangles A, B, and C from a Parallelogram		Parallelogram showing triangles in it. Triangles A and C fitting on triangle B As per sample	01 No.
	f) Two congruent Triangles		Two congruent Triangles As per sample	01 No.
12	a) Four equal divisions of a circle		Four equal divisions of a circle all marked with A. Blue colour Plastic corrugated sheet of 3 mm thickness diameter 160 mm. Its thickness may be increased to 5mm. All pieces should be cut in the form of sectors. As per sample	01 No.






	b) Six equal divisions of a circle		Six equal divisions of a circle, all marked with B As per sample	01 No.
	c) Eight equal divisions of a circle		Eight equal divisions of a circle all marked with C. As per sample	01 No.
	d) Twelve equal divisions of a circle		Twelve equal divisions of a circle all marked with D. As per sample	01 No.
	e) Sixteen equal divisions of a circle		Sixteen equal divisions of a circle all marked with E. As per sample	01 No.
	f) Two equal parts of a circle		Two equal parts of a circle As per sample	01 No.
	g) Three equal divisions of a circle		Three equal divisions of a circle. Note-Thickness of each sheet be increased to 5 mm As per sample	01 No.











13	Plastic Cubes		ABS plastic cubes with sides 20 mm accurate size, 5 mm to 8mm diaholes with depth of 5 mm on five faces. Sixth face will have a peg to push fit into the holes. <b>As per sample</b>	64 Nos.
14	Counters		Plastic, dia 20mm (whose one side is blue and other side is red) <b>As per sample</b>	20 Nos.
15	Counters of different colours		Plastic, 20 mm diameter x 2 mm thickness. Different 4 colours two of each colour. Red, Blue, Yellow and Green <b>As per sample</b>	02 each colour
16	Abacus a) Abacus stand		Plastic base 120/150 x 28/30 x 15/18 mm with as per dowel dia push fitted in holes. 8 mm/10 mm deep 5 holes. Marking as per sample. <b>As per sample</b>	01 No.
	b) Aluminium Dowels		Dia 6 x 100/102 mm.  Write 100, 10, 1, 1/10, 1/100 in white colour on box <b>As per sample</b>	5 Nos.
	c) Beads of one bright colour		Diameter 12.5mmx10mm height and throughout hole dia 6.5/7 mm <b>As per sample</b>	50 Nos.
17	A pack of cards numbered from 1 to 100		Plastic coated on both sides <b>As per sample</b>	01 No.
18	Board showing		A4 size x 2, Plastic coated on both sides	01 No.






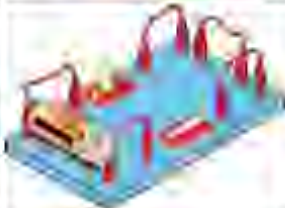



	numbers +104 to -104		As per sample	
19	Dice 1 to 6		Blue and Red Cube 18/20 mm. side ,edges rounded As per sample	02 each
20	Plastic box		140/150 x 90/95 x 40/50mm.	01 No.

**SECONDARY SCIENCE KIT (SSK)**  
**Technical Specification**

Sl. No.	Name of the Item		Technical Specification	Quantity
1.	Kit manual		Kit manual is supplied with the kit.	01 No.
2.	Kit box with carton 6 ply		Main Body of 26 SWG and partitions of tin sheet. Doors will be fitted 15 mm above the ground level with main body. Right hand door and left hand door should have two racks. The rack partition should have guides (as per sample) The doors should have suitable piano hinges duly spot welded/riveted etc. with main body. Provision for locking system (as per sample) & two folding type handles 6 mm dia for carrying box. Provision for supporting rest for hanging doors to be made as per sample. All over box size 470 × 450 × 280mm. As per sample.	01 No.
3.	Spring balance		A.B.S., open type, capacity 250 g, graduation in steps of 10 g on one side and Newton's on the other side. As per sample.	02 Nos.
4.	Magnetic Compass		Metal case, polystyrene transparent top, magnetized needle with north marked red and south marked blue, 50 mm size. As per sample.	01 No.
5.	Set of four resistors 10 ohm (1 no), 20 ohm (2 nos.), 30 ohm (1 no)		15 mm × 15 mm × 125 mm with nichrome wire resistance, embedded in plastic case with terminal. As per sample	01 set
6.	Full Protractor		Transparent plastic dia. 125 mm, approx. thickness 2 mm. Double angle marking 0-360° As per sample	01 No.











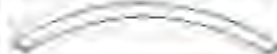



7.	Graduated Syringe		Standard, plastic, capacity 10 mL. As per sample	01 No.
8.	Compound Microscope (optional)		ISI based microscope: Metal Body, overall height approx. 320 mm, base 125 mm x 200 mm. Achromatic good quality lenses. Two Objectives: 10x & 45x. Two Eyepieces: 10x & 15x having coarse fine motion & fixed condenser. As per sample.	01 No.
9.	Dissecting Microscope		Base dia. 120/125x15/18mm, rack and pinion fitted in 85 mm. Pipe dia. 24mm. Eye Piece-10x & 20x Internal pipe dia. 18mm. Platform fitted with glass plate size 83/88x105/120mm. Two plates 80x85mm for supporting platform, two levers movable arm in two parts. Mirror dia. 50mm fitted on base. Height of glass plate platform 110mm approx. As per sample.	01 No.
10.	Tuning Fork and rubber pad		Mild Steel flattened 06 x 3.4 mm, prongs 110 mm long, frequency 256 Hz. A piece of rubber pad of 70 mm x 50 mm x 8 mm. As per sample	01 No.
11.	Measuring cylinder		Plastic, transparent with built-in base, 100 mL, graduation 1mL As per sample	01 No.
12.	Pasteur Pipette/Dropper		Low Density Poly Ethylene (LDPE), capacity 03 mL. As per sample	04 No.
13.	Syringe Pump		Poly carbonate syringe pump, overall size with piston 200mm and outer dia. 30mm. As per sample.	01 No.
14.	U-Shape Magnet		Arm length 50 mm, N and S poles to be marked. Alnico As per sample	01 No.


15.	Bar Magnet		Size 75 mm × 12 mm × 8 mm, N and S pole mentioned, Alnico As per sample	01 set
16.	Cylindrical Magnet		Dia. 16 mm and length 25 mm, ferrite As per sample	01 No.
17.	Ring Magnet		Outer dia. 18 mm and thickness 3 mm, ferrite As per sample	01 No.
18.	Disc Magnet		Dia. 36 mm and 8 mm thick, ferrite As per sample	01 No.
19.	Slinky		Steel Wire Spiral roll, outer dia 52 mm and close size 68 mm to 70 mm. As per sample	01 No.
20.	Circuit Board		Complete base of plastic, battery holder, bulb holder with switch, banana sockets and lower side all joined with Patti and copper wire. Two bulbs extra As per sample.	01 No.
21.	Spirit Lamp		Steel body along with brass wick holder dia. 65mm, height 50mm As per sample	01 No.
22.	Tripod Stand		Height 100mm cast iron top 7×7×7cm triangle, legs dia. 4mm. As per sample	01 No.
23.	Laboratory Stand 1) Boss head 2) Clamp 3) G clamp		Specifications : MS rod dia 10 mm × 375 mm long, MS base, CI Boss head, G clamp and V-type clamp. As per sample	01 each



24.	Plastic Funnel		Plastic, transparent top dia, 90/100 mm. x overall length 140/160 mm. As per sample	01 No.
25.	Stainless steel electrode with cork		Dia. 2mm. × 80mm stainless steel electrodes fitted in the cork. Cork size top dia 25mm. × dia.17 taper × 25mm. length, (to fit with item No. 81 bell jar). As per sample.	01 Set
26.	Test Tube Stand		Acrylic Plastic molded size 100 mm × 27 mm × 20 mm, 04 blind holes to hold Micro Test Tubes dia. 10mm ,depth of hole 15mm. As per sample.	04 Nos.
27.	Trolley		4mm corrugated sheet 60mm × 120mm fixed with same size steel sheet attached with four wheels of dia. 30 mm. with spring As per sample.	02 No.
28.	China Dish		Outer diameter 70mm/75mm. As per sample	01 No.
29.	Wash Bottle		LDPE, capacity 125 mL.,good quality As per sample.	01 No.
30.	Rubber Bands		Assorted size As per sample	10 Nos.
31.	Rubber Balloons		5 bigger size and 5 smaller size. Assorted size. As per sample.	10 Nos.
32.	Calorimeter		Borosilicate glass, 50 mL capacity, beaker fitted in Low Density Poly Ethylene (LDPE) foam sheet. As per sample.	01 No.
33.	Forceps		Stainless steel, length 100 mm.	01 No.










			As per sample	
34.	Rubber cork		Standard, armbred, size nos. 2, 3, 4, 5 and 6. As per sample	02 each
35.	Test Tube Brush		Soft hairs. As per sample.	01 No.
36.	Test tube holder		Wooden handle, Length 200 mm to hold the test tubes upto 10 mm dia, plated. As per sample	01 No.
37.	Plain mirror strip and stand		Good quality, 150mm x 30 mm x 2mm A small plastic block with slit to hold mirror strip. As per sample	02 each
38.	Copper strip		80 mm x 5mm x 1 mm As per sample	04 Nos.
39.	Zinc strip		80 mm x 5 mm x 1 mm As per sample	04 Nos.
40.	Iron strip		80 mm x 5 mm x 1mm As per sample	04 Nos.
41.	Aluminum strip		80 mm x 5 mm x 1mm As per sample	04 Nos.
42.	Sand paper		Standard, 60 and 120 number. As per sample	01 each
43.	Connecting wire with Banana plug		Soft electric wire 200 mm length both end fitted with banana plug. Two red and two black. As per sample	04 Nos.
44.	Transparent stiff plastic tube		Dia, 6 mm x 500 mm length As per sample	01 No.
45.	Glass Dropper with rubber bulb		Borosilicate glass, length 100 mm, capillary length 20 mm, diameter 06 mm. As per sample.	02 Nos.














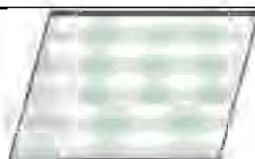






46.	Copper wire bent in u form		Dia. 1mm. copper wire U bent 30mm x 35 mm height and both corners bent 6mm in 90°. As per sample.	01 No.
47.	Constantan wire		26 SWG 50cm approx. length As per sample	01 No.
48.	Copper wire		100cm long, thickness 24 SWG As per sample	01 No.
49.	Nichrome wire		SWG-24-length 50cm, SWG-26-length 100cm, SWG-28-length 50cm As per sample	01 Pc. each
50.	Transparent PVC plastic tube with stoppers		Dia 22 mm, thickness 02 mm, 50 cm long, with stoppers at both ends. As per sample.	01 No.
51.	Filter Paper		Ordinary. Circular of dia. 100 mm As per sample.	10 No.
52.	Circular coil		Plastic circular case of dia. 150mm, inner dia. 100mm with four terminal coverings with coated aluminum wire 26 SWG. 0-100-200-500 turns. As per sample.	01 No.
53.	Steel Ball (bob)		Steel Ball with a hook, diameter 18-20 mm, As per sample.	01 No.
54.	Pith / Plastic Ball		Dia. 12 mm, solid, hole throughout center 1.5mm. As per sample.	01 No.













55.	YoYo		X shaped plastic wheel dia. 116mm × 40/42mm fitted with 1.5m nylon thread.  As per sample.	01 No.
56.	Mirror/Lens stand		Plastic mirror stand 120mm × 30mm × 75 mm,height with base. As per sample.	01 No.
57.	Micro Spatula		Stainless steel. 100mm approx length As per sample.	01 No.
58.	Ice Cream Spoon		Good quality Wooden. As per Sample	01 No.
59.	Plug Key		One way plug key (Brass), base 80 mm × 55 mm. As per sample.	01 No.
60.	Micro Test Plate/Well plate		Polystyrene (PS) with 96 wells. As per sample.	01 No.
61.	Blotting paper		100 mm × 100 mm.	10 No.
62.	Iron Nails		Length 38 mm, 15 SWG	10 Nos.
63.	Dispensing Bottle		Low Density Poly Ethylene (LDPE), Capacity 15 mL, with screw type cap and nozzle. As per sample.	30 No.

64.	Vials		High Density Poly Ethylene (HDPE), height 55 mm, diameter 15 mm. As per sample.	20 No.
65.	Crocodile Clips		Clips 50 mm, Plated, standard flexible wire 76, 50 cm long. Each set having two wires.	5 sets total 10 wires
66.	Multimeter		Pocket size, digital, high impedance. As per sample.	01 No.
67.	Pair of Tongs		Dia. 05 mm, overall length 160 mm, chrome plated. As per sample.	01 No.
68.	Surgical Scissors		125 mm, one prong blunt and other pointed, standard. As per sample.	01 No.
69.	Screw driver		Dia 6mmx100 mm long, hardened, with plastic handle. As per sample.	01 No.
70.	Dissecting Needle		Standard, length 120 mm, with plastic handle. As per sample.	02 No.
71.	Claw hammer with handle		Forged, approximate weight 225 gm with wooden handle. As per sample.	01 No.
72.	Capillary Tube		Soda glass. dia. 1.5 mm × 100mm. As per sample.	01 box





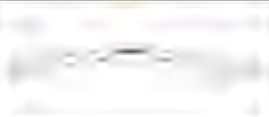


73.	Micro Test Tube 2 mL		Borosilicate glass, dia 10 × 45 mm height with rim, <b>As per sample</b>	16 No.
74.	Magnifying Glass		Optical glass, focal length 120 mm, with plastic handle. <b>As per sample.</b>	01 No.
75.	Beaker (50mL)		Borosilicate glass, capacity 50 mL, height 56 mm, dia 42 mm, with rim.	02 No.
76.	Micro Beaker (10mL)		Borosilicate glass, capacity 10 mL, height 30 mm, dia 20 mm, with rim.	04 No.
77.	Permanent slide		Hydra, Amoeba, Paramecium, Striated muscles, Nerve cell, Spirogyra (Packed in plastic slide box)	01 each
78.	Plastic Petri dish		Plastic petri dish ,white ,outer dia. 110mm × 25/27mm depth <b>As per sample.</b>	01 No.
79.	Cover Slips		Thickness 0.2 mm – 0.3 mm approx. square glass pieces. <b>As per sample.</b>	20 (01 box)
80.	Glass Rod		Length 150 mm, dia. 07 mm.	01 No.
81.	Bell Jar		Borosilicate 3.5 mm thick glass, neck inside dia. 18/19 mm × 20/22 mm height. Overall length 85/95 mm × inside dia. 55 mm with rim diameter 62/64 mm. <b>As per sample.</b>	01 No.

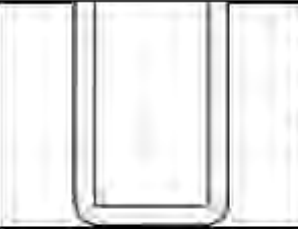










82.	Separating funnel		125ml capacity, Borosilicate Glass packed in plastic/cardboard box. <b>As per sample</b>	01 No.
83.	Glass tube		Glass tube dia. 6mm. × 150 mm. <b>As per sample.</b>	01 No.
84.	Glazed Glass plate		Glass plate size 100 mm × 100 mm × 2.5 mm. <b>As per sample.</b>	01 No.
85.	W-tube		Borosilicate glass, 2 mm thick × 8 mm dia. having length of arm 70-75 mm with wide mouth in one arm. <b>As per sample</b>	04 No.
86.	Watch glass		Soda glass, dia 50 mm. <b>As per sample.</b>	1 No.
87.	Stirrer		Soda glass with circular flat end, length 100 mm. Glass rod dia. 4 mm. <b>As per sample.</b>	1 No.
88.	Measuring Flask		25mL capacity <b>As per sample.</b>	01 No.
89.	Round Bottom Flask		Borosilicate glass, capacity 35 mL, <b>As per sample.</b>	01 No.
90.	Ignition Tube		Soda glass, dia 05 mm, length 40 mm. <b>As per sample.</b>	10 No.














91.	Shaving blade		01 Packet Having 5 blades	01 Packet
92.	Double Concave Lens		Glass, Focal length 20 cm and dia. 50 mm. As per sample.	01 No.
93.	Double Convex lens		Glass, Focal length 20 cm and dia. 50 mm. As per sample.	01 No.
94.	Concave Mirror		Glass, Focal Length 20 cm, dia. 5cm. As per sample.	01 No.
95.	Convex Mirror		Glass, Focal Length 20 cm, dia. 5cm. As per sample.	01 No.
96.	Plane mirror		2 mm × 50 mm Dia. Round edges. As per sample.	01 No.
97.	Square Glass Slab		Square glass slab, size 50 mm × 50 mm × 12 mm thick. As per sample.	01 No.
98.	Triangular Glass Prism		Glass Prism 25/28 mm of equilateral triangles As per sample.	01 No.
99.	Laboratory Thermometer		Glass, alcohol filled, -10° C to 110° C, graduation 1° C with card board/plastic cover and cotton at both ends.	01 No.
100.	pH Paper		pH 1-11, paper box containing, 10 booklets. As per sample	10 book-lets
101.	Iron Filings		Packed in vial/plastic box.	10g
102.	Litmus Paper		Red and Blue colours	05 book-lets each








103.	Plastic Boxes		Appropriate size to keep all glass items. 2 Boxes of size 170 mm × 130 mm × 75 mm each 1 box of size 230 mm × 128/130 mm × 85 mm Glass ware items to be packed in all these boxes.	03 Nos.
104.	Conical flask		borosilicate glass of capacity 25 ml.	01 No.
105.	Boiling Tube with cork		Borosilicate glass 90 mm × 20 mm dia. with cork.	02 Nos.
106.	Thread roll		Roll of thread of dia 2mm	01 roll
107.	Thin flexible tube		Flexible tube length 200mm diameter 2mm fit on syringe nozzle. As per sample.	03 No.
108.	Steel ball with hole		With hole (3 mmdia) throughout (Dia- 18-20 mm) (identical size)	03 No.
109.	Overflow can		Plastic transparent with built in base, height 130mm and dia. 55 mm with over flow pipe dia. 8mm	01 No.

110.	U-tube (glass/plastic)		Borosilicate glass/plastic, 2mm thick 8mm dia having length of arms 15 cm. making total tube length of 37 cm As per sample.	01 No.
111.	Rubber tube		Length 30-40 cm This rubber tube should be of dia such that it gets fitted with the funnel (item no. 24) and U- tube (item no.-110)	01 No.
112.	Plastic spool		Dia 54mm and length 63/65mm and hole of dia 2 mm on top of one side As per sample	01 No.
113.	Digital Stop Clock		8digit 0.01 least count, count up, count down, As per sample	01 No.
114.	Measuring tape		Tailor measuring tape	01 No.
115.	White screen		100 mm × 100 mm, plastic	01 No.
116.	Torch bulb with holder		Screw type bulb holder with tag for connection and bulb of 3V As per sample	02 set
117.	Glass Slide		Standard glass item, 75mm × 25mm × 1mm thick As per sample	08 No.
118.	Cotton Roll		Mini cotton roll of 50 g	01 No.
119.	Muslin Cloth		Fine muslin cloth ,150mm × 150mm piece	01 No.
120.	Painting Brush		01 no. size with fine hair	01 No.

121.	Measuring Pan with holder		Plastic pan, dish type dia. 80mm, with wire holder	01 set
122.	Assembly boiling tube with cork fitted glass tube		Borosilicate boiling glass tube dia. 25mm × 150mm length with rim. And assembled cork with bore dia. 5mm × 140mm length glass tube fitted in the cork bore <b>As per sample</b>	02 No.
123.	Thread		Small reel cotton thread	01 No.
124.	U-Clips/ Paper clips		Standard medium size	01 dozen
125.	Knife/Cutter		100 mm × 1.5 mm, hardened steel, with wooden/plastic handle.	01 No.
126.	Split Cork		Rubber cork of axial length 27/30 mm, smaller face dia. 20 mm, bigger face dia. 25 mm. in the two equal parts (Cork No. 7)	01 No.
127.	A box of tooth picks		Standard size approx. 100 tooth picks	01 box
128.	Adhesive tape		Width 10mm	01 No.
129.	Physical Weight box		10 mg to 100 g	01 box
130.	9V Battery		<b>As per Sample</b>	02 No.
131.	Digital Balance (Pocket)		Range upto <u>100 g/200g</u> , sensitivity 0.01g	01 No.
132.	Delivery Tube		PVC plastic tubing dia. 8mm, 200mm long with "L" type plastic pipe fitted with rubber cork at one end and nozzle at other end. <b>As per sample</b>	01 No.
133.	Wire Gauze		100mm × 100mm with frame	01 No.







134.	Thick black paper sheet		Black chart paper A4 size	04 No.
135.	Tapping key		Plastic base As per sample	01 No.
136.	Optical bench with plastic scale		Two plastic scales of dimensions 400 + 400mm x 27mm. x 6 mmthick, plastic scale. Markings of centimeter and millimeter on top on both sides, the two parts to be joined with plastic strip. As per sample	01 No.
137.	Lens holder		Dia 35mm. Perspex rod over all height 55mm with 3.5 mm x 10mm elliptic depth slot & 6mm wide x 6mm elliptical depth slot. Bottom end slot 5mm x 27.5 mm for sliding on plastic scale. As per sample	01 No.
138.	Screen holder		Perspex piece, over all height 21.5mm, approx. round bottom of dia 47.5 mm, slot 27.5 x 5mm depth, width of piece 25mm, top slit straight 8mm deep & 3mm wide. As per sample	01 No.
139.	Candle holder		Perspex piece over all height 21.5mm, approx round bottom 47.5 mm, slot 27.5 x 5mm depth, width of piece 25mm, top having 12mm dia. hole x 8mm depth As per sample	01 No.
140.	Metal cylinder with hook		Solid cylindrical M.S. and aluminium dia 20mm x 50mm length with hook. As per sample	01 Alu. 1 M.S.






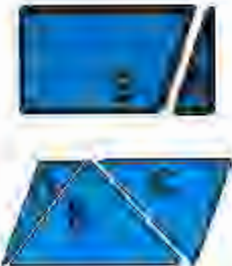
141.	250gm weight with hook		A hook with attached disc of dia 3 mm × 90 mm and weight 50g. Four slotted weights each of 50g. Total no. of weights 5 × 50g = 250g  As per sample	01 set
142.	Raystreak box		U shape mild sheet of 24 SWG. Size of the front face: 80 to 100 mm × 70 mm with M shape window of size of 30 mm × 30 mm starting from centre bottom side of front face. Size of two side faces: 40 mm × 70 mm butt welded to the front face. Size of the M shape window cover: 30 mm × 40 mm. Front face, projected to the height of 15 mm having 3 slits of 0.75 mm thickness starting from bottom. Height of slits 30 mm, second slits at the centre. Distance between the slits 5 mm. Screw type bulb holder spot welded from inside of front face at the centre of the window. Having one bulb of 3.2 V, bulb to be projected in the windows of front face. Complete apparatus painted in black colour.  As per sample.	01 No.
143.	Plano concave lens		Spherical Plano Lenses made from Perspex sheet of size 50 mm × 20 mm × 12 mm.  As per sample.	02 No.
144.	Half cylindrical lens		Perspex rod of size dia 28 mm × 15 mm height.  As per sample.	01 No.
145.	Double convex lens		Spherical Double convex lenses. Each made from Perspex sheet of size 50 mm × 20 mm × 12 mm. and matching with Plano concave lens.  As per sample.	01 No.
			<b>Visual cards</b> Size 21 cm × 30 cm plastic coated cards	
146.	Stomata in monocot and dicot plants		Standard, as per sample	01 No.
147.	Binary fission in Amoeba and		Standard, as per sample	01 No.





	Paramecium			
148.	Budding in Yeast and Hydra		Standard, as per sample	01 No.
149.	Vegetative propagation in Potato, Bryophyllum and an aquatic plant		Standard, as per sample	01 No.
150.	Parts of flower		Standard, as per sample	01 No.
151.	Onion peel cells		Standard, as per sample	01 No.
152.	Human cheek epithelium cells		Standard, as per sample	01 No.
153.	Parenchyma and sclerenchyma tissue		Standard, as per sample	01 No.
154.	Striated muscle fibers and		Standard, as per sample	01 No.
155.	Spirogyra (thelophyta)		Standard, as per sample	01 No.
156.	Agaricus (fungi)		Standard, as per sample	01 No.
157.	Moss (Brophyta)		Standard, as per sample	01 No.
158.	Fern		Standard, as per sample	01 No.
159.	Pinus		Standard, as per sample	01 No.
160.	Pea		Standard, as per sample	01 No.
161.	Earthworm		Standard, as per sample	01 No.
162.	Cockroach		Standard, as per sample	01 No.
163.	Rohu		Standard, as per sample	01 No.
164.	Pigeon		Standard, as per sample	01 No.
165.	Life cycle of a mosquito		Standard, as per sample	01 No.




**Secondary Mathematics Lab Kit  
Technical Specifications**

S.No	Item Name	Figure/stapes	Specification	Quantity per Kit
1	Kit manual		Kit manual along with kit	1 No.
2	Kit box with carton		Plastic molded box in Blue colour, Overall size 340mmx340mm x height 110 mm with tolerance +/- 5mm and sheet thickness 5mm. Two parts joined with two pins on sides. All corners round shaped and top to bottom taper 10 degree approx. Handle for carrying with locking system. Inner side arrangement for partition: two pieces of taper shaped plastic strips for partition and outer side etching. Weight not less than one Kg. As per sample	01 No.
3	Plastic Strip (A Type)	 10mm marking	Transparent, Perspex/Plastic moulded 264 x 20 x 2.7 mm to 3 mm having 3 slots of width 5 mm. at a distance of 0 to 30 mm., next 50 to 200 mm. and again 220 to 250mm. Numbering from 0 to 25cm. with mm. markings in it on both sides, all markings and numbering with center line in black colour. As per sample	08
4	Plastic Strip (B Type)	 50mm marking	Transparent Perspex/Plastic moulded 264 x 20 x 2.7 mm to 3 mm having 3 slots of width 5 mm. at a distance of 0 to 30 mm. next from 50mm to 200mm and again 220mm to 250mm. All markings and numbering with center line in black colour. As per sample	03







5	Full Protractor (360°)		Transparent, plastic with diameter 125 mm and thickness 2 mm. Double angle marking 0-360° with centre hole 4 mm on centre point. As per sample	04
6	Half Protractor (180°)		Transparent, plastic with diameter 96/100 mm, approx. and thickness 2 mm. Double angle marking 0-180° with centre hole 4 mm on base line. As per sample	04
7	Fly nut and Screw		Mild steel, chromium plated. Length 15 mm, metric thread (M4), round head washer type with fly nuts. As per sample	15 Sets
8	(a) Geo-board		ABS material, 210 x 210 x 15 mm. One face has grids of 10 mm square with a hole of 2 mm dia x 7 mm deep. Corners of each square except boundary corners of the squares i.e. total squares 289. Other side four rounds with 2.5mm diameter x 6mm height dowel inbuilt dia. Having 70, 110, 150, 190 mm each dia. 20 dowels inbuilt in each circle and one dowel inbuilt at centre point. As per sample	01
	(b) Geo-board pins		2 mm dia x length 15mm of aluminum pins with rounded head. As per sample	20
9	Rubber bands		Standard item assorted size thin rubber bands of good quality	20
10	CUTOUTS ( for area of polygons)		a) A triangle and a trapezium marked as A and B respectively  b) Three triangles marked as A, B and C	01 set each

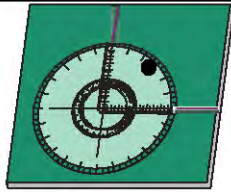



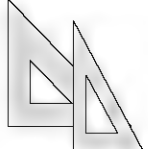



			<p>c) Two triangles marked as <math>T_1</math> &amp; <math>T_2</math> respectively</p> <p>d) Two trapeziums marked as C &amp; D respectively</p> <p>A parallelogram Plastic corrugated sheet 2.7mm / 3 mm, thick, blue colour, length 120 mm, width 85 mm, one angle <math>75^\circ</math>, labeling with black colour. As per sample</p>	
11	<b>PYTHAGORAS THEOREM</b> Square with 5 Cut Outs		<p>i) Four plastic cutouts for Pythagoras theorem with 125mm square, 100mm square and 75mm. square. A right angled triangle with sides 125 mm, 100 mm and 75 mm. Thickness of all sheets 3 mm. (remove flash from all sides of triangle and squares).</p> <p>ii) 5 cutouts of another plastic sheet of dimension 125mm x 125 mm with thickness 3mm. Cutting and marking as per figure (remove flash from all sides of all pieces). Total 9 piece set.</p> <p>As per sample Note-Sheet thickness 3mm &amp; colour may be uniform for all tiles.</p> <p>Add Colour as follows:</p> <ol style="list-style-type: none"> <li>1. Central Triangle → Red</li> <li>2. Square 'A' → black</li> <li>3. Square 'B' → blue</li> <li>4. Square 'C' → green</li> <li>5. Square 'B' and its pieces 1, 2, 3 in same colour</li> <li>6. Square 'A' and its pieces 4, 5 in</li> </ol>	01 set each

			same colour.	
12	Algebraic Identities		<p>(i)</p> <ol style="list-style-type: none"> <li>1. Square shaped plastic sheet of side 76mm</li> <li>2. Three cutouts - one as a 38mm square having yellow colour and two pieces of same size of blue colour - 38x76mm with a cut of 45 degrees from the corner of base sheet reaching up to 38mm square cutout</li> </ol> <p>ii) Plastic sheets in four pieces two squares of 80mm. and 45mm. and another two rectangular shaped of 80mm x 45mm</p> <p>Note-Sheet thickness 3mm uniform for all tiles. (Remove flash from all sides)</p>	01 set each
13	ALGEBRAIC TILES $x^2, x, 1$	 (1) (2) (3)	<p>All tiles in three sizes. Made in Plastic sheets/plastic moulded</p> <ol style="list-style-type: none"> <li>1) <math>x^2</math> -50mm. x 50mm. 5tiles in blue colour.</li> <li>2) <math>x</math> -50mmx 10mm. 10 tiles in blue colour.</li> <li>3) 1 -10mmx 10mm. 20 tiles in blue colour.</li> </ol> <p>Packed in plastic box.</p> <p>As per sample</p> <p>Note- (i) Sheet thickness 3mm, printing on tiles required and remove flash from all sides.</p> <p>(ii) All algebraic tiles in blue colour</p>	01 set
14	Plastic Box		80 mm x 70 mm x 35/40 mm As Per Sample	01
15	CUT OUTS For area of a circle		Blue colour Plastic corrugated sheet 2.7/3 mm thickness with diameter 160 mm. five circles in 4, 6, 8, 12, and 16 different equal parts. Sheet thickness 3mm and all	01 set








			divisions marked A,B,C,D and E. As per sample	
a) Four equal divisions of a circle		Four equal divisions of a circle all marked with A. Blue colour Plastic corrugated sheet of 3 mm thickness diameter 160 mm. Its thickness may be increased to 5mm. All pieces should be cut in the form of sectors. As per sample	01 No.	
b)Six equal divisions of a circle		Six equal divisions of a circle, all marked with B As per sample	01 No.	
c) Eight equal divisions of a circle		Eight equal divisions of a circle all marked with C. As per sample	01 No.	
d) Twelve equal divisions of a circle		Twelve equal divisions of a circle all marked with D. As per sample	01 No.	
e) Sixteen equal divisions of a circle		Sixteen equal divisions of a circle all marked with E. As per sample	01 No.	






16	Trigonometric Circular Board		<p>260mm x 260mm x 12 to 13mm thick plastic board. Take the center of the board 120mm from the bottom and 120mm from the left side and circle dia 200mm. Circular groove 5mm x 10mm depth.. X and Y marking on the dials. Full protractor 360° marking in center and 5° to 10° marking outside of dials. Dia 5mm x 10mm hole in the center and top of circular board.</p> <p>Three side slot 5mm x 10mm depth from circle groove to out of board end as per sample fourteen holes and one blind hole in center of circle</p> <p>Note: Sheet board should be milky white.</p> <p><b>As per sample</b></p>	01
17	Connectors for holes		<p>Stainless steel, length 25 mm. and dia 5 mm. with sleeve. Push fitting for trigonometric circular board holes.</p> <p><b>As per sample</b></p>	10
18	Connectors For (Strip)		<p>Stainless steel, length 25 mm. and dia 5 mm. with rubber sleeve. Push fitting for trigonometric circular board groove.</p> <p><b>As per sample</b></p>	15
19.	Connectors (T-Type)		<p>Flat rivet type 20mm height and dia 4mm with rubber sleeve.</p> <p><b>As per sample</b></p>	10
20	Set Square		As per standard medium size.	01 Set

21	Rotating Needle		Steel rod dia 3mm. and length 200mm with one side 'L' bend rivet/screw of dia 4mm. attached with rod and plastic sleeve of dia 5mm on screw/rivet. <b>As per sample</b>	01
22	CUTOUTS with CUBE a) Cone b) Cuboids c) Cylinder d) Hemisphere		Plastic solid/hollow cube 60mm. x 60mm. with 4 sides top, bottom, right and left of the cube fitted with cone (dia-30 mm, height-30mm), cuboid (30 mm x 30 mm x 15 mm height), cylinder (dia-20mm, height-20mm) and hemisphere (dia-30mm, height-15mm) respectively. <b>As per sample</b>	01 set





**Molecular Model Kit  
Technical Specification**







S no.	Name of Items		Specification	Quantity As per Kit
1	Kit Manual		Kit manuals may be purchased from sales counter of Publication Division, NCERT, New Delhi. The price of all the kit manuals are ranging Rs.20 to 50/-	1
2	Kit Box with carton		Polypropylene transparent milky White box, Overall Size height with cover 220x140x40mm. Six pockets of equal size. Multi box As per sample	1
3	One- prong atom		Polypropylene atom dia 13mm with prong dia 4mm. x 9mm. length in five colours white, green, black, sky blue and red. As per sample and packed in polythene bag.	25 White 10 Green 10 Black 10 Blue 10 Red
4	Two- prong atom (A) linear		Polypropylene atom dia 13mm. with both side prongs dia 4mm. x 9mm. length. With total length 30mm. single bond at an angle 180 degree. And packed in polythene bag. As per Sample	04 Brown
	(B) Bent		Polypropylene atom dia 13mm. with two prong dia 4mm. x 9mm. with $109.5^\circ$ both side length is 21 mm. two colours Red and Yellow. and packed in polythene bag. As per sample	10 Red 10 Yellow
5.	Four- prong atom		Polypropylene atom dia 13mm. with four prong dia 4mm. x 9mm. each prong making an angle of $109.5^\circ$ with one-another. Three colours Black, Blue and Red. and packed in polythene bag. As per sample.	25 Black 06 Blue 06 Red








6.	Five- prong atom		Polypropylene atom dia. 13mm. with five prong dia. 4mm. x 9mm . two prong linking with atom $180^{\circ}$ and three prong $120^{\circ}$ perpendicular to atom in a two colour black and brown and packed in polythene bag. As per sample	30 Black 05 Brown/ Black/ Red
7.	Six- prong atom		Polypropylene atom dia. 13mm. with six prong dia. 4mm. x 9mm .all six prong across with atom with $90^{\circ}$ in a three colours black, Brown and green and packed in polythene bag. As per sample.	05 Black 05 Brown/ Orange 15 Green
8.	Orbital lobes		Polypropylene orbital lobes all length 20mm. balloon type one side dia. 15/16mm. and another side 12mm. with dia 3.9 mm. hole depth 15mm. and sky blue colour and packed in polythene bag. As per sample.	10 Light Blue
9	Linkers		LDPE. Pipe outer dia 4.5 mm. colour is milky white .in three sizes and packed in polythene bag. (A) Inner dia 3.9mm. x 25mm. length . (B) Inner dia 3.9mm. x 40mm. length. (C) Inner dia 3.9mm. x 50mm. length	60 Small 08 Medium 12 Large
10	Sleeve		PVC. Soft pipe overall length 95/100mm. x 3.9mm. innerdia of the sleeve and colour blue and packed in polythene bag. But all sleeve length should be equal. As per sample.	12 Sleeves










**Sr. SECONDARY PHYSICS LAB KIT**  
**Technical Specifications**

Sr. No.	Item Name		Specification	Quantity
1.	Kit Manual		Kit manual is supplied with the kit.	01
2.	Kit box with carton		<p>1. 12 mm thick outer box of wooden ply of size 670 mm x 330mmx160 mm heights. Flap should open from top to back side, attached with piano hinged inside the box. Locking system and chest handle in both sides, rod dia 5mm, 20mm bend on both sides at right angle(L shaped) having length 370mm for the purpose of fixing with flap, box paint in teak colour.</p> <p>2. 12 mm thick outer box of wooden ply of size 670 mm x 330mm x 250mm height. Flap should open from top to back side, attached with piano hinged inside the box, box paint in teak colour  Both the boxes packed in 6 ply carton box.</p> <p><b>As per sample.</b></p>	01 each
3.	Vernier Calipers		<p>(1) Standard item, medium size, main scale 0-15 cm, steel body. Least count 0.1mm. (wheel type)</p> <p>(2) Standard item, medium size, main scale 0-15 cm, steel body. Least count 0.05mm (wheel type)</p> <p>Both packed in single plastic/wooden box.</p> <p><b>As per sample.</b></p>	01 each

4.	Screw Gauge		Moore & Wright type, Stainless Steel screw + pivot ratchet stop, Standard item, and good quality in the two sizes. One is $15 \times 1/100\text{mm}$ . Another size $15 \times 1/200\text{mm}$ . Both screw gauges packed in single plastic box. As per sample.	01 each
5.	Spherometer		Standard item, good quality with 100 divisions on circular scale, Brass body, stainless steel screw + Legs, distance between legs 32mm. As per sample.	01
6.	Beam Balance		M.S. axel 180mm height and fitted with graduated beam scale (28x200mm) with pointed screw and aluminium pans of size 45x45mm and height 80mm hanging on both sides, . As per sample	01
7.	Laboratory Stand Assembly 1) M.S. rod 2) Boss head- (2 each) 3) G clamp 4) Clamp- (2 types) 5) Base plate		MS rod dia. 9.5/10 mm x 575/590 mm long, base plate size 130mm x 200mm, plate thickness 2 / 3 mm and CI Boss head two pieces in each set and two clamps of different shapes in each set.  As per sample	02 sets
8.	Measuring Cylinder		Plastic transparent with built base, 100 mL, graduation 1 mL.  As per sample.	01
9.	Stopwatch with Split time out		Digital stopwatch, standard with least count 0.01 second.  As per sample.	02
10.	Inclined Plane		Two wooden planes 380mm x 100mm x 12mm hinged together attached with pulley. Top surface smooth with sun mica, Another plane of rough surface of same size as top, attached with angle	01





			protractor and labeling screw on base. As per sample.	
11.	Steel Roller		Dia 20 mm and 75mm length roll with wire hook. As per sample.	01
12.	Aluminium Roller		Dia 20 mm and 75mm length roll with wire hook As per sample.	01
13.	Helical Spring		Spring wire dia 15mm, length 35mm attached with hook and pointer. As per sample.	02
14.	20g slotted weight with hook		One 20g disc attached with dia 3mm x 90mm with hook and four 20g weight fitted with slots one by one with a total weight of 100g  As per sample	01 set
15.	50g slotted weight with hook		One disc attached with dia 3mm x 90mm hook of total weight 50g, four 50g weights with slots. Total weight of complete apparatus will be 250g. As per sample.	02 sets
16.	100g slotted weight with hook		One 100g disc, total weight 500g  As per sample	One set
17.	500 g Slotted weight with hook		One 500g disc attached with dia 5mm x 200mm hook and four 500g weight fitted with slots, total weight will be 2.5 kg.  As per sample.	01 Set







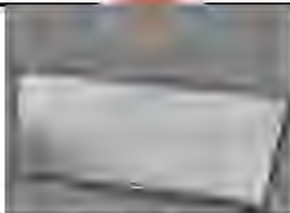



18.	Solid Wooden Block for holding beam balance and syringe		100mm x 100mm x 60 mm. wooden blocks, cut a slot on one side for attachment of beam balance with a hole and back side counter hole for syringe with support, counter for syringe 30 mm depth. (20 mm for nozzle approx.) As per sample.	01
19.	Pulley (S Type)		Iron pulley 'S' type, size 80mm x 35mm., one side fitted with 'V' shaped groove pulley of dia 38mm and another side bolt fitted. As per sample.	02
20.	Steel Balls		Steel ball of dia. 1mm, 2mm, 3mm, 4mm. Packed in four different vials with size stickers. As per sample.	20 each
21.	Wooden block with hook		(50mm x 50mm x 100mm) with hook and each surface of different smoothness. As per sample.	1
22.	Capillary Tube		Standard size Soda glass	01 Box
23.	Bob with hook		(i) One Steel ball and one brass ball of dia. 20mm attached with hook for pendulum (both must be of same size). One Steel ball and one brass ball of dia. 25mm attached with hook for pendulum (both must be of same size). As per sample.	01 each
24.	Plane mirror strips with scale		300mm x 45mm x 2mm. mirror strip pasted on wooden strip of same size (of thickness 10 mm) with graduation 0 to 240mm for holding, there should be two rings and screws fitted on back side of wooden strip. As per sample.	01



25.	Watch Glass		Dia. 50mm.  As per sample	02
26.	Spring balance 250g		A.B.S, open type, capacity 250 g wt, graduation in steps of 10 g wt on one side and Newton's on the other side As per sample.	02
27.	Physical Weight Box		In the weight box 1mg. to 100g iron weights with forceps.  As per sample.	01
28.	Wires (1) Braas (2) Steelwire (3) Nichrome		24 SWG. wire 3m length approx.  As per sample.	One each
29.	Wooden Wedge		Wooden Wedge 25mm. in three sides x 100mm length and one side top to be fixed with steel round edge. As per sample.	02
30.	Set of Tuning forks		256Hz, 288Hz, 320Hz, 384Hz, 480Hz, 512HZ, packed in a plastic box. As per sample	One each
31.	Rubber Pad		70mm×50mm×8mm As per sample	02
32.	Plastic Beaker (100mL & 250mL)		Plastic 100 mL and 250mL. beakers with graduation 0 to 100 mL and 250mL.  As per sample.	01 each
33.	Funnel		40 mm dia. plastic funnel, tube size inner dia 4.5mm  As per sample.	01no.
34.	Laboratory		Mercury glass	02

	thermometer		thermometer, Range $-10^{\circ}\text{C}$ to $110^{\circ}\text{C}$ with least count of $0.5^{\circ}\text{C}$ and packed in plastic/card board case.  As per sample	
35.	Copper calorimeter with copper stirrer		Double wall copper beaker, outer dia. 75mm, inner dia. 48mm, height 85mm, another small copper beaker of dia 45mm, height 64mm and one brass pipe of dia 10mm height 10mm welded with top base of double wall beaker. Plastic cover of dia 75mm with 3 holes (one for inserting stirrer and another two cork fitted holes for inserting the laboratory thermometer) As per sample.	01
36.	Resonance Tube with attachment		Tube inner dia. 25 mm, outer dia. 30mm and 600 mm length with scale marking 0-60cm. Provision for a plastic pipe (of 1 m length and 8mm dia) fitted with cork and plastic reservoir 500mL.  As per sample	01 set.
37.	Tripod stand		Height 100mm, cast iron top $7\times 7\times 7\text{cm}$ triangle, legs dia 4mm, iron body.  As per sample.	01 No.
38.	Spirit Lamp		Steel body along with brass wick holder dia 65mm, height 50mm  As per sample	01 No.

39.	Syringe (60mL) with Plastic top		60 mL Syringe. Standard item, syringe nozzle blocked with Plastic Cap. Plastic top of dia 75mm, thickness 6mm having both side counters (one side for weight supporting and another side to fit with syringe pump), graduation marking from top to bottom 0 to 60mm and one rubber cap for syringe support. <b>As per sample</b>	01 set
40.	Plastic Box		Polypropylene transparent milky white box, overall size 170x120x70mm height with cover. <b>As per sample.</b>	02
41.	Spirit level		Aluminium body, square of approx. 16mmx150mm length <b>As per sample</b>	01
42.	Plane Glass plate		6cmx6cmx2mm <b>As per sample</b>	01
43.	Cotton thread		Length 25m (approx) small roll <b>As per sample</b>	01 roll
44.	Split Rubber Cork		12 no. & 7 no. <b>As per sample</b>	01 each
45.	Mirror Strip with plastic piece		Mirror strip of size 100mmx40mmx2mm, one plastic piece 25 x 25 x 15mm for holding the mirror strip <b>As per sample</b>	01 each
46.	Pen		75mm dia, 10mm height with a provision for hanging. <b>As per sample</b>	02



47.	Grease		Grease packed in plastic vial As per sample	10g
48.	Assorted rubber band		One packet As per sample	01
49.	Wire gauze		100mm x 100mm with frame As per sample.	02 Nos.
50.	Boiling Tube fitted with glass tube in a rubber cork		Borosilicate glass 25 mm x 150 mm, rim type fitted with glass tube and rubber cork. Glass tube of dia 5mm and inner dia 2mm/2.5mm and length 150mm. As per sample.	02 Nos.
51.	Bimetallic strip		Frame – MS Rod, 6 mm dia. with MS and brass strips joined As per sample.	01 No.
52.	Pinch clip		As per sample	01
53.	Sonometer		A box of 3mm plywood of size 635mmx110mmx105mm, open at the bottom. Two circular holes of 30mm dia. along with graduated scale in front. At the top arrangement for fixing pulley and fly nut and screw As per sample	01









54.	Battery eliminator		0-10V (with minimum provision of 0,1,2,3 upto 10V) with markings of AC and DC output. Maximum current 500mA. Box size 160x90x90mm with 1.5 m wire and joined to two pin plug As per sample	01
55.	Blade		As per sample (shaving blades) (razor blades)	01 packet
56.	Candle		As per sample.	02
57.	Carbon resistors (1/2W)		10k $\Omega$ , 15k $\Omega$ 20k $\Omega$ , 125k $\Omega$ , 840 $\Omega$ , 47 $\Omega$ , 240 $\Omega$ As per sample	10 each
58.	Cartridge fuse with fuse holder		125mA fuse rating As per sample	02
59.	Double Concave lens		15cm, 20 cm focal length, dia 5cm As per sample	02 each
60.	Double Convex lens		15cm, 20 cm focal length, dia 5cm As per sample	02 each
61.	Concave mirror		15cm, 20 cm focal length, dia 5cm As per sample	02 each
62.	Convex mirror		15cm, 20 cm focal length, dia 5cm As per sample	02 each
63.	Connecting wires		One thread wrapped copper wire roll, SWG 24, 100g. As per sample	01

64.	Daniel cell		Dia 80-85mm, height 130mm with empty porous pot and zinc rod 12mm dia  <b>As per sample</b>	01
65.	Drawing board		30cm×25cm× 1cm  <b>As per sample</b>	01
66.	LED		Red and Green packed in plastic bag  <b>As per sample</b>	20 each
67.	PN junction diode		IN4007  <b>As per sample</b>	15 pieces
68.	Capacitor		0.1 micro farad, 10 microfd  <b>As per sample</b>	15 pieces each
69.	IC		741, 7400  <b>As per sample</b>	05 each
70.	Transistor		BC-547npn BC-557pnp BC- 548  <b>As per sample</b>	15 each
71.	Folding meter scale		One meter plastic scale.  <b>As per sample</b>	01








72.	Galvanometer		30-0-30 packed in thermocol box Standard quality  As per sample	02
73.	Glass Slab		10cm×5/6cm×1.5/1.8 cm  As per sample	01
74.	'U' shaped magnet		Arm length 50mm. N & S poles marked. ALNICO material  As per sample	01
75.	Jockey		Tip size 8mm  As per sample	02
76.	LDR with box		LDR dark resistance 100 kilo oh and few 100 Ohm resistance in light.  As per sample	01
77.	Leclanche cell		Pot size 90mm×90mm× 160mm with filled porous pot and zinc rod of dia 12 mm  As per sample	01
78.	LED torch		white illumination  As per sample	01
79.	Manganin wire		SWG 26 ,100g roll  As per sample	01 roll









80.	Multimeter		VDC:0-600V, VAC:0-600V, IDC:0-200mA, 10A. hfe range resistance:0-2Mega ohm, diode range continuity range with extra 10 fuses .  <b>As per sample</b>	03
81.	Optical bench assembly		Four pieces of scales of length 58cm with marking 0-50cm on one side and 50-100cm on other side. Scale width 25mm and thickness 8/10mm. End locking pins (2), strips for joining scales (2), sliding bases for uprights (4), sliding upright holder (4), mirror/lens holders (2), screen (10cm×15cm), Lock for horizontal motion of holders.  <b>As per sample</b>	01 set
82.	Pencils		Different coloured round pencils  <b>As per sample</b>	04 each
83.	Pins		a. Drawing pins b. Allpin Both items packed in plastic box.  <b>As per sample</b>	20 each
84.	Plane mirror		80mmx80mmx3mm  <b>As per sample</b>	02
85.	Plug Key		i) Brass, One way key -03 ii) Brass two way key -01  <b>As per sample</b>	03 01



86.	Plumb line (small size)		As per sample	01
87.	Polaroid		Two separate pieces of Polarizer and analyzer fixed on cardboard sheet of size 50x50mm  As per sample	01
88.	Potentiometer		10 wires of 50cm each fixed on wooden board with jockey 3mm tip size,  As per sample	01 set
89.	Prism		38x38mm, equilateral triangles  As per sample	01
90.	Full protractor		Transparent, plastic, standard, 0 – 360°  As per sample.	01
91.	Rechargeable battery with charger		Rechargeable battery 2V  As per sample	01
92.	Resistance box		ABS body Box size 138mm/140mm x 113/115mm , height 45mm with five dials 0.1 $\Omega$ -1 $\Omega$ 1 $\Omega$ -10 $\Omega$ 10 $\Omega$ -100 $\Omega$ 100 $\Omega$ -1000 $\Omega$ 1000 $\Omega$ -10,000 $\Omega$  As per sample.	02 pieces
93.	Rheostat		1. 30 $\Omega$ , 2A ureka wire 27 No. base phylum /plastic sheet 170x50mm thickness, 6mm side support aluminium/ABS plastic rider width copper contactor	01 each

			34mm. 2. 200 $\Omega$ , 1A ureka wire 34 No. base phylum /plastic sheet 170x50mm thickness 6mm side support aluminium/ABS plastic rider width copper contactor 34mm.  As per sample	
94.	Sand paper and emery Paper		Sand paper 120 No. Emery paper 100 No.  As per sample	One sheet each
95.	Set of resistors 5 $\Omega$ (one no.), 10 $\Omega$ (One no), 20 $\Omega$ (Two nos), 30 $\Omega$ (One no),		15 mm x 15 mm x 125 mm with nichrome wire resistance, embedded in plastic case with terminal  As per sample	01 set
96.	Solenoid coil with removable iron core		Coil with inner dia 20mm (core) with 400 turns of 26SWG enameled copper wire. Removable core of dia 16mm and length 75/80mm (iron or ferrite core)  As per sample	01
97.	Straw		As per sample	10 pieces
98.	bulb holder with Torch		2.5v bulb with holder and strips for connection compulsory  As per sample	6 each
99.	Transparent glass plate		100mm x100 mm x 3mm	01
100.	Variable power supply		Regulated independent two power supply with rating 0 to 15V, 500mA. Individual power switch. Case should include terminal ports for output, knob to vary	01









			<p>voltage. Provided in a box of size (60x90x 90mm) with 1-1/2 m long wire, power cable joined with two/three pin plug</p> <p><b>As per sample</b></p>	
101.	Zener diode		<p>1N-758 10V Zener</p> <p><b>As per sample</b></p>	10 pieces
102.	Bread board		<p>Standard dimension.</p> <p><b>As per sample</b></p>	1
103.	Banana plug connecting wire		<p>Standard with two way connection.</p> <p>Five red wires and five black.</p> <p><b>As per sample.</b></p>	05 sets
104.	Crocodile Clips		<p>Clips 38 mm, Plated, standard flexible wire 50 cm long. Each set of two wires.</p> <p><b>As per sample.</b></p>	05 sets
105.	Glass Dropper with rubber bulb		<p>Borosilicate glass, length 100 mm, capillary length 20 mm, dia 06 mm.</p> <p><b>As per sample.</b></p>	02 Nos.
106.	Meter Bridge		<p>Two part assembly with 0-50cm scale on one part and 50-100 cm scale on other part. Maximum length and width of each part should be 55 cm and 7.5cm respectively.</p> <p><b>As per sample.</b></p>	01











**Sr. Secondary Micro scale Chemistry Laboratory Kit  
Technical Specification**

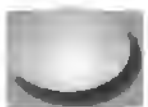


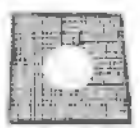



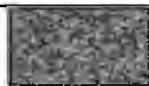

Sl No.	Item Name		Specification	Quantity
1.	Kit Manual		Kit manual is supplied with the kit.	01 No.
2.	Kit Box with carton		Container along with a lid and wheels at the base, attached with two locks on two opposite sides. 50 liters, high density polyethylene material, weight not less than 950gms Overall size approx. 520mm x 380mm x 300mm <b>As per sample</b>	01 No.
3.	Beaker(50 mL)		Borosilicate glass, capacity 50 mL, height 56 mm, diameter 42mm with Graduation. <b>As per sample</b>	03 Nos.
4.	Boiling Tube		90mm x20mm dia. Borosilicate glass. <b>As per sample</b>	04 Nos.
5.	Capillary Tube		Soda glass. <b>As per sample</b>	01 Box.
6.	China Dish		Dia. 85 mm. <b>As per sample</b>	04 Nos.
7.	Conical Flask		Borosilicate glass, capacity 25 mL, 50mL and 100mL. <b>As per sample</b>	01 each.












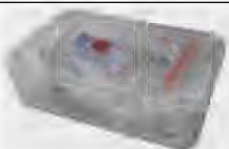
8.	Dispensing Bottle		Low Density Poly Ethylene (LDPE), Capacity 15 mL approx., with screw type cap and nozzle. <b>As per sample</b>	30 Nos.
9.	Pasteur Pipette		Low Density Poly Ethylene (LDPE), capacity 03 mL <b>As per sample</b>	20 Nos.
10.	Glass Dropper with rubber bulb		Borosilicate glass, length 100 mm, capillary length 20 mm, dia 06 mm. <b>As per sample.</b>	04 Nos.
11.	Ignition Tube/Fusion Tube		Soda glass, diameter 05 mm, length 40 mm. <b>As per sample</b>	20 Nos.
12.	Glass Rod		Soda glass, length 150 mm, dia. 5/6 mm. <b>As per sample</b>	04 Nos.
13.	Micro Funnel		Soda Glass, dia 32 mm. x overall size 80mm. <b>As per sample</b>	04 Nos.
14.	Micro Filtration Unit		Borosilicate glass, Boiling Tube : height 80 mm, dia 20 mm, having side tube for fitting rubber bulb, Small rubber bulb, rubber cork fitted with small Hirsch funnel - 01 number. <b>As per sample</b>	04 Nos. unit
15.	Micro Test Tube 2ml.		Borosilicate glass, height 45mm, dia 10 mm. with rim. <b>As per sample</b>	24 Nos.




16.	Micro Beaker		Borosilicate glass, capacity 10mL, height 34 mm dia 25 mm. As per sample	12 Nos.
17.	Micro Measuring Cylinder		High Density Poly Ethylene (HDPE), capacity 10 mL. As per sample	04 Nos.
18.	Micro Burettes packed in 6-ply cardboard carton		Borosilicate glass, capacity 05 mL, rotating screw type flow stop cock with Poly Tetra Fluoro Ethylene (PTFE) key and cup, Least count 0.05 mL, each burette packed in carton. As per sample	08 Nos.
19.	Micro Test Tube Brush		Soft hair for cleaning 2mL test tube. As per sample	04 Nos.
20.	Petri Dish		Soda glass, without cover, dia 100 mm. As per sample	04 Nos.
21.	Platinum wire/ Nichrome wire		Platinum wire/Nichrome wire (2cm. long) fixed in glass pipe and kept in glass test tube fitted with rubber cork. As per sample	04 Nos.
22.	Micro Spatula		Stainless steel. Overall length 100mm x flat portion 40mm. Scoop 13mm x 7mm As per sample	04 Nos.
23.	Spirit lamp		Steel body along with brass wick holder, dia 65mm, height 50mm As per sample	04 Nos.

24.	Circular Whatman Filter Paper		Dia 25 mm. good quality. As per sample	20 Nos.
25.	Mercury Thermometer		Glass, mercury filled, graduation 0 - 250° C, sub division 1.0° C. packed in plastic box As per sample	02 Nos.
26.	Digital Thermometer with button cell.		Range -50° C to 300° C. °C and F selectable display, memory of last measure. Accuracy: 0.1° C As per sample	01 No.
27.	Tripod stand		Height 100mm, cast iron top 7x7x7cm triangle, legs with dia 4mm of iron body. As per sample.	04 Nos.
28.	Micro Test Tube Stand		Acrylic Plastic molded, size 100 mm x 27 mm x 20 mm, 04 blind holes to hold Micro Test Tubes, depth of hole 15mm. As per sample.	04 Nos.
29.	Two - Way Burette Clamp and Stand		For Base : Mild Steel Sheet 140 mm x 160 mm x 16 SWG. For Stand: Mild Steel Rod 06 mm dia, 280 mm length. Mild Steel Nut 06 mm, Fly Nut 06 mm, 06 mm Washer. Spring Steel Strip 80 mm x 08 mm x 20 SWG to hold 02 burettes. As per sample.	04 Nos.
30.	Micro Test Tube Holder		Wooden handle to hold the 10mm micro test tube. As per sample	04 Nos.
31.	Vial		High Density Polyethylene (HDPE), height 55 mm, dia 15 mm. As per sample	20 Nos.


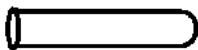
32.	Watch Glass		Soda glass, dia 50 mm. <b>As per sample</b>	04 Nos.
33.	Micro Test Plate/Well plate		Polystyrene (PS) with 96 wells. <b>As per sample</b>	04 Nos.
34.	W -Tube		Borosilicate glass, 2 mm thick x 8 mm dia having arms of length 70-75 mm, with wide mouth in one arm. <b>As per sample.</b>	10 Nos.
35.	Wire gauze		100 mm x 100mm with frame <b>As per sample</b>	04 Nos.
36.	Wash Bottle		LDPE, capacity 125 mL. <b>As per sample</b>	02 Nos.
37.	Calorimeter with 50 mL capacity beaker		Borosilicate glass, 50 mL capacity, glass beaker inserted in Low Density Poly Ethylene (LDPE) foam case 100x 75 x 130mm with the lid. <b>As per sample.</b>	01 No.
38.	Electrodes Copper & Zinc		Copper strip, length 80 mm, width 5 mm. x thickness 1 mm. Zinc strip, length 80 mm width 5 mm x thickness 1 mm.	Four each
39.	Emery paper		100 No. <b>As per sample</b>	One sheet
40.	Multimeter		Pocket size digital high impedance <b>As per sample</b>	One












41.	Pocket Balance		MH series Pocket Scale Calibration : Auto calibration Tare Range : Tare full Capacity. Operation Temperature :10°C - 30° C <b>As per sample</b>	01 No.
42.	Parchment/ cellophane		paper (9 cm×14.5 cm),100 leaves <b>As per sample</b>	one packet
43.	Stirrer		Soda glass with circular flat end, length 100 mm x 4 mm dia. <b>As per sample</b>	04 Nos.
44.	Stopwatch		Water resistant lithium battery. <b>As per sample</b>	02 Nos.
45.	Thread roll		Thread roll small <b>As per sample</b>	01 No.
46.	Volumetric flask		Borosilicate glass with stopper 25 mL <b>As per sample</b>	04 Nos.
47.	Universal indicator		1 paper box containing 10 booklets <b>As per sample</b>	2 paper boxes
48.	Red and Blue litmus paper		Each booklet 50 sheets <b>As per sample</b>	Five booklets each
49.	Forceps		SS length 100 mm <b>As per sample</b>	04 Nos.
50.	Plastic Box		For packing glass items 225×125×85 mm 235×150×75mm <b>As per sample</b>	One each








51.	Chromatography Jar		Soda glass, height 215 mm, dia 50 mm. with plastic/glass cover fitted with cork and hook. <b>As per sample.</b>	01 No.
52.	Glazed tile		White, 4" × 4"	01 No.
53.	Gas Generator		Borosilicate boiling tube dia. 22, inner dia. 20 mm. Length 95 mm fitted with 14 mm holed cork and another borosilicate tube of dia. 15 × 125 mm.length,2 mm hole on bottom with 6 mm holed cork fitted on top and 'L' plastic/glass tube fitted in this cork and PVC tube dia. 6 mm fitted on one end of 'L' type tube , length 200 mm and nozzle fitted on another end.	01 No.

**Senior Secondary Biology Lab Kit  
Technical Specifications**




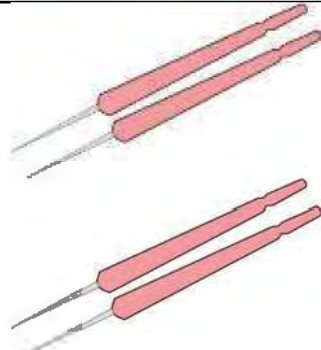

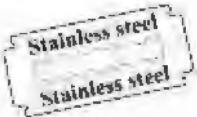



SL No.	Name of the Item		Technical Specification	Quantity
1.	Kit manual		Kit manual is supplied with the kit.	01 No.
2.	Kit box with carton		<p>Main Body of 26 SWG and partitions of tin sheet. Doors will be fitted 15 mm above the ground level with main body. Right hand door and left hand door should have two racks. The rack partition should have guides (as per sample). The doors should have suitable piano hinges duly spot welded/riveted etc. with main body. Provision for locking system (as per sample) &amp; two folding type handles 6 mm dia for carrying box. Provision for supporting rest for hanging doors to be made as per sample. All over box size 470 x 450 x 280mm box weight not less than 5.75 kg</p> <p><b>As per sample</b></p>	01 No.
3.	Test tube		<p>Borosilicate glass tube dia 15x125mm. length with rim.</p> <p><b>As per sample</b></p>	12 Nos.

4.	Boiling test tube		Borosilicate Boiling test tube 25mm x 150mm length with rim. As per sample	2 Nos.
5.	Plastic Beaker		capacity 100 mL, height 60 mm, dia 50mm. with rim As per sample	2 Nos.
6.	Plastic Beaker		Plastic beaker 250 ml, Height 95mm x dia.70mm approx. As per sample	2 Nos.
7.	Plastic Beaker		capacity 50 mL, height 56 mm, dia 42mm with rim As per sample	2 Nos.
8.	Glass rod		Length 150mm, dia 07mm As per sample	2 Nos.
9.	Glass Slides (plain)		Standard glass item 75mmx 25mm x 1mm thick (one box of 50 slides) As per sample	2 boxes
10.	Watch glass		Soda glass, 50 mm dia As per sample	2 Nos.
11.	square cover slip		Thickness 0.2mm-0.3mm approx., square glass pieces As per sample	2 pkts.
12.	Petridish		Plastic dish, outer dia.110/115mm x 28/30mm depth. As per sample	2 Nos.







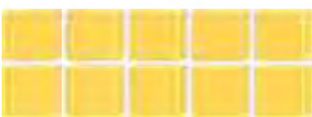






13.	Funnel		Plastic, transparent top dia. 90mm x overall length 140 mm <b>As per sample</b>	2 Nos.
14.	Measuring cylinder (plastic)		100 ml <b>As per sample</b>	1No.
15.	Measuring cylinder (plastic)		50 mL, <b>As per sample</b>	1No.
16.	Measuring cylinder		Plastic, transparent with built in base, 10mL ,graduation of 1mL  <b>As per sample</b>	1 No.
17.	Capillary tubes		Soda glass. Dia. 1.5mm x 100mm <b>As per sample</b>	1 pkt.
18.	Pipette		Borosilicate, 10 mL Graduated <b>As per sample</b>	2 Nos.
19.	Conical flask		Capacity 100 mL, borosilicate glass  <b>As per sample</b>	2 Nos.

20.	Cavity slide		75mmx25mm with single cavity, 12 pieces <b>As per sample</b>	1 pkt.
21.	Pipette (Plastic)		Low Density Poly Ethylene (LDPE), capacity 3 mL <b>As per sample</b>	6 Nos.
22.	Test tube stand		For 6 Test Tubes, Plastic, Length 200 mm height 80mm to hold the test tubes one upto 15 mm dia and another of 25 mm dia., <b>As per sample</b>	01 each
23.	Dropping bottle		Plastic dropping bottle 60 ml capacity <b>As per sample</b>	12 Nos.
24.	Glass Dropper		Length 100mm, capillary length 50mm, dia 06mm <b>As per sample</b>	10 Nos.
25.	Wash bottle		LDPE, capacity 125mL. good quality. <b>As per sample</b>	1 No.

26.	Muslin cloth		15cm x 15 cm <b>As per sample</b>	1 No.
27.	Lens cleaning fluid		50 ml <b>As per sample</b>	1 bottle
28.	Lens cleaning paper		1 booklet <b>As per sample</b>	1 booklet.
29.	Dissecting needles		length 120mm, with plastic handle <b>As per sample</b>	4 Nos.
30.	Sharp edged knife		100mmx1.5mm, hardened steel, with wooden/plastic handle. <b>As per sample</b>	1 packet
31.	Razor Blade		Shaving blade. 1 packet <b>As per sample</b>	1 No.
32.	Blade with holder		<b>As per sample</b>	1 No.
33.	Thread		1mm thick roll <b>As per sample</b>	1 roll
34.	Brush		Painting brush, Soft hairs. <b>As per sample</b>	3 Nos.







35.	Surgical Gloves		As per sample	4 pairs.
36.	Thumb pins		As per sample	1 pkt.
37.	Rubber bands		Plastic Rubber bands 30 pieces  As per sample	1 pkt.
38.	Surgical Scissors		125 mm, one prong blunt and other pointed, standard  As per sample	4 Nos.
39.	Cotton wool (absorbent)		Weight: 50gm one roll  As per sample	2 rolls
40.	Cavity block tile		95mmx70mmx18mm, with 6/12 cavities  As per sample	2 Nos.
41.	Measuring tape		Tailor measuring tape  As per sample	1 No.
42.	Glue		50 g  As per sample	1 bottle








43.	Split rubber cork		No.7 <b>As per sample</b>	1 No.
44.	Cork with a hole		Standard, size no.7 5mm hole <b>As per sample</b>	1 No.
45.	Black paper		Thick A4 size <b>As per sample</b>	1 sheet
46.	Spatula		Stainless steel, 100mm approx. length <b>As per sample</b>	1 No.
47.	Yellow beads/cubes plastic		1 c.c. cube, 72 in no. packed in plastic zipper bags <b>As per sample</b>	1 bag.
48.	Green beads/cubes plastic		1 c.c. cube, 72 in no. packed in plastic zipper bags <b>As per sample</b>	1 bag.
49.	Red beads/cubes plastic		1 c.c. cube, 72 in no. packed in plastic zipper bags. <b>As per sample</b>	1 bag.
50.	White beads/cubes plastic		1 c.c. cube, 72 in no. packed in plastic zipper bags <b>As per sample</b>	1 bag.
51.	Zipper plastic bags		Polythene bags with Zip (5"x4") <b>As per sample</b>	10 Nos.
52.	Paper clips		U type <b>As per sample</b>	1 pkt.
53.	Tags		20 in nos. <b>As per sample</b>	1 pkt.



54.	Rope		4 m. in 4 mm dia As per sample	1 roll
55.	Nails		Length 38 mm, 15 SWG As per sample	5 Nos.
56.	Claw Hammer		Forged, approximate weight 225 gm with wooden handle As per sample	1 No.
57.	small cotton towel		40 cm x 60 cm	1 No.
58.	Herbarium sheets		42cm x 29 cm standard As per sample	2 Nos.
59.	Chromatography paper		Whatman paper No.1, 6"x6" sheets As per sample	6 sheets
60.	Graph paper		A4 As per sample	10 sheets
61.	Scalpel		S.S., length 150mm approx. As per sample	01

62.	Blotting paper		30 cm x 50 cm As per sample	5 Nos.
63.	Filter paper		Ordinary, Circular of 11cm dia, 100 pieces As per sample	1 pkt.
64.	pH indicator paper		pH 1-11, paper box containing 10 booklets. (narrow range) As per sample	5 boxes
65.	pH indicator paper		pH 1-14, paper box containing 10 booklets (broad range) As per sample	5 boxes
66.	Petroleum jelly		50 g. packed in container As per sample	1 No.
67.	Dissecting scissors		125 mm, both pointed, standard. As per sample	1 No.
68.	Forceps		Stainless steel, length 100mm. As per sample	2 Nos.
69.	Test tube holder		Wooden handle, length 200 mm to hold the test tubes upto 25 mm dia., plated. As per sample	2 Nos.

70.	Mortar and pestle		Glassware mortar, 75 mm dia., height 55 mm and pestel dia.25mm length 175mm  <b>As per sample</b>	1 set
71.	Alcoholic Thermometer		Glass, alcohol filled, -10° C to 110° C, graduation 1° C with card board/plastic cover and cotton at both ends. <b>As per sample</b>	1 No.
72.	Laboratory Stand 1. Boss head 2. Clamp 3. G clamp 4. MS Rod 5. MS base Plate		MS rod dia. 10mm x 375 mm long, MS base, CI Boss head, G clamp and aluminium clamp.  <b>As per sample</b>	1 No. each (Total 05 items)
73.	Spirit Lamp		Steel body along with brass wick holder dia 65mm, height 50mm  <b>As per sample</b>	01 No.
74.	Pocket Balance		MH series Pocket Scale Calibration : Auto calibration Tare Range : Tare full Capacity.  <b>As per sample</b>	01 No.
75.	Tooth Picks		Box of Tooth picks  <b>As per sample</b>	01 Box



76.	Tripod stand		Height 100mm, cast iron top 7x7x7cm triangle, legs dia 4mm, iron body.  As per sample	01 No.
77.	Wire Gauze		100mm x 100 mm with bidding As per sample	01 No.
78.	Dispensing bottle		Low Density Poly Ethylene (LDPE), capacity 15 mL approx., with screw type cap, nozzle.  As per sample	12 Nos.
79.	Square Container box		50g to 100g capacity  As per sample	12 Nos.
80.	Plastic box		Packing for glassware and other loose items, assorted size  As per sample	4 Nos.
81.	Magnifying Glass		Optical glass, focal length 120 mm, with plastic handle/steel handle  As per sample	1 No.
82.	Compound Microscope (optional)		ISI based microscope, Metal Body, overall height approx. 320 mm, base 125 mm x 200 mm. Achromatic good quality lenses. Two Objectives of 10x & 45x. Two Eyepieces of 10x	1 No.

			&15x having coarse fine motion & fixed condenser.	
			<b>As per sample</b>	
83.	Slide Box		100x80x32mm height, joint flap type for 50 slides. <b>As per sample</b>	1 box
84.	Human Skeleton (Synthetic)		Overall length of skeleton 425mm (approx.), base and supporting strip are also provided, Standard.  <b>As per sample.</b>	1 No.

Twelve Acrylic embedded specimens packed in cardboard box			
85.	Lichen	As per sample	01
86.	Dryopteris	As per sample	01
87.	Salvinia	As per sample	01
88.	Pistia	As per sample	01
89.	Hydrilla	As per sample	01
90.	Marsilea	As per sample	01
91.	Marchantia	As per sample	01
92.	Funaria (Moss)	As per sample	01
93.	Utricularia	As per sample	01
94.	Legume (Pea) root nodules	As per sample	01
95.	Oxalis plant whole with cleistogamy	As per sample	01
96.	Pea / lentil plant with tendrils	As per sample	01

<b>Chemicals</b>			
97.	Buffer Capsule Ph 9	<b>As per Sample</b>	1 bottle
98.	Buffer Capsule Ph 7	<b>As per Sample</b>	1 bottle
99.	Buffer Capsule Ph 4	<b>As per Sample</b>	1 bottle
<b>Permanent Slides</b>			
100.	T.S. of Nerium leaf	All slides packed in plastic box. <b>As per Sample</b>	01
101.	T.S. of lotus petiole / stem	All slides packed in plastic box. <b>As per Sample</b>	01
102.	V. S. of shoot apex & root apex of a dicot.	All slides packed in plastic box. <b>As per Sample</b>	01
103.	Macerated Bougainvillea Xylem & Phloem	All slides packed in plastic box. <b>As per Sample</b>	01
104.	Macerated Tridax stem Xylem & Phloem	All slides packed in plastic box. <b>As per Sample</b>	01
105.	Bacteria Spirillum	All slides packed in plastic box. <b>As per Sample</b>	01
106.	Oscillatoria	All slides packed in plastic box. <b>As per Sample</b>	01
107.	Spirogyra	All slides packed in plastic box. <b>As per Sample</b>	01
108.	Rhizopus	All slides packed in plastic box. <b>As per Sample</b>	01
109.	Yeast budding	All slides packed in plastic box. <b>As per Sample</b>	01
110.	Amoeba	All slides packed in plastic box. <b>As per Sample</b>	01
111.	Entamoeba	All slides packed in plastic box. <b>As per Sample</b>	01
112.	Plasmodium	All slides packed in plastic box. <b>As per Sample</b>	01
113.	T. S. Stem of Sunflower	All slides packed in plastic box. <b>As per Sample</b>	01
114.	T.S.Stem of Maize	All slides packed in plastic box. <b>As per Sample</b>	01
115.	T.S.Root of Sunflower	All slides packed in plastic box. <b>As per Sample</b>	01
116.	T. S. Root of Maize	All slides packed in plastic box. <b>As per Sample</b>	01
117.	T. S. of stem showing Collenchyma	All slides packed in plastic box. <b>As per Sample</b>	01
118.	T. S. of stem showing Sclerenchyma	All slides packed in plastic box. <b>As per Sample</b>	01
119.	T.S.of stem showing Parenchyma	All slides packed in plastic box. <b>As per Sample</b>	01
120.	V. S. of ovule showing embryo sac	All slides packed in plastic box. <b>As per Sample</b>	01
<b>Stages of meiosis in pollen mother cells (Onion) showing following stages</b>			
121.	Prophase – I Leptotene-Zygotene	All slides packed in plastic box. <b>As per Sample</b>	01
122.	Prophase – I Pachytene	All slides packed in plastic box. <b>As per Sample</b>	01






123.	Prophase – I Diplotene-Diakinesis	All slides packed in plastic box. <b>As per Sample</b>	01
124.	Metaphase – I	All slides packed in plastic box. <b>As per Sample</b>	01
125.	Anaphase – I	All slides packed in plastic box. <b>As per Sample</b>	01
126.	Telophase – I	All slides packed in plastic box. <b>As per Sample</b>	01
127.	Metaphase – II	All slides packed in plastic box. <b>As per Sample</b>	01
128.	Anaphase – II	All slides packed in plastic box. <b>As per Sample</b>	01
129.	Telophase – II	All slides packed in plastic box. <b>As per Sample</b>	01
<b>Stages of mitosis (Onion root tip) showing the following stages</b>			
130.	Prophase	All slides packed in plastic box. <b>As per Sample</b>	01
131.	Metaphase	All slides packed in plastic box. <b>As per Sample</b>	01
132.	Anaphase	All slides packed in plastic box. <b>As per Sample</b>	01
133.	Telophase	All slides packed in plastic box. <b>As per Sample</b>	01




<b>Visual Cards :Size 21 cm x 30 cm ,plastic coated card</b>			
134.	Amoeba	Standard. <b>As per sample.</b>	01
135.	Plasmodium	Standard. <b>As per sample.</b>	01
136.	Hydra	Standard. <b>As per sample.</b>	01
137.	Liverfluke	Standard. <b>As per sample.</b>	01
138.	Ascaris	Standard. <b>As per sample.</b>	01
139.	Earthworm	Standard. <b>As per sample.</b>	01
140.	Leech	Standard. <b>As per sample.</b>	01
141.	Cockroach	Standard. <b>As per sample.</b>	01
142.	Honey Bee	Standard. <b>As per sample.</b>	01
143.	Silk moth	Standard. <b>As per sample.</b>	01
144.	Palaemon	Standard. <b>As per sample.</b>	01
145.	Pila	Standard. <b>As per sample.</b>	01
146.	Starfish	Standard. <b>As per sample.</b>	01
147.	Scoliodon	Standard. <b>As per sample.</b>	01
148.	Labeorohita	Standard. <b>As per sample.</b>	01
149.	Ranatigrina	Standard. <b>As per sample.</b>	01
150.	Calotes	Standard. <b>As per sample.</b>	01
151.	Pigeon	Standard. <b>As per sample.</b>	01
152.	Rabbit	Standard. <b>As per sample.</b>	01
153.	Bacteria	Standard. <b>As per sample.</b>	01
154.	Oscillatoria	Standard. <b>As per sample.</b>	01
155.	Spirogyra	Standard. <b>As per sample.</b>	01
156.	Agaricus	Standard. <b>As per sample.</b>	01
157.	Lichen	Standard. <b>As per sample.</b>	01








158.	Marchantia	Standard. As per sample.	01
159.	Funaria	Standard. As per sample.	01
160.	Dryopteris	Standard. As per sample.	01
161.	Pinus	Standard. As per sample.	01
162.	Male and Female Reproductive Organ – Pinus	Standard. As per sample.	01
163.	Stem modification: Storage (Tuber, bulb, rhizome)	Standard. As per sample.	01
164.	Stem modification: Vegetative propagation (Sucker, Runner, Stolon, Offset)	Standard. As per sample.	01
165.	Stem modification: Support and Defense	Standard. As per sample.	01
166.	Leaf modification: Storage and protection	Standard. As per sample.	01
167.	Leaf modification: Support and insect trapping	Standard. As per sample.	01
168.	Root modification for storage: Radish, Carrot, Beet, Turnip, Sweet potato	Standard. As per sample.	01
169.	Root modification for Nodulation and Breathing	Standard. As per sample.	01
170.	Root modification for Support	Standard. As per sample.	01
171.	Stages of Mitosis	Standard. As per sample.	01
172.	Stages of Meiosis	Standard. As per sample.	01
173.	Spermatogenesis	Standard. As per sample.	01
174.	Oogenesis	Standard. As per sample.	01
175.	T.S. Blastocyst	Standard. As per sample.	01
176.	Photomicrographs of Cardiac, Skeletal and Smooth muscle	Standard. As per sample.	01
177.	Blood Cells	Standard. As per sample.	01
178.	Adaptations: Xeric (animals) (Camel, Rattle snake, Chameleon)	Standard. As per sample.	01
179.	Adaptations: Aquatic (animals) (Duck, Fish, Penguin, Dolphin)	Standard. As per sample.	01
180.	Adaptations: Xerophytes (Plants) (Acacia, Aloe, Opuntia, Cycas)	Standard. As per sample.	01
181.	Photomicrographs of Cardiac Skeletal and Smooth muscle	Standard. As per sample.	01
182.	Homologous organs (Animals & Plant)	Standard. As per sample.	01
183.	Analogous organs (Animals & Plant)	Standard. As per sample.	01






**SENIOR SECONDARY MATHEMATICS LAB Kit**  
**Technical Specifications**






SL No.	Name of the item	Figure/stapes	Technical Specification	Quantity
1	Kit manual		Kit manual along with kit	1 No.
2	Kit Box		Container along with a lid and wheels at the base, attached with two locks on two opposite sides. 30-35 liters, high density polyethylene material <b>As per sample</b>	
3	Sets	  	<p>(i) Base sheet of size 125 x 125mm (thickness-3.5/4mm) in green colour marked 'A' on both sides. 40mm dia. Round disc in red colour with 2 mm thickness in the center which is fixed in a round jigsaw cut and 'B' marked on red colour disc.</p> <p>(ii) Base sheet of size 125 x 125mm (thickness-5.3 mm) in green colour marked 'A'. 80mm dia. round, red colour disc with 1.8mm thickness marked 'B' &amp; red ring with thickness 1.8mm with outer diameter 80mm with hole in center marked 'B' and yellow disc marked 'C' of 40mm dia. and thickness 1.8mm jigsaw cut contained in red ring.</p> <p>(iii) Base sheet of size 125 x 125 x 3.5mm in green colour marked 'P', 2 discs (out of which one disc in blue colour with 70mm dia. marked 'Q' and having 19mm arc shaped cutting &amp; other in yellow colour with 50mm dia. marked 'S' and having 19mm arc shaped</p>	<p>(i) One set</p> <p>(ii) One set</p> <p>(iii) One set</p>

			<p>cutting). Both discs intersect each other to generate an arc type cutting of width 19 mm in between with red colour and of same thickness marked 'R' which represents 'QNS'. All discs marked P, Q, R and S should have thickness 2 mm.</p> <p>(iv) Base sheet in green colour with size 125 x 125 x 4 mm. Three discs (out of which one disc in blue colour with 70 mm dia and one circle in red colour with 60 mm dia and one circle in yellow colour with 50 mm dia). All three discs intersect each other generating a shape with black colour in the center along with generating white colour between any two intersecting discs, made of plastic. Mark 1 on green square sheet, 2 on yellow disc, 3 on blue disc, 4 on red disc, 5, 6 &amp; 8 on white pieces and 7 on black piece. All pieces have the same thickness of 2 mm.</p> <p><b>All items as per sample</b></p>	(iv) Three sets
4	Relations and functions		<p>Size 225 x 225 x 3.5-4 mm in white colour with 2 elliptical shaped pieces in yellow colour pasted on white sheet. 10 different pieces with round edges of size 55 x 22 x 1.8 mm each with center hole. Print Ali, Bhanu, Chavi, Divya, Ekta, Mohan and a, b, c, d, e and m as per sample. 10 elastics with 1 arrow and 2 lugs on both ends. Also 20 nos. aluminum dowels of 3 mm dia with appropriate height made of plastic.</p> <p><b>As per sample.</b></p>	One set
5	Trigonometric function (sin x)		<p>Plastic transparent sheet of size 200 x 200 x 0.3 mm. Graph printed as per sample.</p> <p><b>As per sample</b></p>	one








6	Trigonometric function ( $\cos x$ )		Plastic transparent sheet of size 200 x 200 x 0.3mm. Graph printed as per sample. As per sample	one
7	Trigonometric function ( $\tan x$ )		Plastic transparent sheet of size 200 x 200 x 0.3mm. Graph printed as per sample and arrow to be marked on $\tan x$ graph. As per sample	one
8	Principal of mathematical induction		Plastic sheet of size 200 x 60 x 12 mm, 5 multi coloured discs of dia. 65mm- Yellow, dia. 60mm -White, dia. 55mm- Green, dia. 50mm-Blue and dia. 45mm- Red. All discs with center hole and thickness 2mm. Also 3 plastic dowels made of polymer. Centre distance between one pillar to another pillar 66mm. Height of pillar 30mm. As per sample.	One set
9	Complex numbers		Plastic sheet of size 200 x 200 x 3.4mm. Graph printed on white plastic with 2 different coloured arrows having 2mm dia and length 80mm, steel wire bended in L shape. As per sample.	One set
10	Permutation and combination		Plastic sheet of size 205 x 230 x 3.2/3.5mm. Rectangular pieces with multi colour printing and 2 jigsaw cuttings inside for fixing 2 strips of 1.8 mm each made of plastic. As per sample.	one









11	Arithmetic mean and geometric mean		One red square piece of plastic sheet of size 60 x 60 x 2 mm and 4 rectangular pieces of size 90 x 30 x 2 mm each in yellow, orange, blue & green colour made of transparent plastic. As per sample	One set
12	Sum of first n natural numbers and sum of cubes of first n natural numbers		White piece of plastic sheet of size 200 x 225 x 6 mm with 100 inbuilt aluminium pins of height 2mm, equidistant, in ten rows to hold square pieces. 110 square pieces of size 20 x 20 x 2 mm with colours (White-2, Red-10, Green-30 & Blue-68) with center hole. Also 1 small name plastic strip of size 160x200x 2mm with printing on both sides which can be fitted on the big white piece.  As per sample.	One set
13	Sum of squares of first n natural numbers		ABS plastic cubes with sides 20mm accurate size, 5 mm to 8 mm dia holes, with depth of 5mm on five faces. Sixth face will have a Leg to push fit into the holes. (Unfix cubes). As per sample.	180 cubes in 6 different colours (30 cubes of each)
14	Conic section		Four different parts constituting a cone of base dia. 60 mm and total height of 75 mm in 2 different colours showing sectional cuttings of circle, ellipse and parabola made of plastic showing their borders clearly. One hole of 2mm dia. running from top to bottom of both the cones. One 2mm dia. steel rod of length 160mm. As per sample	2 sets
15	Demonstration board of ellipse		Size 235 x 235 x 16 mm board. One side permanent graph printing in black colour on ceramic white steel sheet and other side covered with laminated sheet. All four sides covered with round aluminum Chapter and four corners fitted by first quality ABS corner. 2 screws fixed on the top of the graph with long life thread tied for experiment.	one



			As per sample.	
16	Three dimension		<p>14/1 Size 100 x 100 X 2.5 Plastic sheet with jigsaw cuts on each side along with small holes on the sheet as per sample. 2 small rectangle sheets of size 100 x 50 x 2.5 mm with jigsaw cutting and holes and 2 small rectangle sheets of size 100 x 50 x 2.5 mm with jigsaw cutting. Two iron rod as per hole diameter and length 100 mm.</p> <p>14/2 Transparent sheet plastic cuboid with size 50 x 60 x 70 mm open from one side, along with 4 Steel rod of appropriated size 104mm should be equal.</p> <p>As per sample.</p>	One each
17	Limit and continuity		<p>Size 200 x 200 x 4 mm 3 movable arrows working on particular path of graph made of plastic and two arrows extra provide as per sample. Packed in plastic box.</p> <p>As per sample.</p>	one
18	Inverse trigonometric function ( $\sin^{-1}$ )		<p>Plastic transparent sheet of size 200 x 200 x 0.3 mm. Graph printed.</p> <p>As per sample.</p>	one
19	Inverse trigonometric function ( $\cos^{-1}$ )		<p>Plastic transparent sheet of size 200 x 200 x 0.3 mm. Graph printed.</p> <p>As per sample.</p>	one
20	Inverse trigonometric function ( $\tan^{-1}$ )		<p>Plastic transparent sheet of size 200 x 200 x 0.3 mm. Graph printed.</p> <p>As per sample.</p>	one





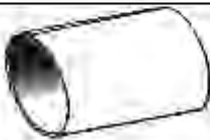


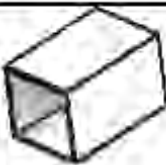
21	Inverse trigonometric function ( $\sin x$ and $\sin^{-1}x$ )		Plastic sheet board of size 200 x 200 x 3.6 mm, working graph, 4 holes at the back side of 2mm dia. for removing the graphical curve. As per sample.	one
22	Graph of ( $y=e^x$ and $y=\log e^x$ )		Plastic sheet of size 200 x 200 x 3 / 3.5mm, working graph with 6 holes for the slope at the back side for removing the graphical curve. As per sample.	one
23	Rolle's theorem		Plastic transparent sheet of size 205 x 205 x 0.3mm, Graph printed. As per sample.	one
24	Lagrange's mean value theorem.		Plastic transparent sheet of size 200 x 200 x 0.3 mm, Graph printed. As per sample.	one
25	Increasing and decreasing, maxima and minima.		Plastic sheet of size 225 x 200 x 3.5/4 mm, 2 movable arrows working on particular path of graph made of plastic as per sample and packed in plastic box. As per sample.	one
26	Integral		Paper graph in three different colours blue, yellow and pink but curve shapes should be same for all three sets. As per sample.	Three each
27	Projection of Vector a on vector b		Plastic sheet of size 225 x 300 x 3.5/4 mm with two steel rods of dia. 4 mm. Both rods 5 mm bent at one end after the lengths of 180 and 160 mm. Working model. As per sample.	One each



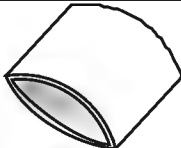


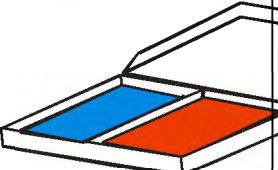
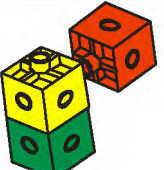
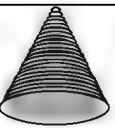

28	$\vec{d} \cdot (\vec{b} \times \vec{c})$		Parallelepiped, each rectangular side of 100 mm length and 60 mm width. Rods of diameter 5mm ,height 55mm made of plastic. Arrow marked to show vectors a, b, c As per sample.	one
29	Distance between two skew lines		Four plastic pipe pieces of dia 30/ 32 length 50mm, internaldia 24mm.Three holes of 2mm dia on each pipe ,distance between successive holes 12mm. Two steel rods of dia 2mm, length 200 mm and one steel rod of dia 2mm ,length 50mm. As per sample.	One set
30	Intersection of two planes		Plastic white sheet of size 200 x 200 x 3.5/4 mm with a V shape – slot of 1.8/2 mm depth with 2 square plates coloured blue and yellow of size 100 x 100 x 1.5/2 mm made of plastic. As per sample.	One each
31	Plane passing through the line of intersection of two plane		Plastic white sheet of size 200 x 200 x 3.5/4 mm and 3 square sheetscoloured red, blue and yellow ,size 100 x 100 x 1.8/2 mm, made of plastic. And three slot cuttings on base sheet as per colouredsheetsthickness anddepth 1.8/2 mm As per sample.	one each
32	Angle between two planes		Plastic sheet of size 200 x 70/75 x base height 15mm , one plastic sheet joined with hinge on top side size 100mm x 75mm x sheet thickness 5 mm. Fix one half protractor on one side of base as per sample. And two steel rods,onefixed at right angle to the base and another to the plastic sheet joined. And one half protractor fixed on steel rod perpendicular to the base as per sample. Packed in plastic box As per sample	One
33	Linear programming		1. Plastic sheet size 200 x 200 x 4 mm, White sheet with graph. Sides as per graph , make 2mm holes on every line of the border line on all four	One










			<p>sides. As per sample.</p> <p>2. Plastic transparent sheet one is 210 x 180mm x 0.3 mm for linear programming (maximization problem) and another three sheets for linear programming (minimization problem)</p> <p>3. Aluminum dowels 2 mm x 15mm length with head.</p> <p>4. Five elastics with three arrows yellow, Red and Green fixed on every elastic. One elastic 50mm two elastics 70mm &amp; two other elastics 120mm with terminal, as per sample</p> <p>As per sample</p>	<p>3 pcs each</p> <p>30 pcs</p> <p>5 pcs</p>
34	Probability		<p>1. Size 70 x 25 x 3 mm ,rectangular sheets having 8 pieces each of 10 transparent red &amp; blue colour and 8 pieces in white opaque colour with printing.Made of plastic with tray.</p> <p>2. Size 60 x 20 x 1.6 / 2.5 mm,Six rectangular pieces made of plastic as per sample with 8.5 mm round coins. 15 pieces in three colours.</p> <p>As per sample.</p>	<p>One set</p>

## EARLY SCHOOL MATHEMATICS LEARNING KIT\*








S.no	Name of Items		Specification	Quantity
1.	Kit box with carton		Plastic Molded box in green color, overall size 340mm x 340mm x 110mm and sheet thickness 5mm, joined with two pins and top side transparent molded sheet to visualise items of the kit. Corners rounded and handle for carrying with locking system, engraving on outer surface.  As per sample.	01 No.
2.	Clock		A plastic round disc of 110mm x 110mm and 0.7mm thickness, of polypropylene plastic sheet, 12 markings along with numbers 1-12 printed on the circumference of the circle in black ink. Centre knob fixed by reverse rivet to hold movable hands of 50 mm and 30 mm. The ink should be free from any hazardous substance for which documentary proof should be submitted.  As per sample.	1 set
3.	Stamp cum container (Cylinder)		A one side open transparent ABS plastic cylinder of 38mm length x 25mm dia and 1.5mm thickness.  As per sample	1 no.
4.	Stamp cum container (Cuboid)		A one side open transparent ABS plastic cuboid of dimensions 38mm (Length) x 25 mm (width) x 38 mm (height) and 1.5mm thickness  As per sample	1 no.
5.	Stamp cum container (Prism)		A one side open transparent ABS plastic Prism container of dimensions, 44mm (Length) x 24mm (width) and 1.5mm thickness.  As per sample	1 no.
6.	Stamp cum container (Cuboid)		A one side open transparent ABS plastic container of dimensions 38mm (Length) x 25mm (width) x 25mm (height) and 1.5mm thickness, material capable of retaining ink for stamping.  As per sample	1 no.

7.	Stamp cum container (Star)		A one side open transparent ABS plastic star shape container of dimensions 38mm (Length) x 25mm (width) and 1.5mm thickness <b>As per sample</b>	1 no.
8.	Stamp cum container (half Leaf)		A one side open transparent ABS plastic leaf shape container of dimensions 38mm (Length) x 38mm (width) and 1.5mm thickness with a half elliptical top <b>As per sample</b>	1 no.
9.	Stamp cum container (Leaf)		A one side open transparent ABS plastic leaf shape container of dimensions 38mm (Length) x 38mm (width) and 1.5mm thickness in elliptical shape top <b>As per sample .</b>	1 no.
10.	Stamp Design (Fish)		Plastic Stamp of fish having dimensions 38 mm x 55mm with inbuilt design fixed on block. <b>As per sample</b>	1 no.
11.	Stamp Design (motif)		Plastic Stamp in motif having dimensions 38 mm x 55mm with inbuilt design fixed on block. <b>As per sample</b>	1 no.
12.	Stamp Pad		Plastic sheet box of dimensions 75mm (Length) x 54mm (width) x 8mm (height). Whole box divided in two equal parts which contain red and blue ink pads of thickness 5mm <b>As per sample</b>	1 no.
13.	Cube Blocks		ABS plastic cubes with sides 20mm accurate size, 5mm to 8mm dia holes. Depth of 5mm on five faces. Sixth face will have a peg to push fit into the holes.(Unifix cubes) <b>As per sample</b>	50 Cubes in five different colors (10 cubes of each color)
14.	Velcro sheet Cone		Cone size of dia 25mm x 70mm height. Vel and Cro sheets of ivory color pasted equally on each surface on soft polymer cone. <b>As per sample</b>	2 nos
15.	Velcro sheet Disc		Circular Disc size of dia 25mm x 7mm height. Vel and Cro sheet of ivory color pasted equally	4 nos.




			on each surface on soft polymer disc.																	
			As per sample.																	
16.	Velcro sheet cylinder		Cylinder size of dia 20mm x 50mm length. Vel and Cro sheet pasted equally on each surface of ivory color on soft polymer cylinder. As per sample.	4 nos.																
17.	Velcro sheet ball		Ball size of dia 35mm. Vel and cro sheet of ivory color pasted equally on each surface on soft polymer ball. As per sample..	2 nos.																
18.	Velcro sheet Cuboids		Cuboids of size 75mm length x 38mm height x 15mm breadth. Vel and cro sheet of ivory color pasted equally on each surface on soft polymer cuboid. As per sample.	2 nos.																
19.	Velcro sheet Cuboids		Cuboids size of 50mm length x 25mm height x 25mm breadth. Vel and cro sheet of ivory color pasted equally on each surface on soft polymer cuboids. As per sample.	2 nos.																
20.	Velcro sheet Cube		Cube size of 25mm. Vel and cro sheets of ivory color pasted equally on each surface on soft polymer cube. As per sample.	4 nos.																
21.	Hexagon Shaped Tiles		Regular Hexagon of eva sheet of thickness 5 mm <table><tr><td>Side</td><td>Blue</td><td>Red</td><td>Yellow</td></tr><tr><td>20 mm</td><td>3</td><td>3</td><td>3</td></tr><tr><td>30mm</td><td>10</td><td>10</td><td>10</td></tr><tr><td>40mm</td><td>3</td><td>3</td><td>3</td></tr></table> As per sample.	Side	Blue	Red	Yellow	20 mm	3	3	3	30mm	10	10	10	40mm	3	3	3	
Side	Blue	Red	Yellow																	
20 mm	3	3	3																	
30mm	10	10	10																	
40mm	3	3	3																	
22.	Diac shaped Tiles		Circles of evasheet of thickness 5 mm. <table><tr><td>Dia</td><td>Blue</td><td>Red</td><td>Yellow</td></tr><tr><td>20 mm</td><td>3</td><td>3</td><td>3</td></tr><tr><td>30mm</td><td>10</td><td>10</td><td>10</td></tr><tr><td>40mm</td><td>3</td><td>3</td><td>3</td></tr></table> As per sample..	Dia	Blue	Red	Yellow	20 mm	3	3	3	30mm	10	10	10	40mm	3	3	3	
Dia	Blue	Red	Yellow																	
20 mm	3	3	3																	
30mm	10	10	10																	
40mm	3	3	3																	



23.	Square Shaped Tiles		<p>Squares of easheet of thickness 5 mm</p> <table><tr><th>Side</th><th>Blue</th><th>Red</th><th>Yellow</th></tr><tr><td>20 mm</td><td>3</td><td>3</td><td>3</td></tr><tr><td>30mm</td><td>10</td><td>10</td><td>10</td></tr><tr><td>40mm</td><td>3</td><td>3</td><td>3</td></tr></table> <p>As per sample.</p>	Side	Blue	Red	Yellow	20 mm	3	3	3	30mm	10	10	10	40mm	3	3	3	
Side	Blue	Red	Yellow																	
20 mm	3	3	3																	
30mm	10	10	10																	
40mm	3	3	3																	
24.	Triangle Shaped Tiles		<p>Equilateral triangles of easheet of thickness 5 mm</p> <table><tr><th>sides</th><th>Blue</th><th>Red</th><th>Yellow</th></tr><tr><td>20 mm</td><td>3</td><td>3</td><td>3</td></tr><tr><td>30mm</td><td>10</td><td>10</td><td>10</td></tr><tr><td>40mm</td><td>3</td><td>3</td><td>3</td></tr></table> <p>As per sample .</p>	sides	Blue	Red	Yellow	20 mm	3	3	3	30mm	10	10	10	40mm	3	3	3	
sides	Blue	Red	Yellow																	
20 mm	3	3	3																	
30mm	10	10	10																	
40mm	3	3	3																	
25.	Rhombus shaped Tiles		<p>Rhombus of eva sheet of thickness 5 mm</p> <table><tr><th>Side</th><th>Blue</th><th>Red</th><th>Yellow</th></tr><tr><td>20 mm</td><td>3</td><td>3</td><td>3</td></tr><tr><td>30mm</td><td>10</td><td>10</td><td>10</td></tr><tr><td>40mm</td><td>3</td><td>3</td><td>3</td></tr></table> <p>As per sample .</p>	Side	Blue	Red	Yellow	20 mm	3	3	3	30mm	10	10	10	40mm	3	3	3	
Side	Blue	Red	Yellow																	
20 mm	3	3	3																	
30mm	10	10	10																	
40mm	3	3	3																	
26.	Hexagon Tray		<p>A red plastic hexagonal tray with side 120 mm and 1.5mm thick. Upside boundary height is 7mm.</p> <p>As per sample</p>	1 no.																
27.	Square Tray		<p>A red plastic square tray of side 120mm and 1.5mm thick. Upside boundary height is 7mm.</p> <p>As per sample</p>	1 no.																
28.	Play Money		<p>One hundred rupees note size 184 x 85mm – 5 nos. Fifty rupees note 175 x 85mm – 4 nos. Twenty rupees note 168 x 74mm -5 nos. Ten rupees note 163 x 76mm – 19 nos. Five rupees coin 35 mm dia x 1.5mm – 4 nos. Two rupees coin 37dia x 1.5mm – 5 nos. One rupee coin 35dia x 1.5mm – 19 nos. All notes of laser coated paper and coins of plastic in grey color.</p> <p>As per sample</p>	1 set																
29.	Place value cards		<p>110 (90+20) mm x 30mm x 0.7mm thickness polypropylene plastic sheet. Numbers 100 to 900 printed with red color and font size 60 pt. Right end to be semicircular of radius 20 mm.</p> <p>As per sample</p>	9 cards (100 to 900)																

30.	Place value cards		80mm (60+20) x 30mm x 0.7mm thickness polypropylene plastic sheet, numbers 10 to 90 printed with red color and font size 60 pt. Right end to be semicircular of radius 20 mm . <b>As per sample</b>	9 cards (10 to 90)																								
31.	Place value cards		50mm (30+20) x 30mm x 0.7mm thickness polypropylene plasticsheet,numbers 1 to 9 printed with red color and font size 60 pt. Right end to be semicircular of radius 20 mm. <b>As per sample</b>	9 cards (1 to 9)																								
32.	Dominoes		60mm x 30mm x 4mm thickness ABS plastic Moulded/sheet in white color and holes as per chart and both sides black color plastic strip for partition of dominoes. <table border="1"><thead><tr><th>holes</th><th>No. Plastic pieces</th></tr></thead><tbody><tr><td>0 to 9</td><td>10</td></tr><tr><td>0 to 8</td><td>9</td></tr><tr><td>0 to 7</td><td>8</td></tr><tr><td>0 to 6</td><td>7</td></tr><tr><td>0 to 5</td><td>6</td></tr><tr><td>0 to 4</td><td>5</td></tr><tr><td>0 to 3</td><td>4</td></tr><tr><td>0 to 2</td><td>3</td></tr><tr><td>0 to 1</td><td>2</td></tr><tr><td>0</td><td>1</td></tr><tr><td>Total</td><td>55 pieces</td></tr></tbody></table> <b>As per sample</b>	holes	No. Plastic pieces	0 to 9	10	0 to 8	9	0 to 7	8	0 to 6	7	0 to 5	6	0 to 4	5	0 to 3	4	0 to 2	3	0 to 1	2	0	1	Total	55 pieces	1 set (55 cards)
holes	No. Plastic pieces																											
0 to 9	10																											
0 to 8	9																											
0 to 7	8																											
0 to 6	7																											
0 to 5	6																											
0 to 4	5																											
0 to 3	4																											
0 to 2	3																											
0 to 1	2																											
0	1																											
Total	55 pieces																											
33.	Dice		Red color plastic Cubes of side 20mm with itching as given below on each cube <table border="1"><tbody><tr><td>Cube 1</td><td>Dots 1-6</td></tr><tr><td>Cube 2</td><td>Numbers 0-5</td></tr><tr><td>Cube 3</td><td>5-10</td></tr><tr><td>Cube 4</td><td>Symbols +, -, Add, Subtract, Ghata (in Hindi), Jod (in Hindi)</td></tr></tbody></table> <b>as per sample</b>	Cube 1	Dots 1-6	Cube 2	Numbers 0-5	Cube 3	5-10	Cube 4	Symbols +, -, Add, Subtract, Ghata (in Hindi), Jod (in Hindi)	1 set (4 dice)																
Cube 1	Dots 1-6																											
Cube 2	Numbers 0-5																											
Cube 3	5-10																											
Cube 4	Symbols +, -, Add, Subtract, Ghata (in Hindi), Jod (in Hindi)																											
34.	Number Square cards		30mmx30mmx0.7mm thickness polypropylene plastic sheet & printed with multi color numbering (1-50) and symbols +, - <b>As per sample</b>	1 set (65 squares)																								




35	Cotton String		Cotton String dia 5mm. & total band size length 1000 mm in alternative red & white coloring after 100 mm each.  As per sample	1 no.
36.	P.V.C pouch 1. Blocks 2.Solid Shapes (Velcro) 3. Containers with Stamp Pad 4.Tiles 5.Dominoes & Dice 6. Number Cards 7. Place value cards. 8. Play money		P.V.C pouch with locking system  As per sample.	1 each = Total 8 pouches
37	Kit Manual		Kit manualis supplied with the kit	01 No.

### Technical Specifications



\*All the plastic material needs to be Non toxic, unbreakable and virgin plastic. Documentary proof should be provided. Eva sheet needs to be fresh.









### Resource Package for Awareness in ECCE (English and Hindi) Technical Specifications

Sl. No.	Material		Specification	Quantity
1	Kit manual		Kit manual is supplied with the kit.	01 No.
2	Big Banner		Printing Size 71inch x 30 inch made of 200gsm Flex Banner with multi-Color Printing & 3 rivets should be there on the top of the banner. Also provide stripped pockets in front of each title on the banner & also provide thick plastic sheet to be inserted in the pockets. <b>As per sample.</b>	1No.
3	Medium Banner		Printing Size 47inch x 24inch made of 200gsm Flex Banner with multi-color printing & stitched on both sides with 19mm pipedia and both sides of pipe covered by cap. Also provide stripped pockets in front of each title on the banner & also provide thick plastic sheet to be inserted in the pockets. <b>As per sample.</b>	1 No.
4	Poster		Printing Size 39 x 27 inch made of 700 guage PVC foam sheet with multi-colour printing & pipe should be properly fixed on Top & Bottom with 19mm pipe dia& both sides covered by cap, with hanging facility. <b>As per sample.</b>	No. of each type of poster =1. Total No. of different posters=9



5	Small Banners		<p><b>Printing Size 18 inch x 10 inch made of 200gsm Flex Banner with multi-Color Printing &amp; stitched on Top &amp; Bottom with 19mm pipedia with both sides covered by cap.</b></p> <p><b>As per sample</b></p>	<p><b>No. of each type of banner =1.</b></p> <p><b>Total No. of different small banners=14</b></p>
6	Leaflet (Circle and square shapes)		<ul style="list-style-type: none"> <li>• Circle of diameter 290 mm and thickness of PVC sheet is 0.5 mm.</li> <li>• Square of size 290 mm x 290 mm made of PVC sheet of thickness 0.5</li> <li>• Both side multi colour printing in circle &amp; Square.</li> <li>• with Hanging Facility .</li> </ul> <p><b>As per sample.</b></p>	<p><b>No. of each type of circle leaflet and square leaflet = 1</b></p> <p><b>Total No. of different types of circle leaflets and square leaflets =20(10+10)</b></p>





7	ID Card		Size 70mm x100 mm,made of polypropylene. Card holder and string with printingrequired <b>As per sample</b>	3 nos. in each Set. Total10 Sets (10 x 3 =30)
8	Badges		Size 75 mmwith safety pin on the back side. <b>As per sample</b>	Total 10 Nos.
9	Stamp & Stamp Pad		Size 72 mm round Stamp with 95 x 115mm Stamp pad. <b>As per Sample.</b>	Total 1 No.
10	Puppet		Mother, Father, Boy and Girl made of soft skin color, cloth with dresses according to the characters, full size gloves. <b>As per Sample.</b>	Each 1 no. Total 4 Nos.
11	Frame Drum (Khanjari)		Size 8 inch with cover and adjustable frame for fitting. <b>As per sample.</b>	1 no.
12	Drawing painting brush		<b>As per Sample.</b>	1 no.
13	Shoe Brush		Wooden base soft bristles. <b>As per sample.</b>	1 no.
14	Tooth Brush		Standard big size soft bristles <b>As per sample.</b>	1 no.
15	White washing brush		Size 4 inches <b>As per sample.</b>	1 no.

16	Marker Pen		White board marker pen with thin and thick pointer <b>As per sample.</b>	Each 1 no. Total 2 Nos.
17	Duster		Small size plastic duster with sponge fixed on it. <b>As per sample</b>	1 no.
18	Loaded DVD with Cover		Made of plastic, standard size, DVD cover, DVD loaded with the matter of this kit purchased from CIET, NCERT <b>As per sample.</b>	1 No.
19.	Gloves		Made of cotton.  <b>As per Sample</b>	02 pairs
20.	Toilet brush		Made of plastic, soft bristles  <b>As per Sample</b>	01 No.
21.	Case Carrying Bag		Good quality cloth bag of appropriate size with chain and locking arrangement with handle strap and long hanging strap. Printed with NCERT logo. <b>As per sample</b>	01 No.





**Remark : All the material should be prepared in Hindi also as done in English.**



**“Raindrops” Primary English Learning kit  
Technical Specifications**

Sr No.	Items		Specification	Qty
1	Short Story		Size 300mm x210 mm, Multi colour Printed on 250 gsm art card with both side pouch lamination 25 micron & spiral binding at the top of the card. As per sample	Each 1No. Total 2 story Sets
2	Poems		Size 290 mm x205 mm Multi colour Printed as per sample on 250 gsm art card with both side thermal lamination 25 micron.	Each 1 No. poem Total 14 poem set
3	Anagrams		Size 230x330x1.3 mm one side permanent multi colour printing 4 nos anagram as per sample on ceramic Green steel sheet and other side covered with laminated sheet. All four sides covered with round aluminum section & four corner fitting by first quality ABS corner. Along with slate Pen Packet & small duster to be given	Each 1 No 4 board total One set slate pen pocket, one duster Total 6 items
4	Listen and Repeat		Size 210 x293 mm colour printing on 180 gsm Art card with size 223x303 mm, of 125 micron pouch lamination as per sample	Each 1 No. Total 10 cards



5	Listen and Repeat		Sizes 130x210 mm colour printing on 180 gsmartcard with size 150x222 mm, of 125 micron pouch lamination as per sample	Each 1 No Total 10 Nos. Set
6	Alphabet Cube		Size 25x25 mm made of plastic. Each side of plastic cube with two numbers of each first and second alphabet attached reflected.	20 cubes set. Packed in a plastic box
7	Initial & final sound	<p>sh _____</p> <p>st _____</p> <p>ma _____</p> <p>fr _____</p> <p>sp _____</p>	Size 180x230 mm one side permanent multi colour printing 4 nos board on ceramic White steel sheet and other side covered with laminated sheet. All four side covered with round aluminum section & four corner fitting by first quality ABS corner .Along with white board market pen & small duster to be given, as per sample	Each white board 1 Total 4 board 1 white board Marker pen 1 small duster Total 6 items
8	How to Draw		Size 210x293 mm colour printing on 180 gsmartcard with 223x303 mm, of 125 micron pouch lamination as per sample	Each 1 no. Total 3 Nos. Set
9	Braille chart		Size 455x303 mm a polypropylene 0.7 mm thick sheet with Braille & multicolour in first & second alphabet with English number printing on one side. The ink should be ROHS certified. Packed in PVC box As per sample	1 no

10	Measuring scale		Total size 1000x25x5 mm made of Plastic in three part with locking arrangement. Braille scale impression on top of the scale. Packed in plastic box As per sample	1 no
11	Mask		1.7mm thick made of Ethylene Vinyl acetate as per sample multicoloured. Each side as per shape cutting & 12 mm elastic fixed by both side finished rivet.	Each 1 nos. total 3 Nos. set.
12	Emoti Cons		Size 55 mm made of Plastic 10 different Smileys as per sample with safety pin on the back side.	Each 1 Nos. total 10 Nos set
13	Slate		Size 230x330x1.3 mm multi colour one side permanent printing 3 slate as per sample on ceramic Green steel sheet and other side covered with laminated sheet. All four side covered with round aluminum section & four corner fitting by first quality ABS corner, with Slate Pen Packet & small duster. As per sample	Each 1 no. 3 Slate Totle 1 slate pen packed 1 small duster Total 5 item
14	Word in Card		Size 85x60 mm Made of 250 gam art card with 25 micron thermal lamination on both side & multicolour printing of one side. Packed in plastic Box size = 120x77x20mm As per sample	Each 1 no . Total 60 Nos. Set packed in a plastic box
15	Riddle		Size 130 x210 mm colour printing as per sample on 120 gsmartcard with 150x220mm, of 125 micron pouch lamination. As per sample	Each 1 Nos. Total 4 Nos. set



16	Alphabet Card		Size 70x92 Made of 250 gsm art card with 25 micron thermal lamination on both side & multicolour printing of one side. Packed in plastic box size = 120x77x20mm As per sample	Each 1 Nos. Total 26 Nos. set
17	Words Circle		Size 160 mm circle 2 pieces & 175 mm circle 2 pieces Made of PVC 0.7 mm thick sheet with multi colour printing. As per sample	Each circle Total 4 Nos. Set
18	Alphabet Word		Size 45 x 45 mm made of PVC sun board 2.5 mm thick with different colour First alphabet, second alphabet, number & numeric signs printed corner of square must be round cutting. Packed in plastic box size= 200x150x85 As per sample	Each 2 Nos. Total 134 Nos. set packed in a plastic box
19	Case Carrying Bag		Good quality cloth bag of appropriate size with chain and locking arrangement with handle strap and long hanging strap. Printed with NCERT logo. As per sample	01 No.
20	Kit manual		Kit manuals may be purchased from sales counter of Publication Division, NCERT, New Delhi. The price of all the kit manuals are ranging Rs.50 to 200/-	01 No.

**Primary Urdu Learning kit  
Technical Specifications**

<b>Sr No.</b>	<b>Items</b>		<b>Specification</b>	<b>Qty</b>
1	Urdu Lion Story		Size 210 x 293 mm color printing, on 180 gsm Artcard with 223x303 mm, of 125 micron pouch lamination. As per sample	Each 1 No. Total 4 Sheet
2	Playing Cards		Size 85 x 60 mm made of 250 gsmartcard with 25 micron thermal lamination on both side & multi colour printing of one side packed in a plastic box size 120x77x20mm As per sample	Each 1 No. Total 55 Nos set
3	Similar word and meaning Game		Size 218 mm made of PVC 0.7 mm thick sheet with multi colour printing in circle, with two transparent arrows fixed with reverse rivet. As per sample.	1 No.
4	Word and meaning Game		Size 218 mm made of PVC 0.7 mm thick sheet with multi colour printing in circle, with two transparent arrow fixed with reverse rivet. As per sample	1 No.
5	Braille chart		Size 455x303 mm A polypropylene 0.7 mm thick sheet with Braille & multi colour in first & second alphabet with English number printing on one side and packed in plastic tube both side covered, The ink should be ROHS certified, As per sample	1 No.
6	Picture and alphabet game		Size 218 mm made of PVC 0.7 mm thick sheet with multi colour printing in circle, with two transparent arrows fixed with reverse rivet. As per sample	1 No



7	Alphabet Word Tiles		Size 40 x 40 mm made of PVC sun board 2.5 mm thick printed with different colour alphabets. Corner of square must be round cutting, packed in plastic box. Size 145x90x72mm As per sample	Each 2 no. Total 84 Nos set.
8	Urdu Story		Size 210 x 293 mm colour printing, on 180 gsmartcard with 223 x 303 mm, of 125 micron pouch lamination, As per sample.	Each 1 no. Total 3 Nos. set
9	Urdu Poems		Size 200 x 282 mm made of 250 gmsartcard with 25 micron thermal lamination on both side & multi colour printing on one side & also fold to be given As per sample.	Each 1 no. Total 2 Nos set.
10	Urdu Festival Chart		Total size 750 x 500 mm made of flex Material with multi colour printing on one side with stick attached on top & bottom given along with hanging facility. As per sample.	Each 1 no. Total 1 No.
11	Urdu Riddle		Size 130 x 210 mm colour printing on 180 gsmartcard with 150 x 222 mm, of 125 micron pouch lamination, As per sample.	Each 1 nos. Total 6 Nos set.
12	Urdu Ludo suffix and prefix Game		Size. 465 x 460 mm white sheet four colour printing of ludo game pasted on card board in two part. Four sides PVC covered card board, on the front side transparent PVC & back side non transparent PVC with plastic counter (cone type) 4 piece in four different colours& two dice, with answer sheet pouch laminated, As per sample.	1 Set Total 8 Nos.

13	Speaking skill Game		Size 218 mm made of PVC 0.7 mm thick sheet with multi colour printing in circle, with two transparent arrows fixed with reverse rivet. As per sample.	Total 1 No.
14	Opposite word cards		Size 85x60 mm made of 250 gsm art card with 25 micron thermal lamination on both side & multicolor printing of one side packed in plastic box. Size 120x77x20 mm As per sample	Each 1 no. Total 12 card
15	Counting Ludo		Size. 567 x 560 mm white sheet four colour printing of ludo game pasted on card board in two part. Four sides PVC covered card board, on the front side transparent PVC & back side non transparent PVC. with plastic counters (cone type) 4 Piece in four different colours each & two dice. As per sample.	1 Set Total 19 Nos.
16	Initial and Final Sound		Size 180x230 mm one side permanent multi color printing as per sample on ceramic White steel sheet and other side covered with laminated sheet. All four side covered with round aluminum section & four corner fitting by first quality ABS corner. Along with white board marker Pen & small duster to be given, As per sample.	1 No. Board, 1 Marker pen, 1No. Small Duster Total 3 items
17	Anagram		Size 230x330x1.3 mm one side permanent multi color printing as per sample on ceramic Green steel sheet and other side covered with laminated sheet. All four side covered with round aluminum section & four corner fitting by first quality ABS corner. Along with slate Pen Packet & small duster to be given, As per sample.	1 board 1 Slate pen Packet 1 small duster Total 3 items



18	Word Puzzle		Size 175 x 125x 5.4 mm four color printing on one side MDF board. With ziro cutting packed in plastic box, with pouch laminated answer sheet. As per sample.	Each 1 No. Total 11 No. Set
19	Case Carrying Bag		Good quality cloth bag of appropriate size with chain and locking arrangement with handle strap and long hanging strap. Printed with NCERT logo. As per sample	01 No.
20	Kit manual		Kit manuals may be purchased from sales counter of Publication Division, NCERT, New Delhi. The price of all the kit manuals are ranging Rs.50 to 200/-.	1 No.

# PM SHRI SCHOOLS

## Framework

### on

## School Transformation

**Executive Summary**



## **PM SHRI Schools: Framework on School Transformation**

Pradhan Mantri Schools for Rising India (PM SHRI) is a centrally sponsored scheme for the development and upgradation of more than 14,500 schools across the country by strengthening select existing schools managed by Central Government/ State/ UT Government/ local bodies. 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. 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 aspects of the National Education Policy, 2020 and to emerge as exemplar schools in their regions. Schools will be incentivized to yield results and perform better through a funding mechanism that is tracked through quality parameters. A system of transparency and accountability will be created for the effective delivery of performance at the school level. These schools 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. Additionally, other schools in the district/block/cluster or nearby sub-locality will be encouraged to regularly visit the PM SHRI Schools to motivate them and learn from the interventions adopted in the PM SHRI schools to become exemplar schools themselves. This will help in handholding and collaboration, finally leading to a ripple effect for developing more exemplar schools every year across the country. More than 20 lakh students are expected to be the direct beneficiaries of the scheme. The scheme will also promote an understanding of various dimensions of the quality of school education and inform Policy, Practice and Implementation. The Scheme is proposed to be implemented over a period of 5 years w.e.f. 2022-23 to 2026-27. Some of the salient features of the PM Shri Programme include the following:

1. PM SHRI schools will provide 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.
2. PM SHRI schools will provide leadership to other schools in their respective regions by providing mentorship.
3. The PM SHRI Schools will be developed as Green schools, incorporating environmentally friendly aspects like solar panels and LED lights, nutrition gardens with natural farming, waste

management, plastic-free, water conservation and harvesting, the study of traditions/practices related to protection of the environment, climate change related hackathon and awareness generation to adopt a sustainable lifestyle.

4. 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.

5. 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.

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

7. Linkage with Sector Skill Councils and local industry for enhancing employability and providing better employment opportunities will be explored.

8. A School Quality Assessment Framework (SQUAF) has been developed, specifying the key Performance Indicators to measure outcomes. Quality evaluation of these schools at regular intervals will be undertaken to ensure the desired standards.

9. A PM SHRI portal has been developed by DoSE&L, MoE for implementation of the PM SHRI Scheme at [www.pmschools.education.gov.in](http://www.pmschools.education.gov.in). The school quality assessment taken by the PM Shri schools on the portal will depict their respective levels and further help districts and states to identify the poor and well-performing domains for each school and take action accordingly.

In order to ensure that the school provide high-quality education in an equitable, inclusive and joyful environment, the PM Schools will be built on six major pillars. These pillars will take care of the diverse background, multilingual needs, and different academic abilities of children and makes them active participants in their learning process. Since one of the primary objectives of PM SHRI is the development of exemplar schools based on the actualisation of NEP 2020, it derives its six pillars directly from the 9 chapters of NEP 2020, which are as follows:

**Pillar 1: Curriculum, pedagogy and Assessment-** Chapters 1, 2, 4 and 24 of NEP 2020.

**Pillar 2: Access and Infrastructure** - Chapters 3 and 7 of NEP 2020.

**Pillar 3: Human Resources and School Leadership** - Chapters 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

To actualise the scheme and set up PM Shri Schools a detailed guiding framework has been developed to assist school authorities to transform and enhance their schools to become exemplar schools. The PM SHRI framework is broken into three parts covering the core principles of the PM Shri Scheme, the Implementation and Programmatic Guidelines supporting the scheme and the Quality assessment framework used to meet set quality standards for PM SHRI schools. The framework has been prepared with the intention to provide the school ecosystem with the necessary tools and strategies through which they can create a stimulating learning experience. This framework has been developed keeping various stakeholders in mind and hence the purpose and ways to utilise this framework differs from user to user. Following is the summary of the three parts of the PM Shri Framework.

**PART 1: The Vision, Mission, Pillars and Selection Methodology** - 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 2: The Implementation and Programmatic Guidelines** - Lays out the programmatic and financial norms for each of the pillars mentioned above, along with suggestive activities and financial outlays to fulfil the norms. In particular, this section of the framework acts as a reference for suggestive actions that may be undertaken by schools and as a practical guide to aid the implementation of concepts to achieve school transformation.

**PART 3: The School Quality Assessment Framework** - Lays down School Quality Assessment Framework (SQAF) which has been developed for self-assessment by schools as well as by assessors nominated to review the quality of the provision, governance, and student learning outcomes of the school.

## Part 1: Vision, Mission, Pillars and Selection Methodology

Part 1 of the PM SHRI School framework lays out the theoretical aspects of PM SHRI Schools along with the six guiding pillars. The vision of the PM SHRI schools is to 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. 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.

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 are being considered. The selection of schools under the scheme will be done through Challenge Mode wherein Schools will compete for support to become exemplar schools. Selection would be done through a three-stage process with definite timelines. The three stages are as follows:

- a. **Stage-1:** States/UTs would sign MoU with the Centre laying down the commitments for supporting these schools for achieving specified quality assurance as PM SHRI schools.
- b. **Stage 2:** A pool of eligible schools selected as PM SHRI Schools would be identified based on the 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.

To form a deeper understanding of the ***Selection Flow, refer to section E on the Selection Methodology of the framework.***

Additionally, the PM SHRI Scheme will be implemented as a Centrally Sponsored Scheme by the Department through the State Implementation Society (SIS) established at the State/UT level for implementation of Samagra Shiksha. At the National level, the Governing Council (GC) headed by the Minister of Education and a Project Approval Board (PAB) headed by the Secretary, the Department of School Education and Literacy would also cater to the PM SHRI Schools. The flexibility to create any intervention and increase/decrease any norm in the scheme within the approved outlay will be subject to the approval of the Governing Council.



The PM SHRI schools will have convergence with existing schemes such as Samagra Shiksha; PM POSHAN; Integrated Child Development Scheme; Jal Jeevan Mission; National Child Labour Project; Scheme for Assistance to Disabled Persons; and School Health Programme.

The PM SHRI schools' scheme is based on the development of six major pillars derived from 9 chapters of NEP 2020. **The summary of the six pillars** is as follows:

**Pillar 1: Curriculum, Pedagogy and Assessments** (Chapters 1, 2, 4 and 24 of NEP 2020)

The curriculum, pedagogy and assessments of PM SHRI schools aim to equip students with agency and a sense of purpose, and the competencies they need, to shape their own lives and contribute to the lives of others, instead of focusing on rote memorisation. The purpose is to ensure that teaching and learning in these schools will be conducted more interactively and classroom sessions would be more fun, creative, collaborative, and exploratory.

**Pillar 2: Access and Infrastructure** - (Chapters 3 and 7 of NEP 2020)

PM SHRI schools aim to provide a learning atmosphere to every student where they can acquire maximum knowledge and skills to grow as a responsible individual. 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 in their schools. This pillar aims to ensure the upgradation or enlargement of the schools that already exist, building additional quality schools in areas where they do not exist, and providing safe and practical conveyances, especially for the girl children, and/or hostels so that all children have the opportunity to attend a quality school of the appropriate level.

**Pillar 3: Human Resources and School Leadership** - (Chapters 5 and 15 of NEP 2020)

Given the rapid advancements in education, it is critical to train teachers with the latest trends in curriculum and pedagogy, assessments etc. This dynamism in the education system requires teachers to be lifelong learners who receive period training and upskilling opportunities. Teachers are also key enablers in the education ecosystem. Further, school leadership development has become one of the key levers for improving the quality of education. Therefore, this pillar aims to enable PM SHRI schools to provide the necessary support in terms of onboarding as well as support and training programs during their tenure as an educator.

**Pillar 4: Inclusive Practices and Gender Equity** - (Chapter 6 of NEP 2020)

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. Accordingly, this pillar aims to ensure that PM SHRI schools achieve excellence in Inclusive Practices and Gender Equity.

**Pillar 5: Management, Monitoring and Governance - (Chapter 8 of NEP 2020)**

The PM SHRI Schools should ensure a robust management, monitoring and governance system for examining the impact of school transformation. It includes exploring the convergence that the PM SHRI schools have with existing schemes, planning mechanisms, resource management, and other managerial aspects along with the monitoring and evaluation mechanisms in place. This pillar aims to ensure that adequate and relevant management, monitoring and governance mechanisms are in place.

**Pillar 6: Beneficiary Satisfaction - (Chapter 8 of NEP 2020)**

The quality of schools in PM SHRI Schools should be evaluated by the role and effectiveness of different stakeholders who are involved in the education system - Principals, Teachers, Students, Parents and the Community. The convergence of roles and responsibilities undertaken by these stakeholders in PM SHRI Schools would play an important role in school transformation. This pillar provides guidelines to ensure the same.

***To form a deeper understanding of this section, refer to Part 1 of the PM SHRI School Framework which covers the Vision and Mission Statement of the PM SHRI Schools, the Quality Assurance of PM SHRI Schools and the Selection Methodology that will be followed to select the PM SHRI Schools and the six important pillars.***

**Part 2: Programmatic and Financial Norms**

The Programmatic and Financial Norms in the PM SHRI Framework have been created to act as suggestive norms and activities that can guide schools to accomplish various tasks under each of the 6 pillars of the PM SHRI schools. In order to achieve transformation across these six pillars, further detailed subdomains have been created covering diverse aspects like Provision for Children with Special Needs (CwSN), ICT & Digital Initiatives, Green School, Capacity building through DIETs, Self Defence training for girls, Transport/Escort facility, Community participation including training of SMC/SMDC and so on. **It may be noted that financial support to salaries of Teachers and Non-Recurring/recurring grant to KGVBs and Residential Schools/hostels for PM SHRI Schools would be provided under Samagra Shiksha scheme as per norms.**

The proposed norms for each section include very detailed Programmatic norms which are indicative areas where actions can be taken. It also provides an outlay of the financial norms and budget allocation for each school mapped to each Programmatic norm. In order to support schools to portray what it looks like, in action, suggestive action items are also provided along with Key Standards to measure the achievement of a particular sub-domain.

However, the school will have complete flexibility on the aspect of the transformation they want to focus on particularly. For example, about **40% of the budget will be allocated as innovative/flexible funds, which would be used as per the specific requirement and aspiration of a particular school.** PAB would approve innovative funds based on the viable proposals of the schools, duly recommended by the States/UTs. This fund could be claimed for school-specific projects to create and nurture holistic and well-rounded individuals equipped with key 21st-century skills such as critical thinking, creativity, scientific temper, communication, collaboration, multilingualism, problem-solving, ethics, social responsibility, digital literacy and multiple more. These Programmatic and Financial Norms can be modified/changed as per State/UT/KVS/NVS requirements and local context. The Ministry/ Governing Council (GC) will have the flexibility to create any interventions and increase/decrease any norms in the scheme within the approved financial outlay at Program Approval Board (PAB) stage.

The Programmatic and Financial Norms Section of the framework covers how transformations across the 6 pillars can be brought to life within the school environment. ***To form a deeper understanding of this section, refer to Part 2 of the PM SHRI School Framework which explains the programmatic and financial norms that may be followed for the transformations across the six pillars that can be brought to life within the school environment.***

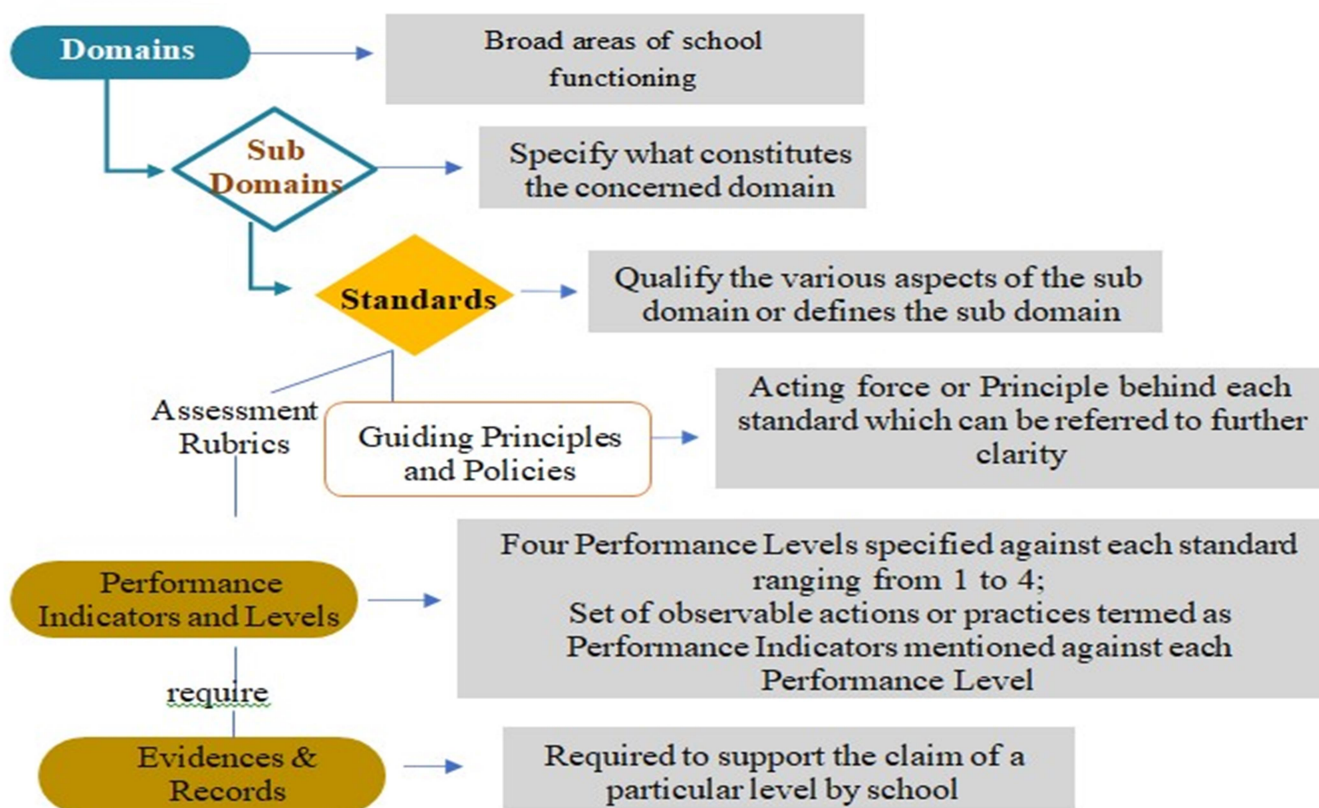
### **Part 3: School Quality Assessment Framework**

Part 3 of the framework further provides guidelines for quality assessment for all 6 pillars of the PM SHRI schools. The school quality assessment is to help answer the question 'How good is our school? Its findings are meant to be understood by the students, parents, teachers, leaders, and policy planners in the school education community. The School Quality Assessment is to further the National Education Policy 2020's goal to make education of good quality available, accessible, and affordable to all school-going age persons.

The challenge of improving any school is met by the school itself supported by the local community, with appropriate support from district and state authorities and the reporting

structure of the SQAF has been designed to provide objective feedback to the school and the system. Essentially, SQAF aims to improve the quality of the education system in the PM SHRI schools by building the capacities of stakeholders at the school, district, and state levels; transforming the system into one that is responsive and committed to the learning needs of students and to ensure enhanced student learning.

Standards and Performance Indicators are at the centre of the SQAF. The standards have been set in six different domains (6 pillars of PM SHRI Schools) of school functioning. Each domain is further subdivided into sub-domains detailing the areas under them. Performance Indicators have been mentioned against each sub-domain which indicate the observable actions or practices in response to that particular Standard. Schematically the structure of SQA Framework may be understood through following graphical organizer:





The key elements highlighted from macro to micro level in above graphical organizer are further detailed below:

<b>Domain</b>	SQA Framework rests on domains or the key performance areas of school which ensure school effectiveness.
<b>Sub Domain</b>	<ul style="list-style-type: none"> <li>• Specifies what constitutes each domain</li> <li>• Ensures uniformity in understanding and interpretation across all users and stakeholders</li> </ul>
<b>Standards/ Benchmarking Statements</b>	<ul style="list-style-type: none"> <li>• Standard is benchmarking statement under the sub domain. It is a rule or principle that is used as a basis for judgment.</li> <li>• In School Quality Assessment Framework, standards are the benchmarking statements expressed in terms of behaviours and attributes of practices of an effective and well-functioning school.</li> </ul>
<b>Performance Levels, Performance Indicator and Rubrics</b>	<p>Performance Levels, Performance Indicators and Rubrics answer the following questions:</p> <ul style="list-style-type: none"> <li>• How School would be assessed on each standard?</li> <li>• How to determine where school stands on each standard so that school may aspire for continual improvement?</li> <li>• How to determine appropriate performance level on standard for school?</li> </ul>
<b>Score</b>	Against each standard, Performance levels have been specified ranging on a four-point scale.
<b>Record/ Evidence</b>	Against each standard, set of records and evidences have been specified which support that observable actions or practices are happening in school as per requirements specified for performance levels of concerned standard. (Availability of documents at all levels: 5+3+3+4 is preferred)
<b>Policy/ Reference Document</b>	Against each standard, policy or reference documents are mentioned which are the acting force or principles behind the concerned standard.

*To form a deeper understanding of this section, refer to Part 3 the PM SHRI School Framework which elaborates on the School Quality Assessment Framework and explains the importance, purpose and structure of the framework.*



शिक्षा मंत्रालय  
MINISTRY OF  
EDUCATION

# **PM SHRI SCHOOLS**

## **FRAMEWORK ON SCHOOL TRANSFORMATION**



### **Part 1**

**Vision, Mission, Pillars and Selection Methodology**

# PM SHRI SCHOOLS

## Framework on School Transformation

### Part 1

Vision, Mission, Pillars and Selection Methodology



सत्यमेव जयते

**Ministry of Education**  
Government of India

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## **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 aspects of 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 themselves

# PART I

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

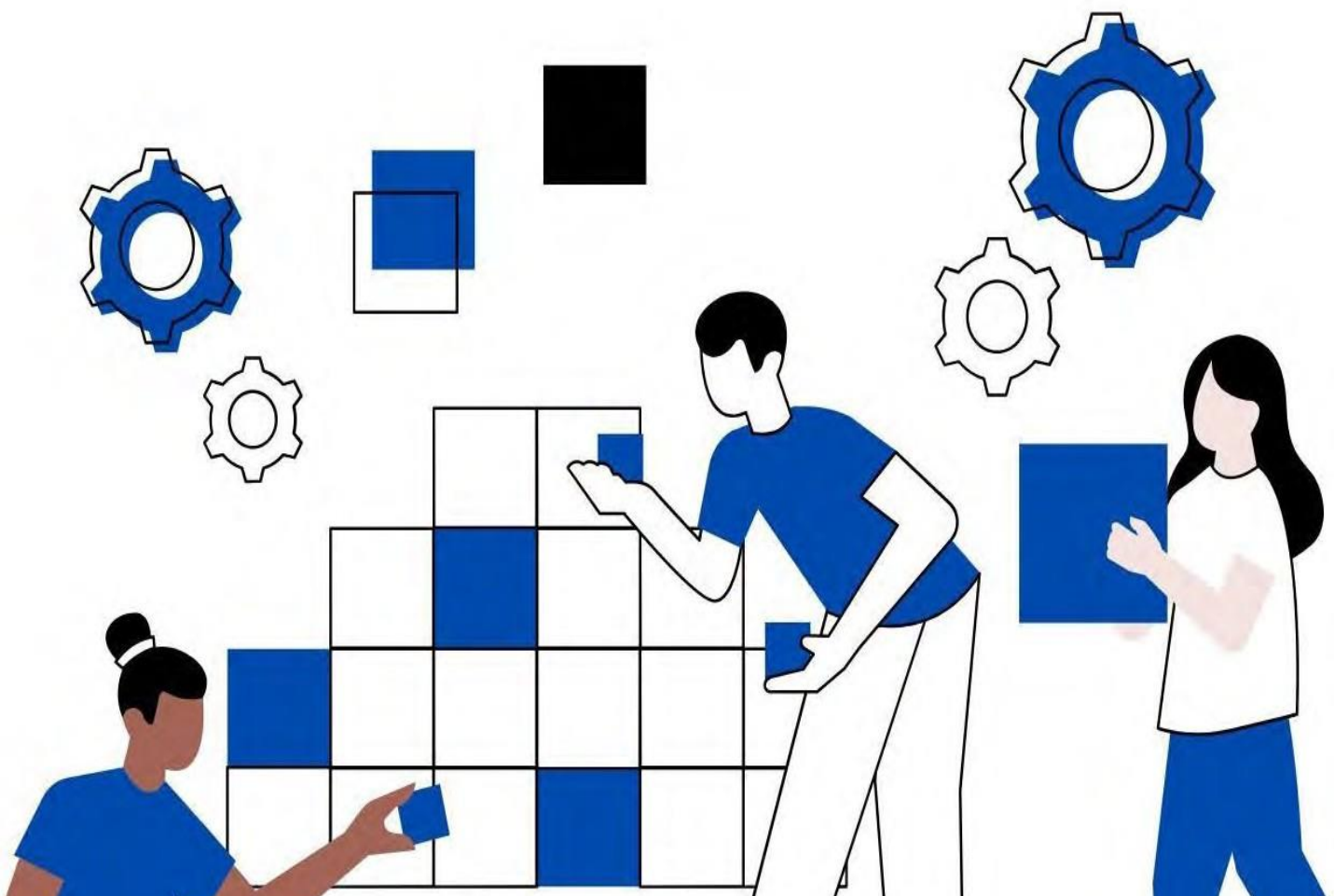


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Part 1 covers Vision and Mission Statement of the PM SHRI Schools, Quality Assurance of PM SHRI Schools and the Selection Methodology that will be followed to select the PM SHRI Schools. It further explains the 6 important pillars of PM SHRI schools 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:

- 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
- 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.
- 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:

- The school should have its own pucca building in good condition.
- 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
<b>Total</b>		<b>168</b>

### 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

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
<b>Section-B: Teaching Staff and Capacity Building</b>							
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
<b>Section-C: PM Poshan Scheme (Only for Elementary Classes)</b>							
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
<b>Section-D: Learning Outcomes, Learning Enhancement Program, Pedagogy</b>							
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



	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
<b>Section – F: Green Initiatives/ Activities by School</b>							
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
<b>Section – G: Commitment of Stakeholders</b>							
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 self-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.



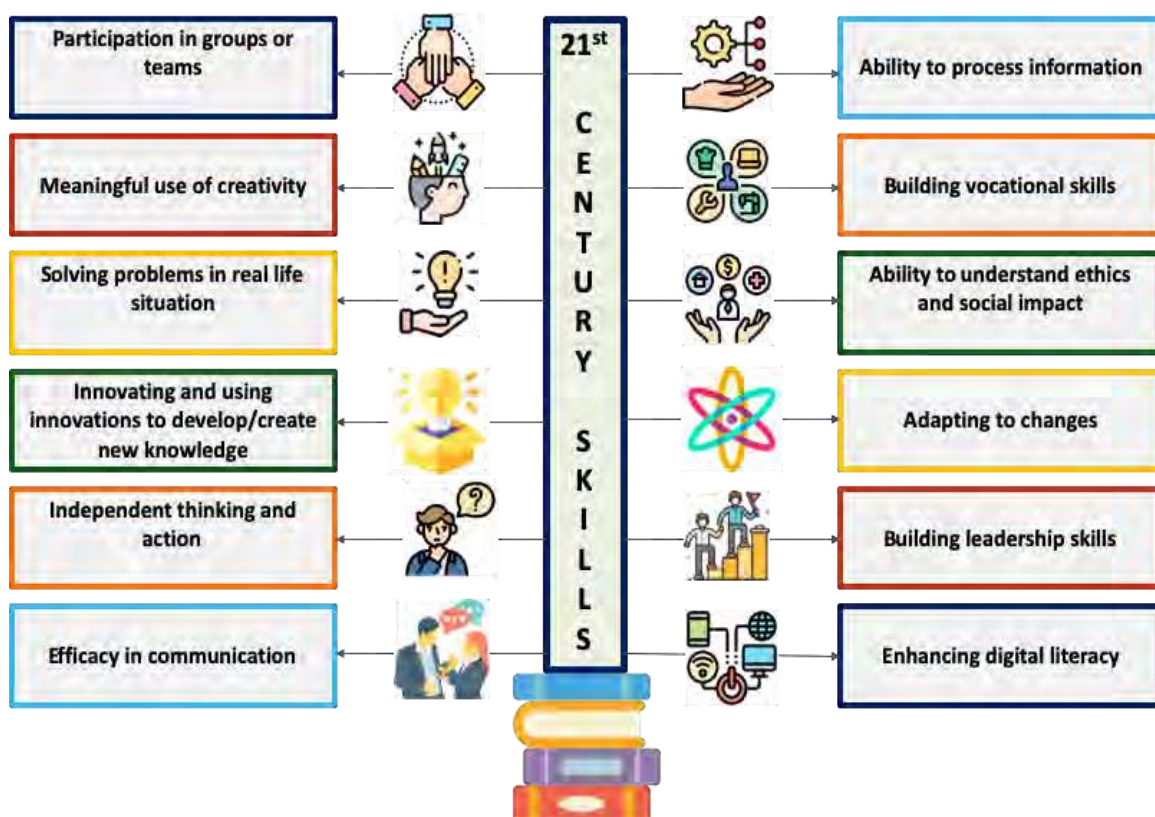


Figure 1: 21st-century skills<sup>1</sup>

- 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<sup>2</sup> - The Cognitive Domain

<sup>1</sup> [21st Century Skills Handbook – details in Chapter on “Resources” in Part 4](#)

<sup>2</sup> [\(PDF\) Three Domains of Learning: Cognitive, Affective and Psychomotor](#)

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

**Para 4.35 of NEP states** – “The progress card will be a holistic, 360-degree, multidimensional report that reflects in great detail the progress as well as the uniqueness of each learner in the cognitive, affective, and psychomotor domains.”



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.

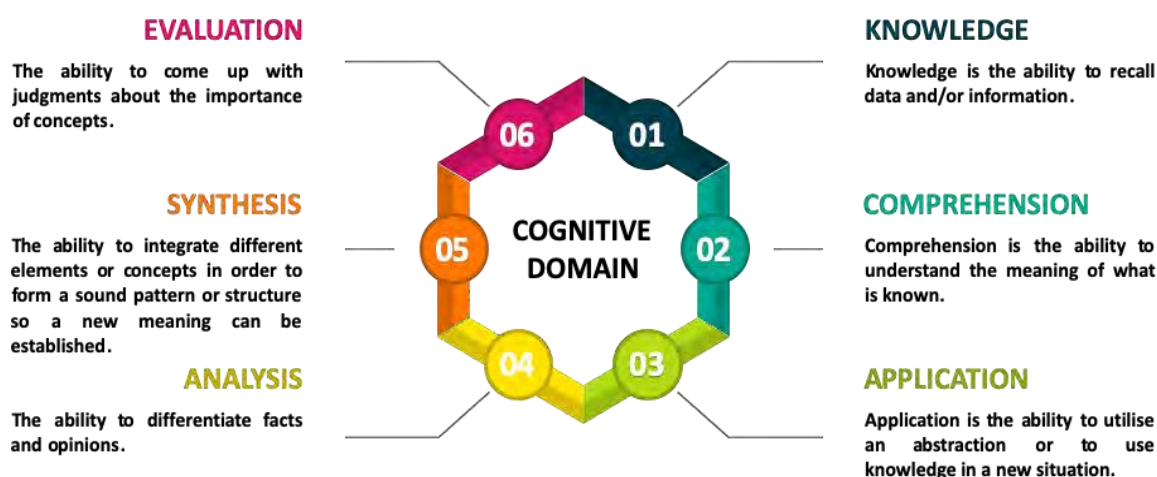


Figure 3: Levels of Cognitive Domain

**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.

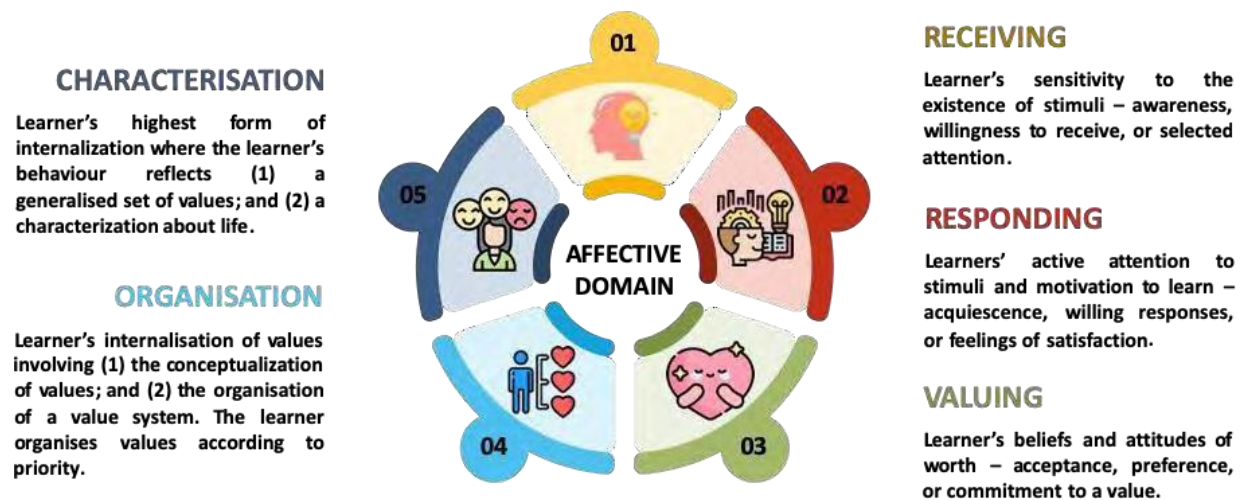


Figure 4: Categories within Affective Domain

### 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.

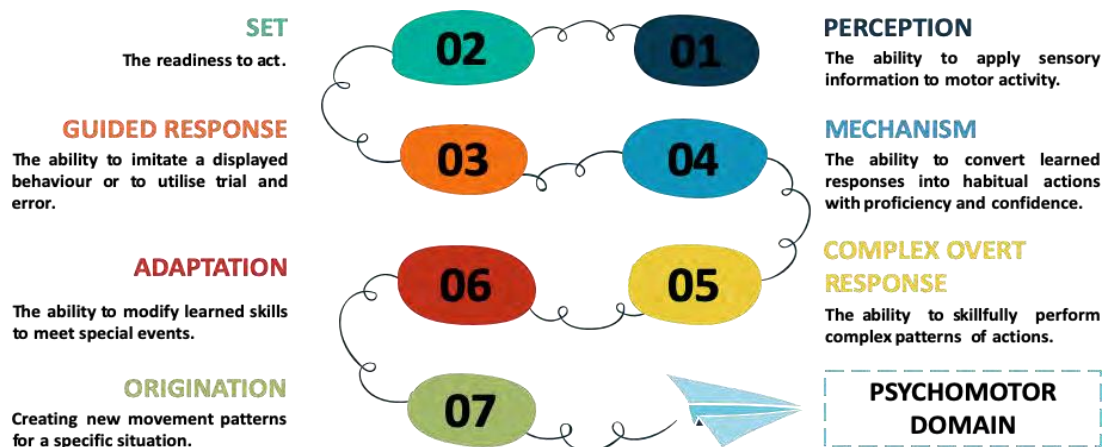


Figure 5: Categories within Psychomotor Domain

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<sup>3</sup> 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.

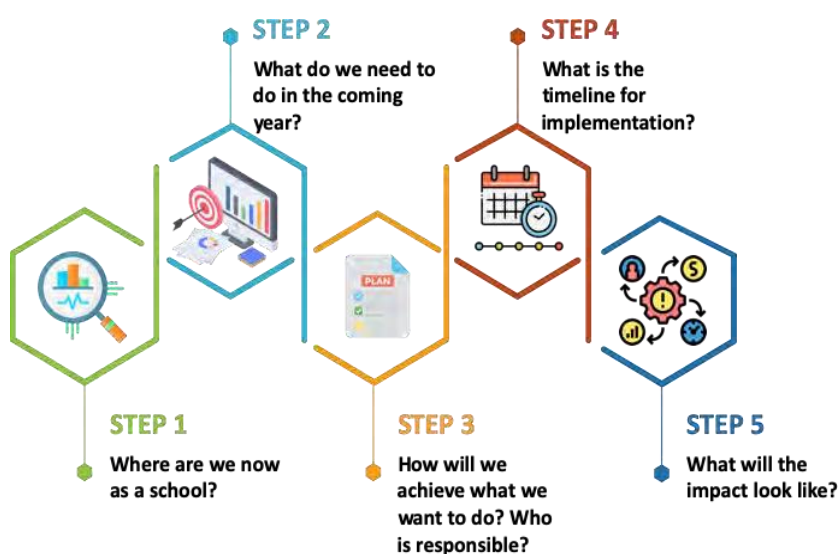


Figure 6: Steps to develop the Annual Holistic Development Plan

<sup>3</sup> [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<sup>4</sup>

## 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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<sup>4</sup> [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-

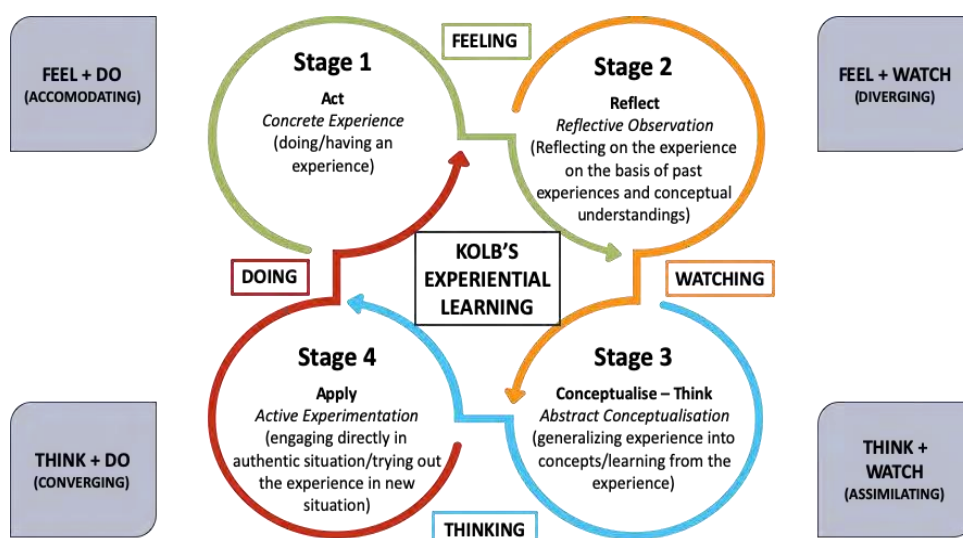


Figure 8: David Kolb's experiential learning cycle

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<sup>5</sup> 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.



Figure 9: Steps to embedding arts with subjects

<sup>5</sup> 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<sup>6</sup> and/or CBSE's handbook on Art Integrated Learning<sup>7</sup> 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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<sup>6</sup> [Guidelines Art Integrated Learning](#)

<sup>7</sup> [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.

- 0 **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<sup>8</sup> 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 21<sup>st</sup> 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 –

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<sup>8</sup> [NCERT - Toys, Games as Component of Play-based Pedagogy](#)



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<sup>9</sup>.

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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<sup>9</sup> [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).<sup>10</sup> Tribal knowledge and indigenous ways of learning should

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<sup>10</sup> [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<sup>11</sup> 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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<sup>11</sup>[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.

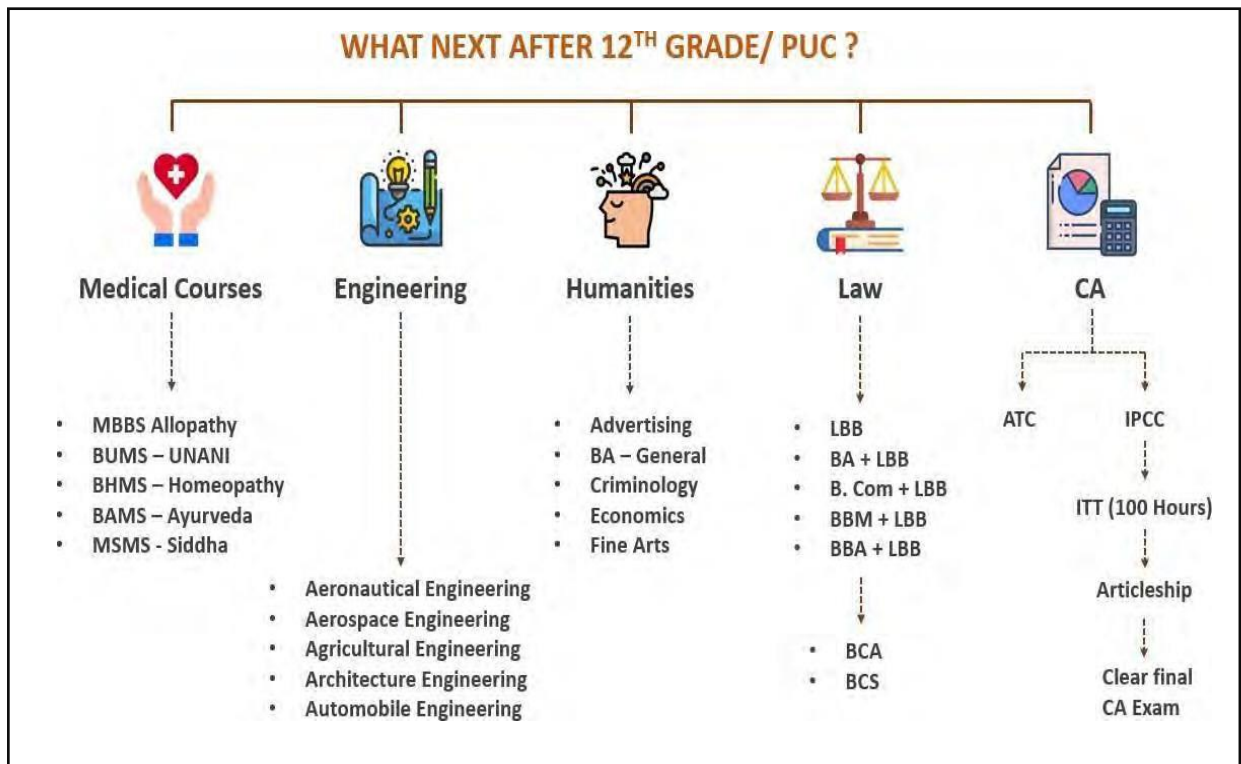


Figure 11: Sample Career Pathways

- 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:

- Developmental Goal 1: Children Maintain Good Health and Well being
- 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<sup>12</sup>. Kindly refer to the NIPUN Bharat Lakshya attached below for a detailed understanding.

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

	<b>Balvatika or Age 5-6</b>
<b>Oral Language</b>	<ol style="list-style-type: none"> <li>1. Talks to friends and teachers</li> <li>2. Sings Rhymes/poems with understanding</li> </ol>
<b>Reading</b>	<ol style="list-style-type: none"> <li>1. Looks at books and attempts reading the story with the help of pictures</li> <li>2. Begins to point out and recognize some familiar repeated words (sight words or words on containers/food wrappers)</li> <li>3. Recognises letters and corresponding sounds</li> <li>4. Reads simple words comprising of at least 2 to 3 alphabets.</li> </ol>
<b>Writing</b>	<ol style="list-style-type: none"> <li>1. Imitates act of writing during play Begins to form recognizable letters</li> <li>2. Scribbles/draws and paints for self-expression. letters</li> <li>3. Uses a pencil and holds it properly to form recognizable</li> <li>4. Recognizes and writes his/her own first name</li> </ol>
<b>Numeracy</b>	<ol style="list-style-type: none"> <li>1. Counts objects and correlates numerals up to 10</li> <li>2. Recognizes and reads numerals up to 10</li> <li>3. Compares two groups in terms of number of objects and uses words like more than/less than/ equal to etc.</li> <li>4. Arranges numbers/objects/shapes/occurrence of events in a sequence</li> <li>5. Classifies objects based on their observable characteristics and communicates the criteria of classification</li> <li>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</li> </ol>

<sup>12</sup> [NIPUN BHARAT GUIDELINES - Book](#)

	<b>Class 1 or Age 6-7</b>
<b>Oral Language</b>	<ol style="list-style-type: none"> <li>1. Converses with friends and class teacher about her needs, surroundings</li> <li>2. Talks about the print available in the classroom</li> <li>3. Recites rhymes/poems/songs with action</li> </ol>
<b>Reading</b>	<ol style="list-style-type: none"> <li>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</li> <li>2. Uses sound symbol correspondence to write words with invented spellings.</li> <li>3. Reads small sentences consisting of at least 4-5 simple words in an age appropriate unknown text</li> </ol>
<b>Writing</b>	<ol style="list-style-type: none"> <li>1. Develops familiarity with matras in the words occurring in familiar contexts (story/poems/environment print etc.)</li> <li>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</li> </ol>
<b>Numeracy</b>	<ol style="list-style-type: none"> <li>1. Counts objects up to 20</li> <li>2. Reads and writes numbers up to 99</li> <li>3. Using addition and subtraction of numbers up to 9 in daily life situations</li> <li>4. Observes and describes physical properties of 3D shapes (solid shapes) around him/her like round/flat surfaces, number of corners and edges etc.</li> <li>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.</li> <li>6. Creates and recites short poems and stories using ses and numbers</li> </ol>

	<b>Class 2 or Age 7-8</b>
<b>Oral Language</b>	<ol style="list-style-type: none"> <li>1. Converses and talks about the print available in the classroom</li> <li>2. Engages in conversation to ask questions and listens to others.</li> </ol>

	<ol style="list-style-type: none"> <li>3. Recited songs/poems</li> <li>4. Repeats familiar words occurring stones/poems/print etc.</li> </ol>
<b>Reading</b>	<ol style="list-style-type: none"> <li>1. Reads and narrates/re-tells the S from children's literature/textbook</li> <li>2. Makes new words from the letters of a given word</li> <li>3. Reads age-appropriate unknown text of 8-10 sentences with simple words with appropriate speed (approximately 45 to 60 words per minute correctly) comprehension, and clarity.</li> </ol>
<b>Writing</b>	<ol style="list-style-type: none"> <li>1. Writes short/simple sentences correctly to express herself</li> <li>2. Recognizes naming words, action words and punctuation marks</li> </ol>
<b>Numeracy</b>	<ol style="list-style-type: none"> <li>1. Reads and writes numbers up to 999</li> <li>2. Uses addition and subtraction of numbers up to 99, sum not exceeding 99 in daily life situations</li> <li>3. Performs multiplication as repeated addition and division as equal distribution/sharing and constructs multiplication facts (tables) of 2, 3 and 4x</li> <li>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</li> <li>5. Identifies and describes 2-D shapes like rectangle, triangle, circle, oval etc.</li> <li>6. Uses spatial vocabulary like far/near, in/out, above/below, left/right, front/behind, top/bottom etc.</li> <li>7. Creates and solves simple riddles using numbers and shapes</li> </ol>

	<b>Class 3 or Age 8-9</b>
<b>Oral Language</b>	<ol style="list-style-type: none"> <li>1. Converses with clarity using suitable vocabulary in home/ school language</li> <li>2. Talks about the print available in the classroom</li> <li>3. Engages in conversation to ask questions, narrate experiences, listens to others, and respond</li> <li>4. Recites poems individually and in group with intonation and modulation of voice.</li> </ol>

<b>Reading</b>	<ol style="list-style-type: none"> <li>1. Finds information in familiar books/textbooks</li> <li>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</li> <li>3. Reads and follows instructions given in the text</li> <li>4. Can answer at least 3 out of 4 questions based on reading of an age-appropriate unknown story/paragraph of B-10 sentences.</li> </ol>
<b>Writing</b>	<ol style="list-style-type: none"> <li>1. Writes short messages for different purposes</li> <li>2. Uses action words, naming words and punctuation marks for writing</li> <li>3. Writes grammatically correct sentences</li> <li>4. Writes short paragraphs and short stories on her/his own with grammatically correct sentences.</li> </ol>
<b>Numeracy</b>	<ol style="list-style-type: none"> <li>1. Reads and writes numbers up to 9999</li> <li>2. Solves daily life problems using addition and subtraction of numbers up to 999, sum not exceeding 999</li> <li>3. Constructs and uses multiplication facts (tables) of numbers 2 to 10 and uses division facts</li> <li>4. Estimates and measures length/distance, weight and capacity using standard units like m, km, q, kg, litres etc.</li> <li>5. Identifies and relates basic 2D shapes with 3D shapes (solid shapes) and describes their properties like faces, number of edges and corners etc.</li> <li>6. Identifies a particular date and corresponding day on a calendar; reads time on a clock in hours and half hours</li> <li>7. Identifies half, one-fourth, three-fourth of a whole and in a collection of objects</li> <li>6. Identifies, extends, and communicates rules for simple patterns on numbers, events, and shapes</li> </ol>

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:



- 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.”

- All defined goals that are to be achieved by the class – should be exhibited in the class through charts/posters.
- Toys, Games, Sports, Puzzles, Quizzes, Worksheets/workbooks, Storybooks etc. to be used extensively.
- 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.
- 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.
- Capacity building of Teachers and development of Teachers Resource Material should be undertaken under NIPUN Bharat Mission.
- Foundational Literacy and Numeracy (Teaching Learning Material (TLM) specific to the context of the state/district/local area should be made available.
- 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 (SQUAF) 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:

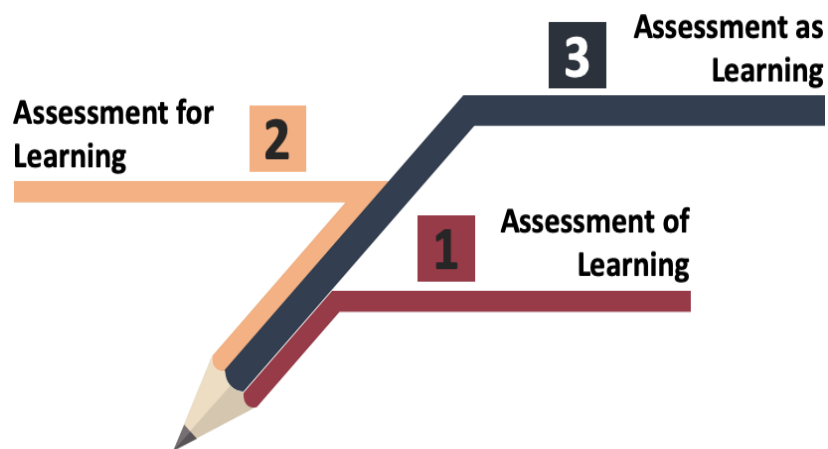


Figure 12: Three types of Assessment

**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<sup>13</sup> and a bad assessment would be

<sup>13</sup> [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:

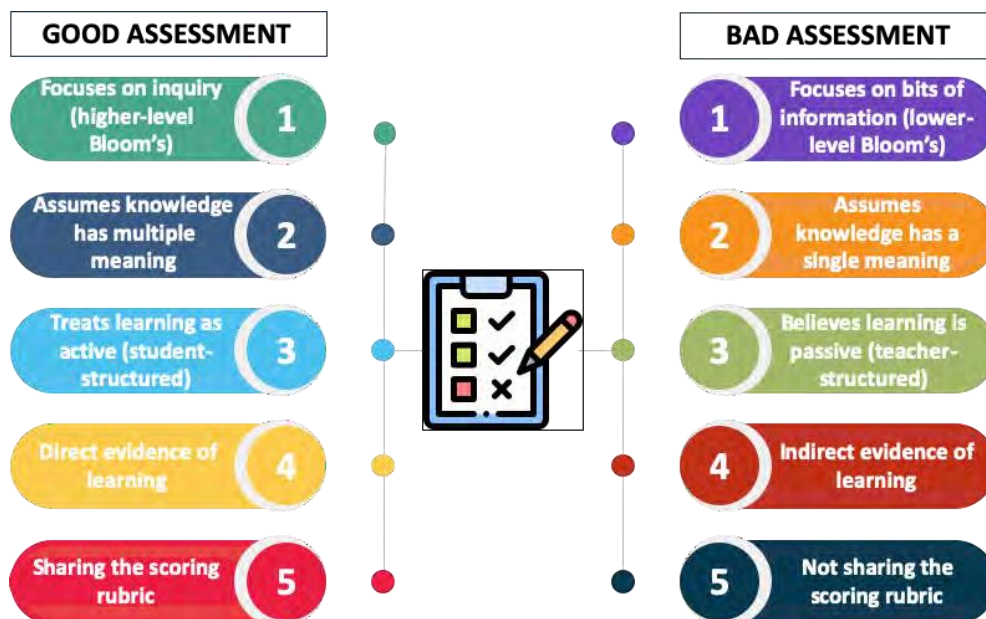


Figure 13: Distinction between a Good and a Bad Assessment

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 framework are particularly important for a test developer or paper setter:<sup>14</sup>

- Establishing the fundamental purpose of the test

<sup>14</sup> [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.

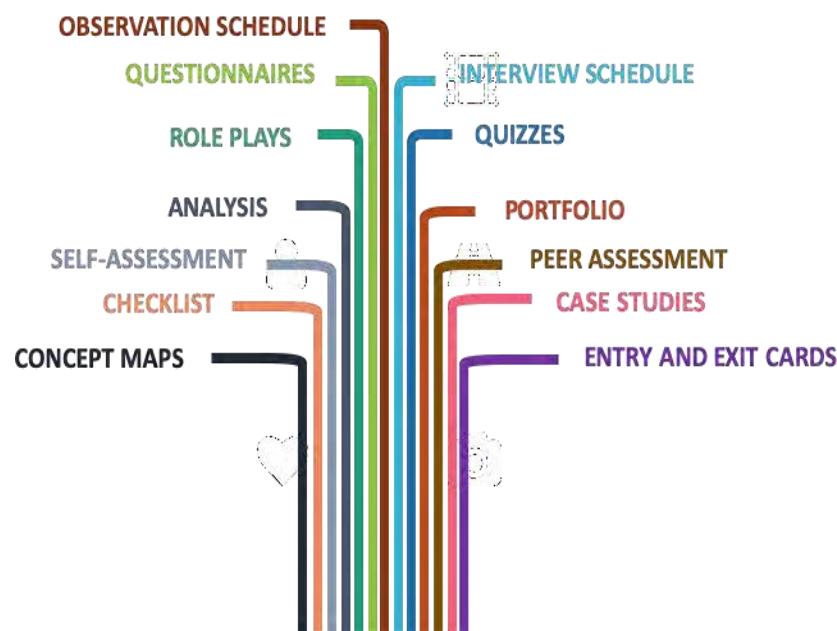


Figure 14: Different tools for assessment

#### 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 comprise 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 -

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

**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<sup>15</sup> 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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<sup>15</sup> [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.”



**Para 3.3 of NEP states that –** “The second is to achieve universal participation in school by carefully tracking 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.”

## **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 -

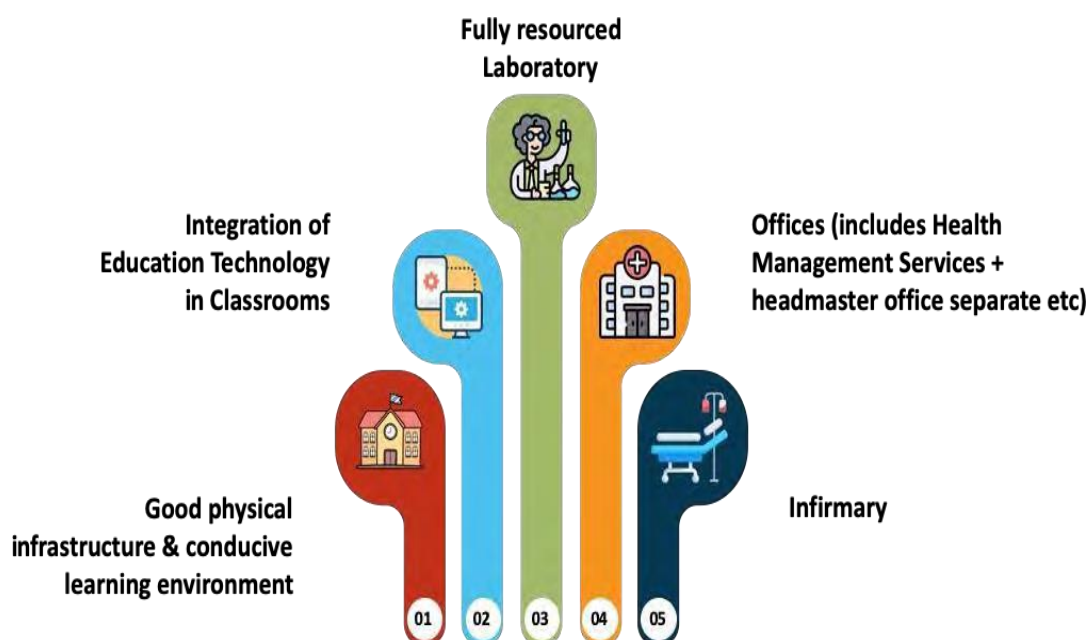


Figure 16: Aspects of developing best in-class infrastructure

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

<sup>16</sup> [Harmonised Guidelines & Standards for Universal Accessibility in India 2021 - MOHUA](#)

- The School should be equipped with a Public Address System and a central announcement system.
  - Cycle stands for students and vehicle parking for teachers should be available, as per requirement.
  - A complaint or suggestion box should be installed for students, parents and other stakeholders.
  - 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.
  - 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**
    - 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
    - The optimum number of students should be 40 in each section.
    - Classrooms should be sufficiently ventilated.
    - Classrooms should have boards for essential information and for displaying the works of students.
    - Dustbins should be placed at the back of the Classrooms.
- **Furniture**
    - 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.
    - Paint containing lead must not be used on any furniture or fixture.
    - 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**
    - Every PM SHRI school should ensure rooms primarily meant for use by staff during non-teaching school hours.
    - The key factor to determine the size of the staff room is the number of teachers working in the school.
    - 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:

- **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.

- **Furniture**

- 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.
- 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.
- **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.
- **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.
- **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.
- **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.
- **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.
- **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.

- **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**
  - **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.
  - **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.
  - **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.
  - **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.

- **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.

- **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.

- **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.

- **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.

- **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.

- **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**

- 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.
- 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.

- **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**

- **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.

- **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.

- **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.

- **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. Infirmiry**

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 infirmiry:

- **Space**

There should be an infirmiry 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 infirmiry 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 infirmiry. There should be additional chairs for any supporting staff in the infirmiry, as well.

- **Medical stock**

The infirmiry 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-based learning, 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<sup>17</sup>.

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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<sup>17</sup> [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

- 0 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 -

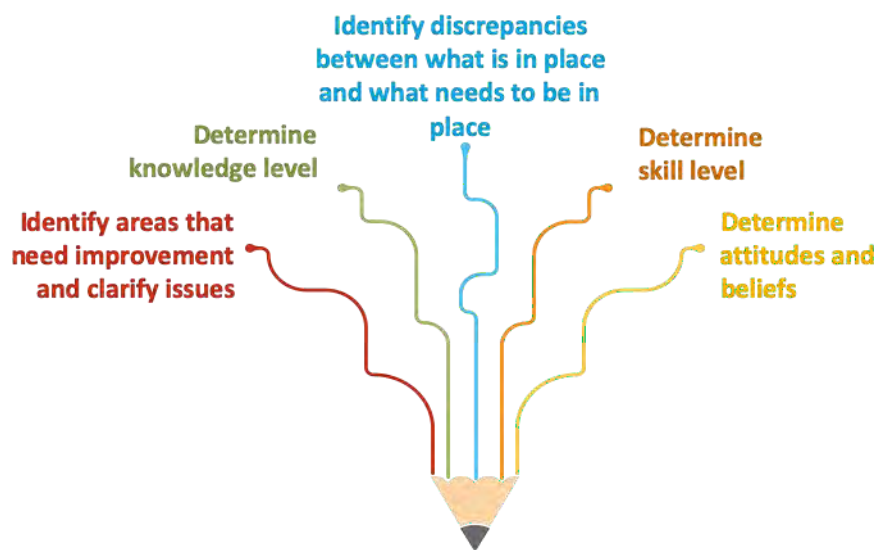


Figure 17: Information provided by a Needs Analysis

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) <sup>18</sup> -

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

<sup>18</sup> [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	<ul style="list-style-type: none"> <li>Easy to administer</li> <li>Inexpensive</li> <li>Less time consuming</li> <li>Reaches large number or respondents</li> </ul>	<ul style="list-style-type: none"> <li>Doesn't allow for clarification of questions</li> <li>Provides limited answer choices</li> </ul>
Interview	<ul style="list-style-type: none"> <li>Allows personal</li> </ul>	<ul style="list-style-type: none"> <li>Small number of</li> </ul>

	<ul style="list-style-type: none"> <li>interaction</li> <li>Obtains in-depth information</li> <li>Can be conducted in person or on the phone</li> </ul>	<ul style="list-style-type: none"> <li>respondents</li> <li>Time-consuming</li> <li>Can be difficult to analyse</li> </ul>
Focus Groups	<ul style="list-style-type: none"> <li>Allows personal interaction</li> <li>Obtains in-depth information</li> <li>Generates a group dynamic where interaction can yield richer conversations</li> <li>Provides ability to observe nonverbal cues</li> </ul>	<ul style="list-style-type: none"> <li>Can be expensive</li> <li>Difficult to generalise</li> <li>Time-consuming</li> <li>Needs experienced moderator</li> <li>Generates a group dynamic where participants may be less likely to speak in front of others</li> </ul>
Key Informant Interview	<ul style="list-style-type: none"> <li>Obtains key insights/knowledge from informants</li> <li>Better ensures that minority or less visible audiences are included</li> <li>Can help establish rapport</li> </ul>	<ul style="list-style-type: none"> <li>May overlook other perspectives</li> <li>Requires interviewers to know who would make good informants</li> <li>Not representative</li> <li>Gives more room for biased data</li> </ul>

### 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
<b>What should be assessed?</b> (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)	
<b>Which data collection format is the most suited in this case?</b> (survey questionnaires, interviews, focus groups, or key informant interviews)	
<b>Will more than one format be utilised for data collection?</b> (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)	
<b>What question format is best for gathering information?</b> (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<sup>19</sup> using the information obtained from the needs assessment ("Optional Teacher Professional Development Plan (PDP) Template and Sample PDP", 2014).

<sup>19</sup> [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<sup>20</sup>. 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 -

<sup>20</sup> [\[PDF\] 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<sup>21</sup>, 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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<sup>21</sup> [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
- 21<sup>st</sup> 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 -

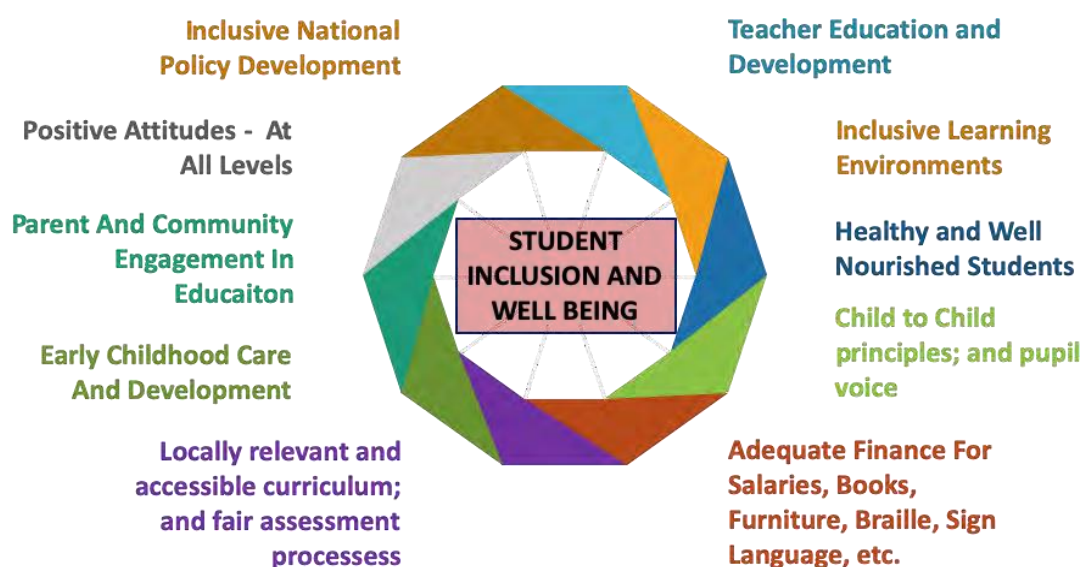


Figure 19: Key features of Student Inclusion and wellbeing

For more information, CBSE's handbook on Inclusive Education<sup>22</sup> may be referred.

#### 4.2. Action points

The actionable to ensure inclusive practices are as follows –

<sup>22</sup> [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, Higher Education 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 -

- 0 **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.

- 0 **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.<sup>23</sup> 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<sup>24</sup> (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<sup>25</sup> 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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<sup>23</sup> [Handbook of Inclusive Education](#)

<sup>24</sup> [Index for Developing Inclusive Schools](#)

<sup>25</sup> [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<sup>26</sup> that may be adopted in the classroom to support such children -

- **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.
- **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.
- **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.
- **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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<sup>26</sup> [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 –

- i. General Student Data
- ii. Attendance
- iii. Curricular Performance
- iv. Physical and Mental health indicators
- v. 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<sup>27</sup> and the Guidelines for Children of Migrant Labourers<sup>28</sup> 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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<sup>27</sup> [Guidelines for Out of School Children and mitigation of loss of learning](#)

<sup>28</sup> [Guidelines for State and UTs for continuing education of children of migrant labourers](#)

## Chapter 5

### Management, Monitoring and Governance

*“NEP proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4, while building upon India’s traditions and value systems.”*

- **National Education Policy, 2020**

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)

- Stories and imagery of them 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 -**

- Communications should be directed towards both fathers and mothers, even if, in general, the school communicates with only one of the parents.
- Communicate clearly and coherently, and on a regular basis
- 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.
- Involve parents in their children's education and acknowledge their involvement
- Reach more often to vulnerable students and families
- 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:**

- 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.
- 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.
- 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.
- 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.
- 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:

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

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

- A conducive atmosphere may be created in schools for teachers.
- Regular Teacher Professional development programme, in-service training, conference, workshop and seminars
- A united salary structure should be made for all categories of teachers within the education sector.
- Autonomy for classroom transaction and assessment.
- Formation of Teacher circles, subject-wise teacher circles, etc in all schools.
- Handholding of teachers by HEIS
- Provide a platform for the exchange of best practices.
- Provision for computer Literacy, digital education
- Transparent Transfer policy
- Administration of rewards, and appreciation incentives for jobs done well.
- Teacher Self-evaluation (PINDICS)
- 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<sup>29</sup>

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<sup>29</sup> [Vidya Amrit Portal](#)



**Continued assistance over a period of five years to develop these schools into PM SHRI schools shall depend upon the improvements shown in performance in SQAF to be developed specifically for this scheme and in Key Performance Indicators of Samagra Shiksha.**

#### **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 -

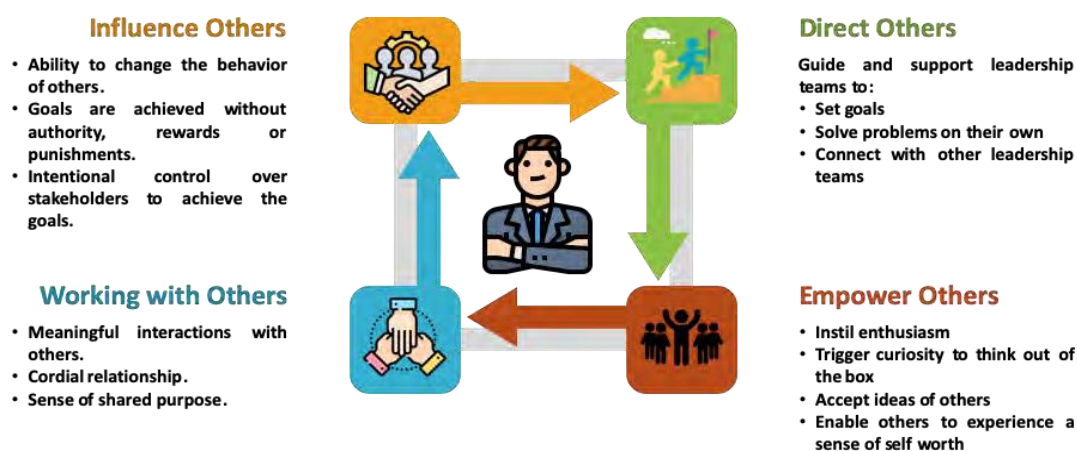


Figure 22: Core functions of a principal

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<sup>30</sup> 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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<sup>30</sup> [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:

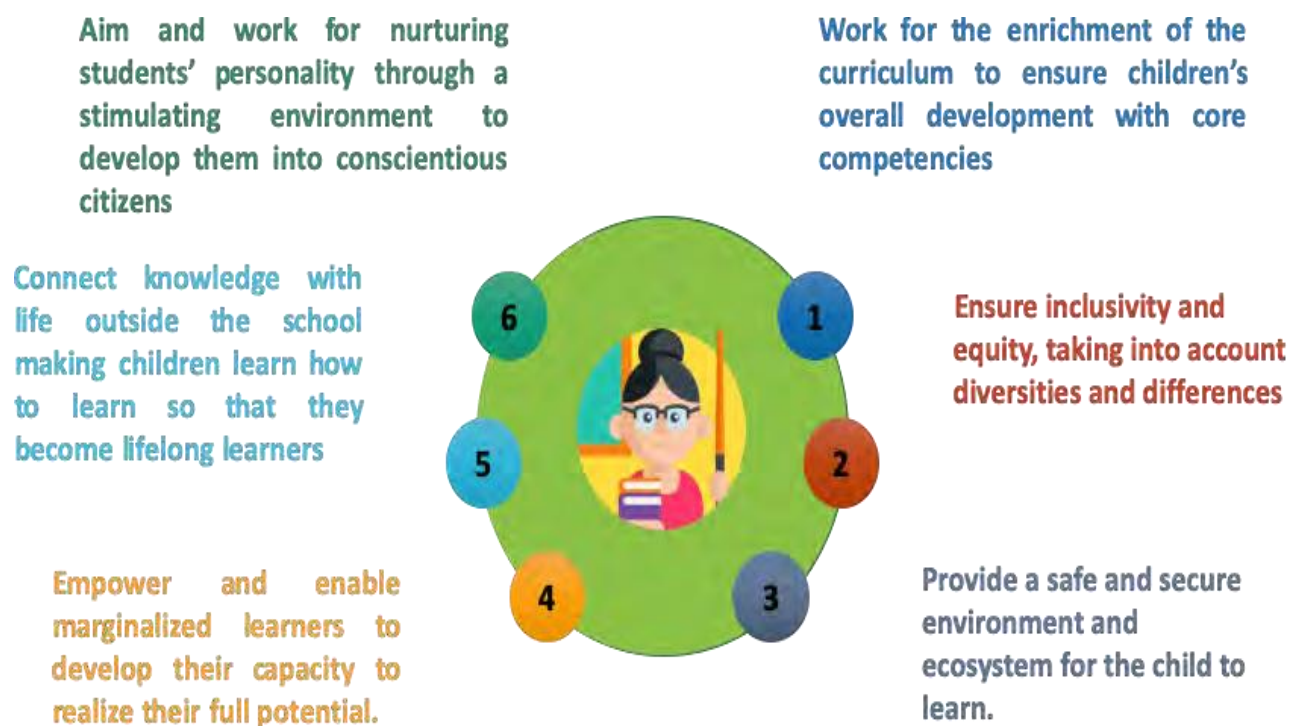


Figure 23: Functions carried out by a Teacher

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:

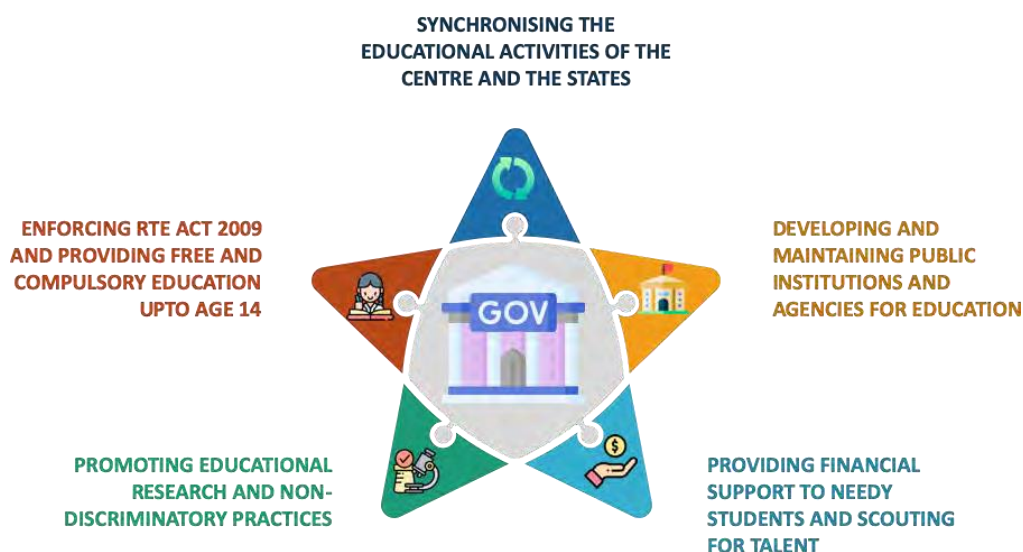


Figure 24: Functions of the Government

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:**

- 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
- Develop a dissemination and adoption plan for the resources required to transform existing schools into PM SHRI schools
- Conduct capacity building workshops on assessments, monitoring, data collection, classroom observations, etc.
- Support the development of robust data collection frameworks, and dashboards and create standard frameworks for validating and reporting data.
- 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.
- Monitor progress



➤ **State Government:**

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

#### 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.



#### Support

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

#### 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:

SI 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

### **MEMORANDUM OF UNDERSTANDING**

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**

( )

**Additional/Joint Secretary**

Shastri Bhawan, New Delhi-110001

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

( )

**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														

	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	<b>Sport Activities</b>															
	Organise regular sports activities.	School														
	Organise sports fest	School														
4	<b>Health Check-up and identification of Divyang Children</b>															
	Development of individual plans for cognitive interventions	School														
	Provide Cognitive remediation	School														
5	<b>Formation of Peer groups to facilitate peer learning</b>															
	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														

6	<b>Twinning of schools/cluster schools</b>															
	Ensure implementation of best practices	School														
7	<b>School Management Committee meetings</b>	School														
8	<b>Meeting of local self-government to participate and contribute</b>	School														
9	<b>Community Engagement</b>															
	Identify and Promote community volunteers	School														
	Orientation of community volunteers	School														
	Involve volunteers in various activities	School														
10	<b>Creative and Critical Thinking Test (CCT Test)</b>															
	Conduct of CCT, Analysis of Reports and Remedial action	School														
11	<b>Monthly Parent Teachers Meeting (PTM)</b>	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 range of 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 the end 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 vision and 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 and 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 are needed to succeed in pursuing some 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 risk related 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.





शिक्षा मंत्रालय  
MINISTRY OF  
EDUCATION

# **PM SHRI SCHOOLS**

## **FRAMEWORK ON SCHOOL TRANSFORMATION**



## **Part 2**

### **Implementation and Programmatic Guidelines**

# PM SHRI SCHOOLS

## Framework on School Transformation

### Part 2

Implementation and Programmatic Guidelines



सत्यमेव जयते

**Ministry of Education**  
Government of India

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## **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 aspects of 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.

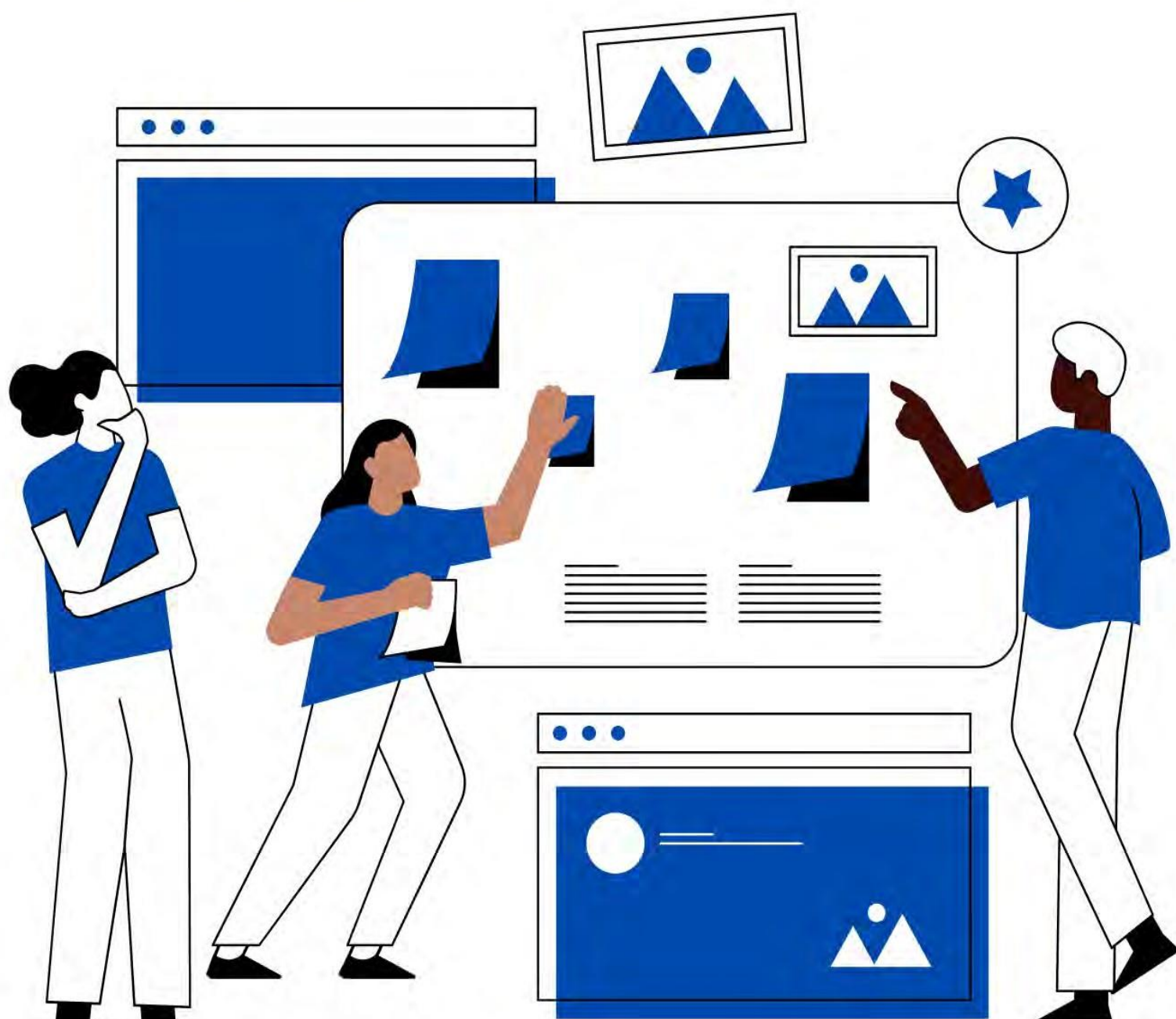
- ix. Linkage with Sector Skill Councils and local industry for enhancing employability and providing better employment opportunities.
- x. These schools will be developed as Green Schools incorporating environment friendly aspects like energy efficient using solar panels and LED lightings, nutrition 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 themselves



# PART II

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## IMPLEMENTATION AND PROGRAMMATIC GUIDELINES



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So far, we have covered introduction to PM SHRI schools, the selection methodology and 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 explained how transformations across these pillars can be brought to life within the school environment. The next part covers the programmatic and financial norms that may be followed across these pillars.

## Programmatic and Financial Norms of PM SHRI Schools

Programmatic and Financial Norms of PM SHRI Schools are provided for the interventions under six pillars. It is to be noted that these Programmatic and Financial Norms is an evolving document, which can be modified/changed as per State/UT/KVS/NVS requirements and local context. Ministry/ Governing Council (GC) will have the flexibility to create any interventions and increase/decrease any norms in the scheme within the approved financial outlay at Program Approval Board (PAB) stage.

### Pillar 1: Curriculum, Pedagogy and Assessment

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. Instead of focusing on rote memorisation, the learning environment should equip students with agency and a sense of purpose, and the competencies they need, to shape their own lives and contribute to the lives of others. In these schools teaching and learning should be conducted more interactively, questions should be encouraged, and classroom sessions should regularly contain more fun, creative, collaborative, and exploratory activities for students for deeper and more experiential learning. To achieve excellence in Curriculum, Pedagogy and Assessment, following are the suggestive norms and activities that can guide schools to accomplish the task at hand. To form a deeper understanding about Curriculum, Pedagogy and Assessment, refer to part 1 chapter 1 of the framework.

#### a. Support at Pre-school Education/Balvatika (ECCE)

Proposed Norms:	
<b>Programmatic Norms</b>	<ul style="list-style-type: none"><li>Co-location of Anganwadis in Primary Schools.</li><li>Introduction of I year of Balvatika in existing primary schools would be given priority as per (NEP Para 1.6).</li><li>Requirement of additional Classrooms (ACR), Toilets, Drinking water facility etc. will be provided under the strengthening component for starting Balvatika/pre-primary classes.</li></ul>
<b>Financial Norms</b>	<ul style="list-style-type: none"><li>Recurring grant including manpower deployment and other teaching learning aids/ materials of up to ₹ 2.00 lakh per school per annum for Balvatika/pre-primary sections.</li><li>Additional support of ₹ 1.5 lakh may be provided depending upon the</li></ul>

	<p>requirement as per State specific proposal submitted to PAB.</p> <ul style="list-style-type: none"> <li>Provision of up to ₹ 500/ per child for Teaching Learning Materials, indigenous toys and games, play based activities per annum for pre-primary sections in Govt. Schools.</li> <li>Non-recurring grant of up to ₹ 3.00 lakh per school for Bala Features, Child friendly furniture, outdoor play materials etc. for pre-primary sections in Govt. Schools and co-located Anganwadis (one time grant).</li> <li><b>In Kendriya Vidyalaya Non-recurring grant will be funded by Kendriya Vidyalaya budget itself and only recurring grant will be funded by PM SHRI Funds.</b></li> </ul>
<p style="text-align: center;"><b>Suggestive Action Items</b></p>	
<ol style="list-style-type: none"> <li>Adequate facilities for drinking water, separate toilets for boys and girls may be made available at Balvatika. Provisions of toilets should be student's size and age appropriate.</li> <li>The Balvatika may have student size appropriate furniture like chairs, tables, desks, benches, bookshelves, closets, cabinets, racks, beds, etc. The furniture should be as colourful as possible.</li> <li>A grid could be painted on classroom floors. This is to identify numbers and students can also skip or jump to identify the same clan numbers.</li> <li>Blackboards could be stretched across the length of the classroom's four walls and replace the traditional blackboard. These boards could also take into consideration the height of the students. On one wall, calendars could be painted with a black grid wherein children can perform their activities. The border along the calendar could also be used to depict the seasons.</li> <li>Schools may arrange for a child zones/learning corners that allows students to pick from a range of carefully picked educational indigenous toys, making learning systematic and fun.</li> <li>Love for reading could be developed in students through interesting, colourful books, narratives and interactive discussions. The library hour can be made more interesting with story-telling sessions</li> <li>Children could be urged to play outside that keeps them fit, and at the same time help with gross motor skills and hand-eye coordination as well. Swings can also be placed in that space for students to enjoy with their peers.</li> <li>Schools could appoint 1 or 2 teachers based on the student number along with one attendant who performs general cleaning of the premises and provides help to the teacher in taking care of the needs of the students.</li> </ol>	



9. Special provisions in access to the classroom, furniture, accessible infrastructure, classroom resources, books in accessible formats and play toys may be made for students with disabilities.
10. Health check-ups or vaccination drives may be organised for students in collaboration with local government hospitals. Records may be maintained for the same.

The above-mentioned activities are only suggestive in nature, schools can design/ plan activities based on context or specific needs of the states.

#### Standards

- i. School has 1-3 years of Balavatika for 3–6-year-olds integrated as pre-primary sections
- ii. Variety of TLM in local language is made available
- iii. School Fosters mother tongue/home language/regional language & Teachers nurture the development and maintenance of peer bonding through class language diversity
- iv. School has adopted innovative Toy-based/ play-based/activity-based pedagogy for all five years of foundational stage
- v. School conducts observation-based assessment in grades 1-2, to ensure progress of each child.
- vi. School monitors FLN activities very closely to ensure all children reaching grade 3 acquire foundational skills of literacy and numeracy
- vii. Exchange visits of Teachers and Students are held for an enriching and learning experience

#### b. Teaching Learning Materials for implementation of Innovative pedagogies

##### Proposed Norms:

##### Programmatic Norms

- **Core TLM** i.e. teaching learning materials aligned to learning outcomes- in all languages, including mother tongue/home languages/local languages, Indian Sign Language (ISL) for language and mathematics.
- **Supplementary graded material:** will be provided to children to enhance the learning levels in reading, comprehension and numeracy, such as, Worksheets, workbooks, quizzes, etc.
- **Supplementary TLM:** for acquiring various skills and competencies in cognitive as well as other domains: Toys, Puzzles, puppets, games, board games, Story books, anecdotes, jokes, local rhymes, local folk songs/lore, art and craft, online access, etc.

	<ul style="list-style-type: none"> <li>Focus will be on promoting experiential learning such as art integrated and sports integrated education, use of toy-based pedagogy, etc.</li> </ul>
<b>Financial Norms</b>	<ul style="list-style-type: none"> <li>Provision of up to ₹ 500 per child per annum up to primary level as per state specific action plan.</li> <li>50 % of this provision may be for school/teacher level activities.</li> <li>This intervention would be available for all students from Class I to V.</li> </ul>
<b>Suggestive Action Items</b>	
<ol style="list-style-type: none"> <li>Schools may encourage teachers to use visuals in the classroom via infographics that use large images to reinforce key concepts and colours that stimulate mental activity.</li> <li>Scent can have a strong effect on learning and overall memory. Incorporating nature trips can be effective in learning, not only for word/term association but for calming effects as well.</li> <li>Schools may ensure the availability of building block play areas. Traditional building toys such as building blocks, jigsaw puzzles and playing with geometrical shapes make the brain more adept at understanding mathematics.</li> <li>The children of classes I and II may be left with the material to experiment and express on subjects and situations they observe around them. Class III onwards they can be given simple topics related to their day to day life and immediate environment which also covers their curriculum.</li> <li>Books may be made available in the library and in the classroom to read and hence helping in improving reading level.</li> <li>Core TLM may be made available to students and incorporated in daily lesson plans.</li> <li>Worksheets and workbooks should be provided to students on a regular basis to check for understanding and practice.</li> <li>Students can be involved in creating easy glove and hand puppets, stick puppets, and finger puppets that they might like to use as a prop during storytelling/creating and also during their play in interest areas. They may also be encouraged to use these puppets during dramatisation as it enhances communication and oral expression skills.</li> <li>Indigenous toys and games, puppetry, art, stories, and poetry/songs, may be mapped to the curriculum and used in the classroom. Students could be asked to share an indigenous folk story with the classroom.</li> <li>Students may be encouraged to visit different communities as part of cultural exchange programmes or identify indigenous settlements in their own city/town. Students may also visit places of historical and cultural significance, archaeological sites and learn about local</li> </ol>	

heroes.

The above-mentioned activities are only suggestive in nature, schools can design/ plan activities based on context or specific needs of the states.

#### Standards

- i. Variety of TLM in local language is made available
- ii. Teachers are empowered to adopt varied teaching learning approaches/pedagogies reflecting their understanding of the needs of the diverse students.
- iii. The school is using the explicitly defined competencies/Learning Outcomes for all classes
- iv. Teaching and learning in the school integrate use of technology for an enhanced experience.
- v. Peer learning is institutionalised
- vi. Innovative projects are undertaken in the school by teachers in new disciplines/topics, etc. in the areas of teaching and learning, TLM development, teacher capacity building, to bring qualitative improvement in school education

#### c. Learning Enhancement Programme (LEP)/Remedial teaching

##### Proposed Norms:

##### Programmatic Norms

- i. This programme will include following four areas:
  - a. **Classroom based interventions** focusing on enhancing the students' learning capacities – that is, activity-based and hands-on experiential/art-integrated/sport-integrated learning to acquire listed learning outcomes. Here, teachers are expected to record individual Student Academic Progress to be able to identify areas of improvement from time to time.
  - b. **Academic enrichment in classrooms** aimed at engaging students beyond classrooms through various interventions, such as, group research, group work, portfolios, presentations by students, debates, quizzes, library books, extra reading, project-work, etc.
  - c. **Individualised learning interventions** for children with special needs, and identified slow learners, especially with the help of special educators, therapists, peer learning, parental/volunteer involvement, etc.

	<p><b>d. Academic enrichment beyond classrooms - Topic-centered and Project-based Circles</b> will be encouraged and supported at the levels of schools, both in online as well as offline mode. Examples include Science Circles, Math Circles, Music &amp; Dance Performance Circles, Chess Circles, Poetry Circles, Language Circles, Drama Circles, Debate Circles, Sports Circles, Eco-Clubs, Photography clubs, Social-service clubs, Digital clubs, Heritage clubs, Literary clubs, Art clubs, Health &amp; Well-being Clubs/ Yoga Clubs and so on.</p> <p><b>Note: Class-wise topics/circles may be formed to encourage students with singular interests and/or talents in the classroom by giving them supplementary enrichment material and guidance and encouragement for conducting various activities/deliberations to understand/comprehend the particular themes/topics/areas. (NEP 4.44)</b></p>
<b>Financial Norms</b>	<ul style="list-style-type: none"> <li>Financial Support will be provided under School Specific project as per the allocation of flexi fund under quality subject to viable proposal.</li> <li>This intervention would be available for all students from Class I to XII.</li> </ul>
<b>Suggestive Action Items</b>	
<ol style="list-style-type: none"> <li>Schools may adopt Activity-Based Learning (ABL) or Teaching at the Right Level (TaRL) approaches to design appropriate LEPs, wherein students may be seated in small groups, carrying out independent learning through activities supported by teachers and peers.</li> <li>Schools may support the teachers in designing appropriate Teaching Learning Materials (TLMs) to support the programmatic process, and encourage teachers to use locally relevant TLMs.</li> <li>Schools may adopt the methodology of "Assessment Informed Instruction" wherein weekly formative assessments are conducted to identify student learning levels so that remediation may happen accordingly.</li> <li>Schools may collaborate with DIETs to ensure that appropriate capacity building and material development orientation training sessions are conducted with teachers to equip them for implementing LEPs.</li> </ol> <p>The above-mentioned activities are only suggestive in nature, schools can design/ plan activities based on context or specific needs of the states.</p>	
<b>Standards</b>	

- i. Teachers guide students for acquiring critical thinking, creativity, problem-solving skills along with design thinking skills, to enable them to come out with solutions for various socio-economic-technological-sectoral challenges
- ii. Learners are adept at 21st Century Media skills of Information literacy, Media Literacy and Technology Literacy
- iii. School fosters citizenship skills and constitutional values, and knowledge and understanding of one's responsibility towards Fundamental Duties
- iv. School integrates Knowledge of India, throughout the curriculum at all stages, wherever relevant
- v. School ensures awareness and understanding of current affairs and knowledge of critical issues facing local communities, States, the country, and the world.
- vi. The school fosters values through a climate of care, compassion, and respect; welcomes diversity and creates a culture of pride for the school amongst the stakeholders.
- vii. School ensures that classroom transactions include knowledge of heritage, civilizational ethos and culture of India and encourages students to be conscious of duties towards society, living beings and the nature
- viii. Teachers use multiple modes of assessment to assess the performance of the students. Continuous formative assessments are conducted in these multiple modes that does not rely only on pen-paper format of assessment.
- ix. Peer and self-assessment techniques are understood and integrated.
- x. Competencies/Learning Outcomes are used as check points to assess student & learning through initiatives such as Rashtriya Avishkar Abhiyan for making learning of Science and Mathematics a joyful and meaningful activities etc.
- xi. Holistic Progress Card (designed by SCERT) is prepared for each child. The school ensures all students achieve and progress on their developmental continuum.
- xii. The school ensures attendance of its students.

#### **d. Competency Based Assessment**

<b>Proposed Norms:</b>	
<b>Programmatic Norms</b>	<ul style="list-style-type: none"> <li>▫ Pedagogy and assessment adopted in these schools will be more experiential, holistic and competency based.</li> <li>▫ Focus will be on learning outcomes of every child in every grade – Assessment of Quantitative, Verbal &amp; Logical Reasoning Skills.</li> <li>▫ Assessment at all levels will be based on conceptual understanding and</li> </ul>



	application of knowledge to real life situations and will be competency-based.
<b>Financial Norms</b>	• Provision of up to ₹ 25,000 per school
<b>Suggestive Action Items</b>	
<ol style="list-style-type: none"> <li>1. Teachers may interview each student on projects or activities that they have been involved in to ensure that further learning has taken place after conducting the activity and that the students can link new knowledge with what they have learnt in the class. The interview, if conducted imaginatively, could be very brief but at the same time will give proof of the student's own research and presentation.</li> <li>2. Quizzing may be a group activity led by the teacher or a learner-led. The class can be divided into small groups of 3 to 4 students each and the groups can prepare 10 quiz questions each for the rest of the class to answer.</li> <li>3. Students could be asked to do analysis of a given text, not taken from the textbook, or of a newspaper article related to the topic at hand. This is to ensure the conceptual clarity, analytical skills and understanding of interlinked issues.</li> <li>4. Through case studies, a problem is presented as a real-life case and then students discuss possible solutions. The case may be related to the topic under study. It might require the student to do additional research, as cases must normally not be taken from textbooks. This is also a very learner-centric form of assessment.</li> <li>5. Schools may prepare their own rubrics for self-assessment. Through this assessment student could be able to understand the gaps in their understanding through this non-threatening method and also set goals for themselves.</li> <li>6. Peer Assessment may be promoted to provide a wide range of feedback to the student from different perspectives, sometimes unexpected ones too. This helps develop skills of collaboration and taking criticism positively and constructively.</li> <li>7. Students should be encouraged to develop a portfolio of documents representing academic work and any other evidence of academic work done over the academic semester/year, which individual learners can assemble over a period of time and systematically display. Students can maintain portfolios in physical form or as e-portfolio or a combination of the two, but in an illustrative way. It may include journals, project work, class work etc.</li> <li>8. When students enter the classroom, the teacher may give them a card. The Entry cards may ask them to use their prior knowledge so the teacher has an idea of what students already know before entering the new lesson.</li> <li>9. Exit cards should be used as a quick assessment tool to collect feedback about a lesson</li> </ol>	

from students. These are meant to check for student understanding at the end of class.

The above-mentioned activities are only suggestive in nature, schools can design/ plan activities based on context or specific needs of the states.

### Standards

- i. Teachers use multiple modes of assessment to assess the performance of the students. Continuous formative assessments are conducted in these multiple modes that does not rely only on pen-paper format of assessment.
- ii. School conducts observation-based assessment in grades 1-2, to ensure progress of each child.
- iii. Peer Learning is Institutionalised
- iv. Peer and self-assessment techniques are understood and integrated.
- v. Competencies/Learning Outcomes are used as check points to assess student & learning through initiatives such as Rashtriya Avishkar Abhiyan for making learning of Science and Mathematics a joyful and meaningful activities etc.
- vi. Holistic Progress Card (designed by SCERT) is prepared for each child. The school ensures all students achieve and progress on their developmental continuum.
- vii. The school provides barrier free access in terms of teaching and assessment to Divyang.
- viii. Post NAS Activities undertaken based on NAS District Report card

### e. Holistic Report card for Students

#### Proposed Norms:

#### Programmatic Norms

- Holistic, 360-degree, multi-dimensional report showing progress/ uniqueness of each learner in the cognitive, affective, and psychomotor domains.
- AI-based software would be developed and used by students to help track their growth through their school years (NEP Para 4.35).
- DIETs will conduct the orientation on HPC for teachers and also conduct programmes for creating awareness among the parents and community.

#### Financial Norms

- Provision of ₹ 20 per student for all children (Including ₹ 5.00 at the state level for development of format for HPC).

#### Suggestive Action Items

1. HPC may include the assessment that includes 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.
2. The learning assessment may 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.
3. The overall assessment may be done by the teachers and could include feedback from various sources, including self-assessment, peer assessment and parent feedback.
4. HPC may reflect sports and art education to ensure that from the foundational stage onwards they have an equal place in the school curriculum for the overall growth of the child.
5. HPC may include descriptive components that are not evaluative in nature such as social emotional wellbeing.
6. HPC may be presented in an attractive, simple and readable manner, accounting for the educational background of parents/guardians.
7. The progress of all students may 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.

The above-mentioned activities are only suggestive in nature, schools can design/ plan activities based on context or specific needs of the states.

#### Standards

- i. Holistic Progress Card (designed by SCERT) is prepared for each child. The school ensures all students achieve and progress on their developmental continuum
- ii. Peer Learning is Institutionalised
- iii. Peer and self-assessment techniques are understood and integrated

#### f. School Readiness module in all class 1 schools

##### Proposed Norms:

##### Programmatic Norms

- An interim 3-month play-based-school readiness/ preparation module - for all students who enter Grade 1 which should include monthly assessment framework, three in number (NEP Para 2.5).

Suggestive Action Items	
<ol style="list-style-type: none"> <li>1. Modules on school readiness including the competency of Pre-primary and some initial components of grade 1 could be prepared by the teachers.</li> <li>2. Activity-based approach for teaching may be adopted, incorporating the BALA infrastructure into the teaching-learning process.</li> <li>3. The modules may consist of the activities and workbooks around the learning of alphabets, sounds, words, colours, shapes, and numbers, and involving collaborations with peers and parents.</li> <li>4. More focus may be on joyful and experiential learning through art, stories, poetry, rhymes, games, toys, songs, or activity-based in-Home Language/Mother tongue focusing on rich local traditions. (Integrating art, sport, ICT, storytelling, toys, games, puzzles, etc.).</li> <li>5. Print rich classroom environments could be created in the form of word walls, story books, posters to assist in development of print awareness and literacy skills.</li> <li>6. Indigenous/ locally available material may be used which is low cost or no-cost and easily accessible. Make sure children can manipulate the material and have safe accessibility to the material and other resources.</li> <li>7. The grading system may be adopted for improving the competency and skill of the child rather than detaining the child in the same class.</li> <li>8. Classroom transactions may be based on Lesson Plans integrating real-life situations keeping in view inter/multidisciplinary learning for the student to be able to attain competency in each area.</li> <li>9. Observational assessments may be designed in a way that captures the proficiency of students at three levels- low, medium and high. It could be made fun and engaging and to be held at regular intervals.</li> <li>10. Training/workshops may be organised for the teachers to develop the school readiness module in alignment with the needs of grade 1.</li> </ol> <p>The above-mentioned activities are only suggestive in nature, schools can design/ plan activities based on context or specific needs of the states.</p>	
Standards	
<ol style="list-style-type: none"> <li>i. School has 1-3 years of Balavatika for 3-6 year olds integrated as pre-primary sections</li> <li>ii. The school admission policy and process is non-discriminatory, rational, transparent and in consonance with prevalent guidelines and RTE Act guidelines and norms</li> <li>iii. School fosters mother tongue/home language/regional language &amp; Teachers are nurturing development and maintenance of relationships</li> </ol>	

### g. Teacher Resource Material/Activity Handbook

Proposed Norms:	
<b>Programmatic Norms</b>	<ul style="list-style-type: none"> <li>Provision of Teacher Manuals, Activity Handbooks, resource materials for teachers to align their innovative pedagogies with learning outcomes and grade level competencies.</li> <li>Preparation of No-cost, Low-Cost, Do It Yourself (DIY) type TLM by school teachers.</li> </ul>
<b>Financial Norms</b>	<p>Provision for:</p> <ul style="list-style-type: none"> <li>Up to ₹ 200 per teacher teaching at Primary/Upper primary level. Additional support of Up to ₹ 150 may be provided depending upon the requirement as per State specific proposal submitted to PAB.</li> <li>Up to ₹ 200 per teacher teaching at Secondary/Senior Secondary level. Additional support of Up to ₹ 300 may be provided depending upon the requirement as per State specific proposal submitted to PAB.</li> </ul>
Suggestive Action Items	
<ol style="list-style-type: none"> <li>Seminars or workshops could be organised to create teacher resources like manuals, handbooks etc handbook in languages spoken by students in school.</li> <li>Subject specific "Community of Practice" of teachers could be formed to share the best practices and also share subject specific challenges.</li> <li>Teacher Resource material could be made available in school libraries and could be accessed whenever required</li> <li>Collaboration with nearby DIET institutions could be arranged in creating the teaching resource material.</li> <li>The quality of the teaching materials could be ensured and they should be upgraded at continuous intervals.</li> <li>Every teacher in the school could be using these resource materials to align their innovative pedagogies with learning outcomes and grade level competencies.</li> <li>Best practices or materials could be shared with SCERT so that other schools can also be benefitted from them.</li> </ol> <p>The above-mentioned activities are only suggestive in nature, schools can design/ plan activities based on context or specific needs of the states.</p>	



Standards	
i.	Teachers are empowered to adopt varied teaching learning approaches/pedagogies reflecting their understanding of the needs of the diverse students
ii.	Teaching and learning in the school integrate use of technology for an enhanced experience
iii.	Learners are adept at 21st Century Media skills of Information literacy, Media Literacy and Technology Literacy
iv.	Ensure availability of seamless internet connection to access the resources & contents

#### h. Rashtriya Avishkar Abhiyan (RAA)

Proposed Norms:	
<b>Programmatic Norms</b>	<p>To promote Science and Maths learning at upper primary to Senior Secondary (for classes VI to XII) as per the guidelines of RAA in order to inculcate the following:</p> <ul style="list-style-type: none"> <li>Mathematics and computational thinking will be given increased emphasis throughout the school years, starting with the foundational stage, through a variety of innovative methods, including the regular use of puzzles and games that make mathematical thinking more enjoyable and engaging.</li> <li>To promote Science and Maths learning at upper primary to Senior Secondary (for classes VI to XII) as per the guidelines of RAA in order to inculcate the following: Scientific temper and evidence-based thinking; creativity and innovativeness (NEP para 4.23)</li> <li>Capacity building of maths teachers for promoting the study of joyful mathematics related to real-life experiences and mathematical thinking involving artificial intelligence, machine learning, and data science, etc. (NEP Para 4.25).</li> <li>Mentoring will be done by higher educational institutions.</li> </ul>
<b>Financial Norms</b>	<p>Depends upon the school specific proposal which could include:</p> <ul style="list-style-type: none"> <li>Science and Maths kits upto @ ₹ 10,000 per kit (50 % of this provision may be for school/teacher level activities).</li> <li>Topic-centered and Project-based Clubs and Circles including Science Circles and Math Circles having a total children of more than 25 upto @</li> </ul>

	<p>₹ 5000 per circle.</p> <ul style="list-style-type: none"> <li>Exposure visits Up to @ ₹ 500 per student or as per action plan submitted by the State/UT in the PAB.</li> <li>Mentoring by Eminent Experts @ Up to ₹ 10,000 (Upto ₹ 5,000 for National &amp; Up to ₹ 10,000 for International Experts).</li> </ul>
Suggestive Action Items	
<ol style="list-style-type: none"> <li>1. Planned visits to Science Museums and Innovation hubs under mentorship of Higher Education Institutions/ UG or PG Students of Engineering or Science / Mathematics students could be organised.</li> <li>2. Science fairs and Mathematics Melas could be organised in the school where students can display their experiments/innovations/models.</li> <li>3. Science and Mathematics clubs/circles could be established in the school and should be provided with kits to understand the concepts better.</li> <li>4. School libraries could be enriched with books for teachers and students to sustain interest in Science, Mathematics and Technology.</li> <li>5. Students could be encouraged to develop a research project in teams or individually that could be sponsored by the school.</li> <li>6. Seminars/webinar or workshop could be organised with National or International Experts in the field of Mathematics and Science</li> <li>7. Students could be encouraged to write Science communication articles in local media based on self- observation, experience and analysis.</li> <li>8. Community-Scientist interactions could be held at certain intervals using TV, Radio and other technologies to sensitise parents and society on Science and Mathematics education.</li> </ol> <p>The above-mentioned activities are only suggestive in nature, schools can design/ plan activities based on context or specific needs of the states.</p>	
Standards	
<ol style="list-style-type: none"> <li>i. Competencies/Learning Outcomes are used as check points to assess learning; Rashtriya Avishkar Abhiyan is integrated for making learning of Science and Mathematics a joyful and meaningful activity.</li> <li>ii. Competencies/Learning outcomes are used to assess progress in conceptual clarity and application of knowledge to real-life situations, rather than on information in textbook chapters and topics.</li> <li>iii. Students have developed science and mathematics projects with a focus on learning</li> </ol>	

through real life situations.

- iv. School has active science and mathematics clubs/circles from Preparatory to Secondary levels
- v. Laboratories are available to support learning activities in the areas of Science, Maths, etc
- vi. School regularly participates in district/state/national level activities/Hackathons, etc. related to science and mathematics

#### i. Introduction of Vocational Education at Secondary and Senior Secondary

Proposed Norms:	
<b>Programmatic Norms</b>	<ul style="list-style-type: none"> <li>• Vocational Education to be introduced as an integral part of general education at Secondary and Senior Secondary level. The vocational subjects are to be introduced as an additional/mandatory subject at the secondary level and as compulsory (elective) at the Senior Secondary level.</li> <li>• Vocational education will be integrated in the educational offerings of all secondary schools in a phased manner over the next decade. Skill labs will also be set up and created in the schools in a hub and spoke model which will allow other schools to use the facility (NEP Para 16.5).</li> <li>• Induction Training of up to 10 days and In-service training of up to 05 days for Teachers/Skill Trainers including re-training of existing vocational trainers in DIETs/SCERT/NCERT / PSSCIVE in relevant job roles.</li> <li>• Vocational interventions &amp; enhancing internship / entrepreneurship opportunities with local industry through internships and developing tie-ups for apprenticeships.</li> <li>• Skill Based Aptitude Test (SBAT) will be introduced.</li> <li>• Children will be encouraged to intern with local retailers, artisans and other informal micro-enterprises along with opportunities related to development of state of art knowledge and futuristic technologies such as- IT, Artificial Intelligence, Machine Learning, 3-D printing, IOT, technology, Data Analytic, Space Technology, Business Intelligence, Augmented Reality/ Virtual Reality, Cyber Security, Data Science, Robotics etc.</li> <li>• School will be aligned with the requirements for the emerging economy</li> </ul>

	<p>as per Industrial Revolution 4.0.</p> <ul style="list-style-type: none"> <li>Promotion of linkages with Sector Skill Council.</li> </ul>
<b>Financial Norms</b>	<p><b>Non-Recurring for Tools/ Equipment</b></p> <ul style="list-style-type: none"> <li>Up to ₹ 5.00 lakh per school per Job Role (One-time grant).</li> </ul> <p><b>Recurring</b></p> <ul style="list-style-type: none"> <li>Cost of Assessment and Certification upto @ ₹ 600/- per student for Class X and XII.</li> <li>For schools serving other schools in the vicinity under the Hub and Spoke Model, an additional amount upto ₹ 5.00 lakh per spoke school will be provided to the Hub schools where the lab has been established, to meet the additional costs of incentive to trainers/additional trainers/raw material, on the job training etc.</li> <li>Construction of Workshop/laboratory cum Class room @ State Schedule of Rate (SSOR) as per requirement of States/UTs for schools serving as hub for vocational education.</li> <li>Wherever available, ITI may be used as Hubs.</li> <li>For transportation of students from spoke schools to Hub School, upto ₹ 3,000 per student per annum may be provided to spoke schools.</li> <li>Induction Training of 10 days and In-service training of 05 days for Teachers/Skill Trainers including re-training of existing vocational trainers in relevant job roles @ ₹ 300-500 per day per trainee.</li> <li>As per job roles suggested by PSSCIVE, the focus should be on setting up 'industry like' and 'industry ready' labs/ workshops.</li> </ul>
<b>Suggestive Action Items</b>	
<ol style="list-style-type: none"> <li>'LokVidya', i.e., important vocational knowledge developed in India, could be made accessible to students through integration into vocational education courses.</li> <li>Vocational interventions &amp; internship/entrepreneurship opportunities with local industry could be developed for apprenticeships. A close connection with industry, business and services could be ensured and courses/curriculum should be developed accordingly.</li> <li>For children enrolled in vocational education, students could be encouraged to intern with local retailers, artisans and other informal micro-enterprises</li> <li>Mapping of skills with developmental projects/ nearby industry could be done to ensure the employability of the students.</li> </ol>	

5. Convergence with MSDE could happen regularly for ongoing schemes, skill initiatives, financial benefits, incentives, scholarships etc on skill development. Modules and technology through the SSC eco-system of NSDC could also be included.
6. The existing infrastructure of schools, ITIs and Polytechnics could be used to ensure optimum utilization, not only for school going children but also for out-of-school children.
7. Students could be provided training modules, preferably in the online mode/blended mode for courses in entrepreneurship, soft skills such as communication skills, courses on digital and financial literacy, entrepreneurship etc. as a part of the vocationalisation of education.
8. Annual fairs could be organised in schools where students set up their stalls and get real-world market experience.

The above-mentioned activities are only suggestive in nature, schools can design/ plan activities based on context or specific needs of the states.

### Standards

- i. The School Vocational Education Programme is aimed at developing employability and entrepreneurial skills in the students.
- ii. The school ensures mandatory digital, financial, communication, citizenship and health literacy to all students in a grade-appropriate manner
- iii. School provides internship / bagless days/ entrepreneurship opportunities with local industry through internships.
- iv. The school has a Life Skills development program focussing on thinking, social and emotional skills.
- v. School Provides opportunities related to development of state of art knowledge and futuristic technologies such as- IT, Tinkering labs, Artificial Intelligence, Machine Learning, 3-D printing, IOT, technology, Data Analytic, Space Technology, Business Intelligence, Augmented Reality/ Virtual Reality, Cyber Security, Data Science, Robotics etc. to students.
- vi. School promotes local "Lok Vidya" by exposing learners to its practical as well as theoretical aspects.
- vii. The school provides ample opportunities for Art Education to every learner in any of its areas or combination of areas, (such as – art and painting, dance, music, literature and poetry, theatre, graphic designing, animation, etc.) with the help of teachers/local artists/parents/joint topic circles or clubs with neighbourhood schools/online classes, etc.



## j. Library

Proposed Norms:	
<b>Programmatic Norms</b>	<ul style="list-style-type: none"> <li>• In order to complement the activities under Foundational Literacy and Numeracy and inculcate reading habits among students of all ages, strengthening of school libraries including purchase of books, newspapers, magazines, etc.</li> <li>• Must involve elements of community contribution.</li> <li>• Enjoyable and inspirational books for students at all levels will be developed, including through high-quality translation (technology assisted as needed) in all local and Indian languages, braille and books in accessible formats for CwSN.</li> </ul>
<b>Financial Norms</b>	<ul style="list-style-type: none"> <li>• Provision for library grant as per the following:               <ol style="list-style-type: none"> <li>a. Up to ₹ 5,000 for schools up to Primary level .</li> <li>b. Up to ₹ 13,000 for schools up to upper primary.</li> <li>c. Up to @ ₹ 15,000/- for Secondary schools.</li> <li>d. Up to ₹ 20,000/- for Senior Secondary schools.</li> </ol> </li> <li>• Additional support may be provided for library as per State/UT specific plans submitted to PAB.</li> <li>• These grants will be provided on the basis of progress/utilization of previous years.</li> <li>• These grants will be available on an annual basis.</li> </ul>
Suggestive Action Items	
<ol style="list-style-type: none"> <li>1. The library could be located in an area of maximum accessibility to the students and teachers and should be strategically placed in a quiet area free from excessive noise with good ventilation and ample daylight in the library room.</li> <li>2. There could be space maintained for computer workstations, displays (shelves/ tables/ stands) and a library circulation counter. The library could be appropriately designed to meet the special needs of differently-abled library users.</li> <li>3. The library could be made inviting and pleasing with comfortable furniture like chairs, reading tables, bookshelves, display rack etc. The wall and furniture could also be painted with attractive, non-reflective and eye/reading-friendly shades.</li> <li>4. Library may have at least five books (other than textbooks) per student to maintain the appropriate ratio of total enrolled students in school to total number of library books in school.</li> </ol>	

5. Library resources could include books, fiction, non-fiction, reference books, encyclopaedia, periodicals, magazines, journals and newspapers in as many languages as possible. Books to help attain foundational literacy and numeracy could also be made available for primary grade students. Option of e-books may also be explored
6. A Book/ Periodical/ Multimedia Selection Sub-Committee may be formed by including the subject teachers as well as student representatives to get the books and other reading materials personally examined before their purchase.
7. Dedicated periods could be allotted for the library, especially in grades so that students can improve their oral reading fluency under the supervision of the teacher.
8. School libraries could be set up- particularly in convergence with other ministries/departments- to serve the community during non-school hours and book clubs may meet in public/school libraries to further facilitate and promote widespread reading.

The above-mentioned activities are only suggestive in nature, schools can design/ plan activities based on context or specific needs of the states.

#### **Standards**

- i. School Fosters mother tongue/home language/regional language & Teachers nurture the development and maintenance of peer bonding through class language diversity
- ii. The School Library facilitates effective delivery/implementation of its educational programmes. (Where an exclusive school library is not possible, the school has set up or has access to community/institutional libraries in the neighbourhood and/or to libraries in convergence with the provisions of other departments)
- iii. The school has sufficient classrooms that are conducive to learning, and school has planned for strengthening of existing school infrastructure within one academic session.

#### **k. Sports and Physical Education**

##### **Proposed Norms:**

##### **Programmatic Norms**

- The sports equipment will be provided under this component. Expenditure for meeting expenses on procuring sports equipment for indoor & outdoor games in convergence with the Department of Sports.
- In order to develop fitness as a lifelong skill and attitude, specific dedicated time to be allotted in the school time table for sports and physical education in accordance with para 4.6 of NEP.

<b>Financial Norms</b>	<ul style="list-style-type: none"> <li>▫ <b>Non-Recurring:</b> Up to ₹ 5 lakh for developing playground field, outdoor/indoor sports and games facilities (one time grant).</li> <li>▫ <b>Recurring:</b> Up to ₹ 50,000 for Sports Equipment and additional facilities.</li> <li>▫ Up to ₹ 1.00 lakh for engagement of Sports/Yoga Teacher/ Coaches. This grant may be provided from the first year itself.</li> <li>▫ These grants will be provided on the basis of progress/utilization of previous years.</li> <li>▫ These grants will be available on an annual basis.</li> </ul>
<b>Suggestive Action Items</b>	
<ol style="list-style-type: none"> <li>1. School Leadership and Management may develop a detailed Physical Education development plan through the Physical Education Coordinator and a Committee composed of staff, parents and students.</li> <li>2. Students may be provided with the opportunity to meet local sports persons in order to encourage and inspire them</li> <li>3. The School Calendar could include an annual sports day to encourage the spirit of sports and healthy competition. Schools may also try to host sports events beyond the common sports games - such as sack run, obstacle course, capture the flag etc.</li> <li>4. Schools may provide the scope for conducting before-and-after school sports programs such as physical activity clubs, intramural sports, interscholastic sports and physical activity clubs. Incorporate a range of physical activities for students to choose from.</li> <li>5. Games and Sports, Adventure and Health and Fitness, Shramdaan (Volunteerism), - all these strands could be interwoven in the curriculum and opportunities should be provided to each student to participate in each activity</li> </ol> <p>The above-mentioned activities are only suggestive in nature, schools can design/plan activities based on context or specific needs of the states.</p>	
<b>Standards</b>	
<ol style="list-style-type: none"> <li>i. School has a Policy and a leadership by example for inculcating a lifelong habit and culture for Health, sports and fitness in Students</li> <li>ii. Indoor and/or outdoor sports/yoga facilities/equipment are available and support Divyang</li> <li>iii. The school provides Guidance, mentoring to gifted/talented children from diverse socio-economic backgrounds in the Area of Science, Mathematics, Technology, Arts, Sports etc</li> <li>iv. The School provides sports facilities, STEM opportunities, art education, vocational education, self-defence training, etc. to girls without discrimination and tracks their retention</li> </ol>	

and transition very closely

- v. All children in the school undergo annual health check ups
- vi. All children in the school are screened on PRASHASHT App (developed by NCERT for screening disabilities)

## I. Innovation

Proposed Norms:	
<b>Programmatic Norms</b>	<p><b>Flexible funds for innovation (Up to Rs. 40% of a PM SHRI School proposal):</b></p> <ul style="list-style-type: none"> <li>• School Specific Projects to create and nurture holistic and well-rounded individuals equipped with key 21st century skills such as critical thinking, creativity, scientific temper, communication, collaboration, multilingualism, problem solving, ethics, social responsibility, and digital literacy.</li> <li>• Encourage 'Learning while doing' methodology in the education system with a shift from 'Book centered education' towards 'Work centered education'.</li> <li>• Counselling to be made available to support students in their concerns related to career guidance, mental health and emotional well-being.</li> <li>• Use of joyful and innovative pedagogy for teaching and learning of all subjects/topics in all grades.</li> <li>• Bagless days with internship with local craftsmen for exposure to vocational (NEP para 4.26).</li> <li>• Teaching Learning Materials support for Balvatika.</li> <li>• Publication of school magazine.</li> <li>• Integration of tradition/local knowledge/Lok-Vidya in teaching-learning.</li> <li>• Study of Indian knowledge system.</li> <li>• Every student may take a fun course, during Grades 6-8, that gives a survey and hands-on experience of a sampling of important vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, etc. as mapped by local skilling needs (NEP Para 4.26).</li> <li>• For enhancing internship/entrepreneurship opportunities with local industry through tie-ups for apprenticeships and other informal micro-</li> </ul>

	<p>enterprises; Skill Based Aptitude Test (SBAT), raw materials, consumables, honorarium for experts/instructors, employability camps etc. as per State/UT specific proposal submitted to the PAB.</p> <ul style="list-style-type: none"> <li>▫ Holding of Science/Maths/Social Science exhibitions, provision of supplementary materials, conducting of NAS/SLAS, organizing of annual/sports days, celebrations of other days of national importance. <ul style="list-style-type: none"> <li>- Holding of seminars/workshops/guest speakers talks, etc.</li> <li>- Undertaking trekking, nature walk, mountaineering or any other such activities.</li> </ul> </li> <li>▫ Additional support for Nutritional Garden/Herbal Garden as per State/UT specific proposal.</li> <li>▫ Additional support for extracurricular activities such as Summer Camps, Drawing/Dance/Debate competitions, Bagless Days, etc.</li> <li>▫ Additional support may be provided for library as per State/UT specific plans submitted to PAB.</li> <li>▫ Setting up of Atal Tinkering Lab in PM SHRI schools in convergence with the scheme under NITI Aayog (<a href="https://aim.gov.in/Translation_ATL_June_20/English_ATL_Handbook.pdf">https://aim.gov.in/Translation ATL June 20/English ATL Handbook.pdf</a>).</li> <li>▫ Coordination with Higher Educational Institutions or any other institutes to promote teaching-learning, sports, health and extra-curricular activities etc.</li> <li>▫ Any other proposal/activities submitted by the School in the PAB as per the requirement for promotion of teaching learning practices, school safety, assessment, extra-curricular activities, etc.</li> </ul>
<b>Financial Norms</b>	<p>As per school specific project including financial support for engagement of additional staff/PMU for financial/administrative support.</p> <ul style="list-style-type: none"> <li>▫ Support upto Rs. 1.00 lakh per school for Activities under Career Counselling/Guidance, Mental Health and Psychological Well-being, including for training of teachers and conducting workshops/seminars etc.</li> <li>▫ Support upto Rs. 50,000 per school for organizing health camps/identification camps for disabilities</li> <li>▫ Setting up of Atal Tinkering Lab in PM SHRI schools in convergence with the scheme under NITI Aayog</li> </ul>



([https://aim.gov.in/Translation ATL June 20/English ATL Handbook.pdf](https://aim.gov.in/Translation_ATL_June_20/English_ATL_Handbook.pdf) ) or provision for the same @ Up to Rs 10 lakh for setting up and operation of ATL as per state/UT specific proposal.

### Suggestive Action Items

1. In order to promote 21st century skills among students in PM SHRI schools, proposals for innovation may include skill-based Lesson Plans, training of teachers on the same, enhancing the integration of general education, IT skills and vocational education and skill-based workshops for students.
2. School level training could be organised for teachers on innovative pedagogies where they can learn to teach topics like shapes and symmetry, search for examples from across the world and be motivated to do it by learning the same by doing.
3. Digital devices and video resources could be used to support the analysis of a story, promoting thinking skills and discussion.
4. Children may be given periodic exposure to activities outside school through visits to places/monuments of historical, cultural and tourist importance, meeting local artists and craftsmen and visiting higher educational institutions in their village/Tehsil/District/State.
5. All students could be encouraged to participate in a 10-day bagless period sometime during Grades 6-8 where they intern with local vocational experts such as carpenters, gardeners, potters, artists, etc. However, Bagless days may be encouraged throughout the year for various types of enrichment activities involving arts, quizzes, sports, and vocational crafts.
6. Schools may conduct school self-evaluation and also third-party evaluation to identify areas which need more focus and device strategies for improvement. School may also appoint finances and people to conduct these improvement projects.
7. Schools may collect data on key performance indicators laid down for various interventions. This may be analysed through a collaborative and participative approach to build ownership of all stakeholders towards the goal of achieving excellence.
8. Schools may ensure that the PRABANDH portal is constantly monitored since physical and financial monitoring will be conducted through the same
9. Schools may prepare a self-improvement plan which is aligned to the performance indicators/standards as detailed in the SQAF
10. Best Practices could be uploaded to the Shagun portal for sharing ideas and learning from one another.

The above-mentioned activities are only suggestive in nature, schools can design/plan activities

based on context or specific needs of the states.

### Standards

- i. The school provides ample opportunities for Art Education to every learner in any one of its areas, or combination of areas, (such as – folk art, drawing and painting, dance, music, literature and poetry, theatre, graphic designing, animation, etc.) with the help of teachers/local artists/parents/joint topic circles or clubs with neighbourhood schools/online classes, etc.
- ii. Innovative projects are undertaken in the school by teachers in new disciplines/topics, etc. in the areas of teaching and learning, TLM development, teacher capacity building, to bring qualitative improvement in school education
- iii. School actively builds capacities for innovative pedagogies for its own teachers as well as advocates the same for teachers from neighbourhood schools
- iv. The school leaders promote innovation by introducing creative methods and techniques that equip students and the institution with 21st century skills
- v. Teachers guide students for acquiring critical thinking, creativity, problem-solving skills along with design thinking skills, to enable them to come out with solutions for various socio-economic-technological-sectoral challenges
- vi. Learners are adept at 21st Century Media skills of Information literacy, Media Literacy and Technology Literacy
- vii. Exchange visits of Teachers and Students are held for an enriching and learning experience
- viii. School provides opportunities related to development of state of art knowledge and futuristic technologies such as - IT, Tinkering labs, Artificial Intelligence, Machine Learning, 3-D printing, IOT, technology, Data Analytics, Space Technology, Business Intelligence, Augmented Reality/ Virtual Reality, Cyber Security, Data Science, Robotics etc. to students (Middle and Secondary level)
- ix. School provides internship / bagless days/ entrepreneurship opportunities with local industry through internships

## Pillar 2: Access Infrastructure - Adequacy, Functionality, Aesthetics and Safety

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. 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 in their schools. This may 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, especially for the girl children, and/or hostels so that all children have the opportunity to attend a quality school of the appropriate level. To achieve excellence in Access Infrastructure - Adequacy, Functionality, Aesthetics and Safety Curriculum, following are the suggestive norms and activities that can guide schools to accomplish the task at hand. To form a deeper understanding about Access Infrastructure - Adequacy, Functionality, Aesthetics and Safety Curriculum, refer to part 1 chapter 2 of the framework.

### a. Residential Schools/ Hostels (Existing)

Proposed Norms:	
<b>Programmatic Norms</b>	<ul style="list-style-type: none"><li>Support for reaching out to children in sparsely populated, or hilly and densely forested areas with difficult geographical terrain and border areas where opening a new primary or upper primary school and Secondary/Senior Secondary schools may not be viable (NEP para 3.2).</li><li>Incinerator and Sanitary pad vending machines in all girls' hostels from funds provided.</li></ul>
<b>Financial Norms</b>	<ul style="list-style-type: none"><li>As per SSOR/CPWD Rates, whichever is lower.</li><li>Fund under infrastructure should be around 30% of the overall state budget for PM SHRI schools.</li><li>Recurring grant to KGBVs would be provided under Samagra Shiksha scheme as per KGBV norms.</li><li>Non-Recurring grant to KGBVs for upgradation would be provided under Samagra Shikshascheme as per KGBV norms.</li></ul>
Suggestive Action Items	
1. Residential schools/hostels could have proper accommodation facilities and barrier free access for students who live far away from school and students with disability respectively to reduce dropout rates and increase attendance rates.	

2. The residential rooms may be equipped with rooms with adequate lighting, ventilation, beds, tables and chairs, almirah and cabinets, washrooms etc.
3. School could ensure a hostel mess to cater to all the nutritional needs of the students and include a balanced diet.
4. Security provisions could be in place for the safety of students.
5. Full time wardens may be employed to look after the needs of the students.
6. Facilities for outdoor and indoor games may be made available in the residential schools to help children spend their time exploring their interests in the most productive manner.
7. Schools may ensure adequate facilities for girls during their menstrual days, like availability of sanitary pads, hand washing soap and liquid, water and a dustbin for the disposal of the sanitary pad.
8. The hostel could follow the guidelines related to the safety of the children in schools contained in the following:
  - Ministry of Education Guidelines on School Safety and Security (2021) for fixing accountability of the School Management in the matter of Safety and Security of children studying in schools.
  - The guidelines issued by the Hon'ble Supreme Court of India in Writ Petition (Civil) no. 483 of 2004.
  - The Guidelines on School Safety Policy, 2016 issued by the National Disaster Management Authority which is statutory in nature.
  - Manual on Safety and Security of Children in Schools Developed by National Commission for Protection of Child Rights.
  - National Building Code-2005, as amended from time to time.

The above-mentioned activities are only suggestive in nature, schools can design/ plan activities based on context or specific needs of the states.

### Standards

- i. School has sufficient rooms/dormitories, recreational spaces, washrooms, drinking areas, residence of warden, residence of staff, visitors' room, laundry room, storage room for food items (perishable and non-perishable) and additional bedding, and common room.
- ii. The hostel fosters a culture of cleanliness and hygiene. Girls' hostel provides for sanitary pad vending machine as well as incinerators
- iii. School provides for safety and security of students.
- iv. Students' physical, mental, socio-emotional and intellectual well-being is taken care of by intensive pastoral care programmes.

## b. Strengthening of Existing Schools

Proposed Norms:	
<b>Programmatic Norms</b>	<p>Provision for:</p> <ul style="list-style-type: none"> <li>Strengthening activities/infrastructure support to be provided for Balvatika/pre-primary sections in Primary School.</li> <li>Science and Maths Lab, language lab, Atal tinkering lab in collaboration with Niti Ayog, Computer Room, Art Cultural Room, Library, ACR, Water &amp; Toilet, essential classroom furniture, resource centre (for CwSN) staff room, boundary wall, etc.</li> <li>Major Repair, Minor Repair.</li> <li>Electrification.</li> <li>Energy efficient/ solar power/ adoption of organic lifestyle.</li> <li>Rain water harvesting system.</li> <li>Solar panel.</li> <li>Barrier free access throughout the school campus including classrooms, drinking water facilities, toilets, play/sports area, libraries &amp; laboratories etc. The Harmonized Guidelines and Standards for Universal Accessibility in India<sup>31</sup> maybe referenced for creating barrier free access in schools.</li> <li>Residential Quarters for teachers in remote and difficult areas.</li> <li>All proposals for strengthening of existing schools must contain a non-negotiable component of convergence with provisions of various other ministries, such as, playgrounds, boundary walls, electrification, maintenance of toilets, solar panel, ramps and handrails, etc.</li> </ul>
<b>Financial Norms</b>	<ul style="list-style-type: none"> <li>As per SSOR/CPWD Rates, whichever is lower (Fund under infrastructure should be around 30% of the overall state budget for PM SHRI schools).</li> <li>The building plan to mandatorily include rain water harvesting and barrier free access.</li> <li>Electrification will also include Energy saving fittings; it may also include</li> </ul>

<sup>31</sup> [https://cpwd.gov.in/Publication/HG2021\\_MOHUAN.pdf](https://cpwd.gov.in/Publication/HG2021_MOHUAN.pdf)



	Renewable Energy (like Wind Energy, Hydro Electric energy, Solar Energy etc.) based on the proposal received after seeing the viability.
Suggestive Action Items	
<ol style="list-style-type: none"> <li>1. The PM SHRI schools may ensure the availability of adequate and safe infrastructure, which includes, working toilets, clean drinking water, electricity, computing devices, internet, libraries, etc to reduce dropout rates and increase attendance rates.</li> <li>2. Schools may arrange for the latest and high-quality science, mathematics, language, social science, and tinkering laboratories space and supplies.</li> <li>3. The roof of the school could be used to collect rainwater for rainwater harvesting. It is necessary that the roof be kept clean to remain the rainwater pure when it is collected.</li> <li>4. The school buildings and their constituent elements such as floors, walls and ceilings could be treated innovatively as the components of the Building as Learning Aids (BaLA) to simplify the learning process.</li> <li>5. If necessary, staff quarters could be made available for teachers.</li> <li>6. All the parts of the school building could be accessible either by ramp or by lifts; all the surfaces should be non-slippery and handrails should be provided in the walkways.</li> <li>7. Schools may provide bus transportation facilities for the students coming from very far distances, specifically girls and CwSN. School buses could have almost all the accessible features like seat belts or special belts, contrast colour on vehicle steps and railing, wheelchair lift (either built-in or manual), non-skid flooring, wide doors and steps, handrails, special priority seating, etc.</li> </ol> <p>The above-mentioned activities are only suggestive in nature, schools can design/ plan activities based on context or specific needs of the states.</p>	
Standards	
<ol style="list-style-type: none"> <li>i. The school has sufficient classrooms that are conducive to learning, and school has planned for strengthening of existing school infrastructure within one academic session.</li> <li>ii. School has adequate number of separate toilets for girls/boys/transgender/CWSN), and they are clean, and functional with running water. Hand wash area is clean, accessible, adequate and functional</li> <li>iii. The School Library facilitates effective delivery/implementation of its educational programmes. (Where an exclusive school library is not possible, the school has set up or has access to community/institutional libraries in the neighbourhood and/or to libraries in</li> </ol>	

- convergence with the provisions of other departments)
- iv. Laboratories are available to support learning activities in the areas of science, maths, etc.
  - v. Computer and other ICT facilities are available to support learning and different administrative activities in the school.
  - vi. The school has adequate rooms or space/s for art education, such as for, art, sculpture, music, dance, theatre, Topic circles/clubs, etc.
  - vii. The school has sufficient space for Principal, staff and administration as per requirements
  - viii. The school has effective preventive health care and health management facilities & provision of Incinerators and Sanitary Pad vending Machines
  - ix. The school fosters a culture of cleanliness and hygiene.
  - x. The school provides safe drinking water; adequate sanitation facilities and follows effective waste management practices
  - xi. The school has adequate, safe, comfortable, age appropriate and aesthetically designed furniture
  - xii. The school ensures safety measures as per statutory requirements and as per DoSEL guidelines
  - xiii. School ensures fire safety measures
  - xiv. Effective measures are also in place for Disaster Management; School has its own Disaster preparedness plan which is displayed prominently in the school and every classroom

### c. Green School

Proposed Norms:	
<b>Programmatic Norms</b>	Schools will be developed as Green schools incorporating environmentally 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 environment, climate change related hackathons and awareness generation to incorporate organic lifestyle. Soil testing may be encouraged in the school to understand the configurations of soil and the report may also be shared/disseminated to nearby farmers to use this information for more effective agricultural planning.
<b>Financial Norms</b>	<ul style="list-style-type: none"> <li>• Provision for solar panel, Waste management etc., to be done in convergence with related Department or as per the proposal submitted</li> </ul>

	<p>by State/UT @ State Schedule of Rate (SSOR).</p> <ul style="list-style-type: none"> <li>▫ Provision for Soil testing kits and consumables as per State/UT specific proposal.</li> <li>▫ LED lightings @ up to ₹ 2,000.</li> <li>▫ Activities promoting Green School such as Hackathon, Study of traditions/practises related to protection of environment, climate change etc. <ul style="list-style-type: none"> <li>- @ up to ₹ 5,000 as per enrolment of 200 students.</li> <li>- @ up to ₹ 10,000 as per enrolment of more than 200 students.</li> </ul> </li> </ul>
<b>Suggestive Action Items</b>	
<p>1. Solar Power</p> <ul style="list-style-type: none"> <li>▫ PM SHRI schools could install solar panels in their premises at places like rooftop/ vacant unused areas of campus etc.</li> <li>▫ The number of solar panels needed for the school building could be determined by its energy usage.</li> <li>▫ Energy-efficient LED lights could be utilised in school premises which should be sourced from solar panels.</li> </ul> <p>2. Waste Management</p> <ul style="list-style-type: none"> <li>▫ The Biodegradable and Non-biodegradable wastes could be segregated in the school. The biodegradable could be turned into compost.</li> <li>▫ Facilities for waste management- Biogas plant/recycling of water from wash basins for irrigation of kitchen garden/compost facilities/segregation of waste/no plastic zone/waste management at source could be available in school premises.</li> <li>▫ The laboratory wastes could be disposed of as per the guidelines.</li> <li>▫ Provision of menstrual hygiene management facilities like proper disposal facilities for menstrual waste, including an incinerator and dust bins could be in place.</li> </ul> <p>3. Nutritional Gardens</p> <ul style="list-style-type: none"> <li>▫ Beds, paths, plant nurseries, compost heaps and a garden shed could be made on the school premises. A small patch of land could be dedicated for a mini-farm or for gardening, where students may be taught about the plantation of trees and taking care of it.</li> <li>▫ Students could identify and learn the right method of watering the plants. Stored rainwater could be used to water the plants in the kitchen garden of schools.</li> </ul>	

Students could also be given their own garden space and taught to use easy-to-handle garden equipment.

- Compost made from biodegradable waste in school could be used in organic farming to provide nutrients to the soil.
  - Use of plastic could be restricted by replacement of the often-used plastic objects like flower pots and dustbins with the available greener options.
4. The students could be encouraged to wear uniforms made from locally sourced and sustainable materials which in turn may also provide additional income to the locals.
  5. Teacher training programmes could be held to keep the teachers updated with the latest and best environmental practices and the most effective ways to propagate them among the students.
  6. Each child in the school should be made aware of the ways in which water can be saved/conserved through the Eco Club members. Following this awareness generation, each child of the school should help in saving water in school or at home, by adopting various methods.
  7. Other activities may include the celebration of important days like World Environment Day, Water Day, Earth Day etc. through field visits, interactive sessions with experts, action research projects, games, quizzes, awareness-raising rallies etc.
  8. Schools may encourage the practice of the "5 R's" (Refuse, Reduce, Reuse, Repurpose, Recycle) in schools with real-life examples in the context of paper, water, cutlery etc.
  9. Schools may conduct a Water Audit through which students could understand the water consumption of school as in how much water is used at various spaces for different activities. This information may help to set benchmarks and prepare a water efficiency plan.
  10. Climate change related hackathons and awareness programs could be organised to incorporate organic lifestyle.

The above-mentioned activities are only suggestive in nature, schools can design/ plan activities based on context or specific needs of the states.

### Standards

- i. The school follows eco-friendly/green practices and Conduct Workshops/ Orientation Programs for Students, Teachers, Staff, Community, Parents on study of traditions/practises related to protection of environment, climate change related hackathons and awareness generation to incorporate organic lifestyle.
- ii. School Follows Energy efficient/LED lighting//solar power; school has Waste Management/recycling, rainwater harvesting, water conservation/auditing, and is plastic-

free.

- iii. School has a kitchen/nutritional garden where children learn organic/natural farming practices

#### d. Digital Library

Proposed Norms:	
<b>Programmatic Norms</b>	Provision of digital libraries comprising tablets with pre-loaded educational content for students of classes upper primary and above.
<b>Financial Norms</b>	<b>Non-recurring:</b> Provision up to 40 tablets per School @ up to ₹ 15,000 per tablet (One-time grant). <b>Recurring grant:</b> Provision for recurring grant @ up to ₹ 50,000 per annum for upgrading of content, maintenance, including AR/VR/Haptics, other innovative techniques, etc.
Suggestive Action Items	
<ol style="list-style-type: none"><li>1. School could make tablets accessible to students with preloaded educational contents.</li><li>2. School may ensure that ratio of the tablets is appropriate to total enrolled students so that every child could get quality time with the device. The timetable and schedule should be planned accordingly.</li><li>3. Creative incentives may be initiated by teachers so that all the students get enrolled.</li><li>4. School could encourage teachers to align their daily lesson plans with the content accessed by students on tablets.</li><li>5. Teachers could provide worksheets to students based on preloaded educational content for classroom task.</li><li>6. Personalised and Adaptive Learning (PAL) programme could be adopted to cater the different needs of students.</li><li>7. Schools may upgrade the content of tablets regularly based on the needs of students so the relevance of the content is maintained.</li></ol>	



The above-mentioned activities are only suggestive in nature, schools can design/plans activities based on context or specific needs of the states.

#### Standards

- i. The school has ICT labs/Smart class facilities to support educational activities. School ensures pre-loaded tablet and access to digital library.
- ii. Ensure availability of seamless internet connection to access the resources & contents.

#### e. ICT and Digital Initiatives

#### Proposed Norms:

##### Programmatic Norms

The component will cover classes VI to XII.

The non-recurring/ recurring grant under 'ICT and Digital Initiatives' for schools will be available for ICT/ smart classrooms/ and adopting futuristic technologies such as- such as- IT, Artificial Intelligence, Machine Learning, 3-D printing, IOT, technology, Data Analytic, Space Technology, Business Intelligence, Augmented Reality/ Virtual Reality, Cyber Security, Data Science, Robotics, etc.

Flexibility to procure hardware such as tablets/ laptops/notebooks/integrated teaching learning devices, assistive devices and open source operating system as well as Hardware, Software, training and resource support.

This would include support for digital boards, smart classrooms, virtual classrooms and DTH channels also.

##### Financial Norms

- Non- recurring grant Up to @ ₹ 10.00 lakh (includes support for digital boards, smart classrooms, virtual classrooms and DTH channels on pro-rata basis). Efforts will be made to adapt inclusive ICT practices.
- Recurring grant @ ₹ 2.50 lakh (including E Content, Inclusive software/Apps/devices, Digital Resources, Charges for Electricity and technical support).
- This fund will also be given in addition to the funds already provided under Samagra Shiksha as per requirement. It will not be eligible for

	<p>replacement of existing devices sanctioned under Samagra Shiksha.</p> <ul style="list-style-type: none"> <li>The School may also use Solar Power-Hybrid solar instead, to ensure Sustainability and Internet connectivity (Tele communications/ satellite communication/ OFC) through convergence with related Departments.</li> </ul>
<b>Suggestive Action Items</b>	
<ol style="list-style-type: none"> <li>1. Smart classroom/interactive panels could be built for all grades with high-quality content.</li> <li>2. Schools could ensure a separate laboratory with adequate provisions if the school is offering any subject related to Computer Science or IT at the Senior Secondary level.</li> <li>3. Schools could ensure internet connectivity in the school.</li> <li>4. Schools could ensure adequate provisions related to cyber safety in the computer laboratory and students could be allowed in the laboratory only under the supervision of a teacher.</li> <li>5. Before adopting the ICT and Digital initiatives, school could identify the needs of the students and context of the school to maintain the ratio of total enrolled students to number of smart classrooms in the school having digital/smart boards/virtual classrooms/smart TV.</li> <li>6. ICT labs could be used for a minimum of two periods per week for subject learning skills and ICT skills so as to best leverage resources to its full potential to drive student learning. Smart Classrooms, should be used for a minimum of two periods per weeks per subject so as to ensure that the teachers make the most of the available infrastructure to deliver better teaching and learning.</li> <li>7. Convergence with the Department of Telecom could be established for extension of Bharat Net services to the schools.</li> <li>8. Schools could leverage existing e-learning platforms such as DIKSHA, SWAYAM and SWAYAMPBHA for creating virtual labs.</li> <li>9. Educational Videos from DIKSHA and other tech platforms., are available in the public domain and could be stitched together to create courses or microlearning packages. These videos could also be integrated into daily lesson plans across PM SHRI schools.</li> <li>10. All teachers could undergo a one-time basic training to build familiarity with digital teaching and learning initiatives in the state. These training should ensure training in various hardware and software modalities that are likely to be used in the classroom.</li> </ol> <p>The above-mentioned activities are only suggestive in nature, schools can design/plans activities based on context or specific needs of the states.</p>	
<b>Standards</b>	

- i. Computer and other ICT facilities are available to support learning and different administrative activities in the school.
- ii. The school has ICT labs/Smart class facilities to support educational activities. School ensures pre-loaded tablet and access to digital library
- iii. Ensure availability of seamless internet connection to access the resources & contents.

**f. Annual School Grant**

Proposed Norms:					
<b>Programmatic Norms</b>	<ul style="list-style-type: none"> <li>• School grant on an annual basis for annual maintenance and replacement of non-functional school equipment and for incurring other recurring costs, such as consumables, laboratories, electricity charges, internet, water, development of specific teaching aids/tools by school teachers to enhance classroom learning in the school under LEP etc.</li> <li>• Organisation of Annual function, Awareness camps/ programs/ celebrations of national programmes/ activities.</li> <li>• Extracurricular activities such as Summer Camps, Drawing/Dance/Debate competitions, Bagless Days, etc.</li> <li>• Promote Swach Bharat campaign.</li> <li>• All schools to make efforts for convergence with the provisions of various other departments, such as, playgrounds, boundary walls, electrification, maintenance of toilets, solar panel, ramps and handrails, etc.</li> </ul>				
<b>Financial Norms</b>	<ul style="list-style-type: none"> <li>• There must be transparency in utilization and provision for Social Audit. <i>All PM SHRI Schools will conduct Social Audit on an annual basis.</i></li> <li>• To be spent only by VEC/SMC/SMDC.</li> <li>• Provision @ up to ₹ 50,000 to ₹ 1.50 lakh based on enrolment as per details provided in the table below:</li> </ul> <table border="1"> <thead> <tr> <th>Number of students in School</th><th>School Grant *</th></tr> </thead> <tbody> <tr> <td>≤ 100</td><td>₹ 50,000/-(including at-least ₹ 2,500 for swachhta action plan).</td></tr> </tbody> </table>	Number of students in School	School Grant *	≤ 100	₹ 50,000/-(including at-least ₹ 2,500 for swachhta action plan).
Number of students in School	School Grant *				
≤ 100	₹ 50,000/-(including at-least ₹ 2,500 for swachhta action plan).				

	>100 to ≤ ₹ 7 250	,000/- (including at-least ₹ 5,000 for swachhta action plan).
	> 250 to ≤ 1000	₹ 100,000/- (including at-least ₹ 7,500 for swachhta action plan).
	> 1000	₹ 150,000/-
At least 10% grant for Swachhta Action Plan		

### Suggestive Action Items

1. Action based activities such as tree plantations, cleanliness drives could be arranged both within and outside the school campus, i.e., in the classrooms, school garden, school playground, neighbourhood, community etc.
2. Recycle bins could be placed at various places in schools to promote recycling of waste among students, teachers and other employees.
3. The school could fix a day of the week and declare that the cleanliness day on which they would spend their time on cleaning the areas surrounding them either in their locality or nearby their school.
4. The school could ensure fresh and clean water for the purposes like for drinking, washing hands, toilets, cleaning School, and also should have the clean water storage facility.
5. The Water resources and hand-washing facilities could be regularly cleaned and must be children friendly. The school should regularly check for the cleanliness of water resources and water storage and also should maintain hygiene at the toilet and other places which are used frequently.
6. The schools could have separate toilets for boys and girls (both toilets to be disabled friendly) maintaining the ratio of one-unit toilet containing one toilet and three urinals for 40 students.
7. The students could be taught the process and benefits of land-filing so that they can motivate their parents and neighbours to adapt to it instead of spreading the pile of garbage.
8. The students in rural area could visit all nearby houses in their village and request people to not defecate in open by telling them the dark side of it. They could also motivate them to use household toilets.
9. Annual Day/Sports Day could be celebrated every year where students can showcase their talent. Parents should also be invited to attend such occasions.

10. Schools could ensure resource integration by establishing tie-ups with local artists and organisations at district, state, national and if possible, even international level for co-curricular activities.
11. Circles like Music & Dance Performance Circles, Poetry Circles, Drama Circles, Debate Circles and so on could be encouraged and supported at the levels of schools, school complexes, districts, and beyond.
12. The school could also plan some awards for the students to laud their valuable support towards cleanliness.

The above-mentioned activities are only suggestive in nature, schools can design/plans activities based on context or specific needs of the states.

#### **Standards**

- i. School has adequate number of separate toilets for girls/boys/transgender/CWSN) and they are clean, and functional with running water. Hand wash area is clean, accessible, adequate and functional
- ii. School provides internship / bagless days/ entrepreneurship opportunities with local industry through internships.
- iii. The school has adequate rooms or space/s for art education, such as for, art, sculpture, music, dance, theatre, Topic circles/clubs, etc
- iv. School ensures safety and security of students in residential facilities
- v. The hostel fosters a culture of cleanliness and hygiene. Girls' hostel has sanitary pad vending machine as well as incinerators
- vi. School ensures organisation of Annual function, Awareness camps/ programs/ celebrations of national programmes/ activities every year

#### **g. Transport/ Escort Facility**

#### **Proposed Norms:**

##### **Programmatic Norms**

- Provision for transport /escort facility up to secondary level for Children in remote habitations with sparse population where opening of schools is unviable or where Gross Access Ratio is low.



	<ul style="list-style-type: none"> <li>State would need to notify such habitations and identify the number of children in that habitation who would be provided this facility. This would be appraised based on the data provided by the State for such children under UDISE+.</li> <li>Convergence with Gram Panchayat/Urban Local Bodies/ Municipality for providing transport facility, if any.</li> </ul> <p>Note: For a student availing transport facility from a particular PM SHRI School, at the time of shifting to another school the provision of this facility will be ensured/monitored in that school as per Samagra Shiksha or any other applicable scheme.</p> <ul style="list-style-type: none"> <li>In addition, there have been various successful policies and schemes such as targeted scholarships, conditional cash transfers to incentivize parents to send their children to school, providing bicycles for transport, etc., that have significantly increased participation of SEDGs in the schooling system in certain areas. These successful policies and schemes must be significantly strengthened across the country.</li> </ul>
<b>Financial Norms</b>	<ul style="list-style-type: none"> <li>Transport facility may be provided up to an average cost @ up to ₹ 6,000/ per child per annum up to Class XII.</li> <li>This would be appraised based on actual cost to be incurred as per the distance, the terrain and the type of transport facility to be provided.</li> <li>The option of Cash transfer will be allowed in the form of DBT to Aadhar linked bank accounts linked to the actual attendance.</li> <li>In accordance with norms of Samagra Shiksha, State/UT may also explore the possibility of provision of one time transportation grant @ Up to Rs. 6000 per girl student (Classes 9 to 12) for bicycle as an environment friendly/green transport initiative in order to have increased participation of SEDGs in the schooling system:</li> </ul> <p>The option of Cash transfer will be allowed in the only form of DBT to Aadhar linked bank accounts.</p>
<b>Suggestive Action Items</b>	
<p>1. <b>School buses:</b> Schools could provide bus transportation facilities for the students coming from very far distances, specifically girls and CwSN. Every school should also implement the Hon'ble Supreme Court guidelines on School Transportation.</p>	

2. **Travel by bicycles:** Students living nearby could be encouraged to use bicycles to commute to and from, which will help in Green School concepts with zero carbon emission and help students to be healthy as well.
3. **Nature walk group:** Students coming from nearby locations may be asked to walk to school in groups so that effective interaction and socialisation take place between the students. Higher class students / capable students may be deputed as leaders/ monitors of such groups so that children will develop leadership qualities in them.
4. **Emergency Situations:** Schools could have facilities to transport children from school to hospitals/home in case of a medical emergency.

The above-mentioned activities are only suggestive in nature, schools can design/plan activities based on context or specific needs of the states.

#### Standards

- i. The school provides adequate transportation facilities to Divyang
- ii. School has student and teacher registry and enrolment tracking of every child, particularly SEDGs
- iii. School maintains zero dropout rate and 100% transition rate in all grades

#### h. Free Uniforms and Textbooks

#### Proposed Norms:

##### Programmatic Norms

##### Free Uniforms (Including Shoes)

- To access GoI funds, the State RTE Rules must declare uniform as a child entitlement up to class VIII.
- These will be appraised based on the data provided by the State for such children under UDISE+.
- Procurement of uniform or stitching may be done through local self-help groups/SMCs.

##### Free Textbooks

- Textbooks in appropriate languages and at appropriate levels of difficulty are relatively low-cost inputs with high returns in terms of student achievement.
- These will be appraised based on the data for such children under UDISE+.

<b>Financial Norms</b>	<p><b>Free Uniforms (Including Shoes)</b></p> <ul style="list-style-type: none"> <li>Two sets of uniforms for all girls, and children belonging to SC/ST/BPL families' up to class VIII at an average cost of up to ₹ 600/- per child per annum.</li> <li>The option of Cash transfer will be allowed in the form of DBT to Aadhaar linked bank accounts.</li> </ul> <p><b>Free Textbooks</b></p> <ul style="list-style-type: none"> <li>Provision for textbooks to all children an average cost of ₹ 250/- per child at primary level and ₹ 400/- per child at upper primary level.</li> <li>Primers/textbooks developed for tribal languages with bridging materials to facilitate a transition to the State language of instruction and English, would be eligible for textbooks for classes I and II within the ceiling of ₹ 200/- per child.</li> <li>The option of Cash transfer will be allowed in the form of DBT to Aadhaar linked bank accounts.</li> <li>In case of any savings, State/UT may utilize this fund for providing additional stationary/workbooks to students.</li> </ul>
<b>Suggestive Action Items</b>	
<ol style="list-style-type: none"> <li>School may develop a tracking mechanism linked to the UDISE+ data to ensure that all children up to class VIII are provided with uniforms for free</li> <li>Schools may ensure the availability of high-quality textbooks, including textbooks printed in Braille or large print.</li> <li>Schools may ensure seamless cash transfer to parents for the purchase of textbooks.</li> <li>School may leverage the support of local self-help groups or local vendors to produce eco-friendly uniforms in bulk</li> </ol> <p>The above-mentioned activities are only suggestive in nature, schools can design/plan activities based on context or specific needs of the states.</p>	
<b>Standards</b>	
<ol style="list-style-type: none"> <li>School gives access to education in all stages – Foundational, Preparatory, Middle and Secondary – either within same campus or in nearby and accessible campus</li> <li>School has student and teacher registry and enrolment tracking of every child, particularly SEDGs</li> </ol>	

- iii. School maintains zero dropout rate and 100% transition rate in all grades

### Pillar 3: Human Resources and School Leadership

Given the rapid advancements in education, it is critical to train teachers with the latest trends in curriculum and pedagogy, assessments etc. This dynamism in the education system requires teachers to be lifelong learners who receive period training and upskilling opportunities. Teachers are also the key enablers in the education ecosystem. Further, school leadership development has become one of the key levers for improving the quality of education, and there is ample evidence to warrant that expanded efforts to improve leadership skills would pave the way for optimising learning environments. Therefore, enable PM SHRI schools to provide the necessary support in terms of onboarding as well as support and training programs during their tenure as an educator, following are the suggestive norms and activities that can guide schools to accomplish the task at hand. To form a deeper understanding about Human Resources, [refer to part 1 chapter 3 of the framework.](#)

#### a. Capacity Building through DIETs

Proposed Norms:	
<b>Programmatic Norms</b>	<p>The District Institute of Education and Training (DIET) of the particular district in which the school is situated will be responsible for developing high-quality content and capacity building of all teachers in PM SHRI Schools.</p> <ul style="list-style-type: none"> <li>Teachers will be trained, encouraged, and supported - with continuous professional development.</li> <li>School Principals will be trained on leadership and management, with a focus on preparing and implementing pedagogical plans based on competency-based education.</li> <li>Teachers will also be trained in Holistic Progress Card, School Safety &amp; Security, first level counsellors, mental health &amp; well-being and integrating ICT in teaching learning practices.</li> <li>Training of Master Trainers for training of Anganwadi workers for pre-school education in line with the NCERT Framework.</li> <li>The funding for this intervention will be routed through the DIET.</li> </ul>
<b>Financial Norms</b>	<p>Provision for up to ₹ 3.00 lakh per DIET for undertaking capacity building programme in PM SHRI Schools including activities such as:</p>

	<ul style="list-style-type: none"> <li>• Development of High quality locally contextualised content including development of question banks based on learning outcomes @ 20,000 per content.</li> <li>• Capacity building of teachers @ up to ₹ 2,500 per teacher for: <ul style="list-style-type: none"> <li>◦ Teachers including subject specific teachers (Science, Maths).</li> <li>◦ School Principals.</li> <li>◦ Special Educators.</li> <li>◦ ICT teachers.</li> <li>◦ Master trainers for training of Anganwadi workers.</li> </ul> </li> </ul>
<b>Suggestive Action Items</b>	
<ol style="list-style-type: none"> <li>1. DIETs may conduct a Needs Analysis of teachers in PM SHRI Schools to inform the development of a Teacher Professional Development Plan to contextualise the Teacher Professional Development Plan. This would enable the training sessions to address the specific needs of the teachers.</li> <li>2. After obtaining the results of the needs assessment and the prioritisation of professional development needs, schools may identify solutions and opportunities for action to address the professional development needs of the target audience. The following action items may be followed <ol style="list-style-type: none"> <li>a. Design capacity building programmes based on the Teacher Development Plan</li> <li>b. Curate professional development goals and objectives</li> <li>c. Develop the design and content of professional development programmes</li> <li>d. Develop strategies for follow-up support and technical assistance</li> <li>e. Design evaluation mechanisms</li> <li>f. Revise the Teacher Professional Development Plan, if required</li> </ol> </li> <li>3. DIETs may arrange two types of training sessions - General training sessions (on Life Skills, Gender Sensitivity and Value Education, Inclusion and Inclusive Strategies, Upholding Value and Ethics etc.) and Subject / Skill specific training sessions (STEAM Education, Vocational Education, ECCE, FLN, Individual disciplines such as Science, Mathematics, Social science, Arts, English etc.).</li> <li>4. Schools may encourage teachers to attend international/national/State level workshops for School leaders and teachers for exposure and adoption of best practices.</li> <li>5. Schools may create a professional learning platform for teachers to share and learn from each other.</li> <li>6. Schools may ensure that teaching and non-teaching staff are sensitised through workshops,</li> </ol>	



seminars, guest lectures etc. to follow the best practices to meet the needs of students in the school environment.

Schools can refer to Section 3.2.1 in Chapter 3 in Part 1 of the framework for more information on Needs Analysis and the Teacher Professional Development Plan. The above- mentioned activities are only suggestive in nature, schools can design/plan activities based on context or specific needs of the states.

#### Standards

- i. Teacher Educators undergone capacity building & professional development & collaboration with professional institutions by SCERTs/DIETs/BITEs
- ii. Percentage of school time spent by teachers on teaching
- iii. Academic skill of teachers is par excellence – as evidenced by student feedback of teacher’s classroom transactions
- iv. The school in consultation with CRC/BRC/DIET/Regional office, carries out staff development programmes and capacity building of teachers.
- v. The school creates a non-threatening and caring environment for the teachers to voice their feedback and develops a mechanism to review this feedback periodically and use it for improvement, planning and assessing teacher satisfaction.

### Pillar 4: Inclusive Practices and Gender Equity

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. To achieve excellence in Inclusive Practices and Gender Equity, following are the suggestive norms and activities that can guide schools. To form a deeper understanding about Inclusive Practices and Gender Equity, [refer to part 1 chapter 4 of the framework.](#)

#### a. Provision for children with special needs (CWSN)

#### Proposed Norms:

##### Programmatic Norms

- Funding will be based on data of CWSN provided under UDISE+.

	<ul style="list-style-type: none"> <li>Programme will also support special training, education through an open learning system, home based education for children with severe &amp; multiple disabilities (who are unable to come to schools), wherever necessary, itinerant teaching, remedial teaching, community-based rehabilitation (CBR) and vocational education.</li> <li>For providing support to the learning of children with disabilities, focus will be on early identification and support.</li> <li>To assist teachers in catering to the needs of all learners more fully.</li> <li>Support for CWSN children as defined in RPWD Act 2016 will be available from ECCE classes in Govt. primary schools to Sr. Secondary level (NEP para 6.10).</li> </ul>
<b>Financial Norms</b>	<ul style="list-style-type: none"> <li>Provision of up to ₹ 3,500 per child, per year for children with special needs as per specific proposal. This will include aids and appliances, teaching material, etc.</li> <li>Provision of special educators at school level: <ul style="list-style-type: none"> <li>@ up to ₹ 20,000 at the elementary level.</li> <li>@ up to ₹ 25,000 at the secondary/senior secondary level.</li> </ul> </li> <li>The special educators should be qualified and registered with the RCI.</li> <li>Provision of stipend for CWSN girls @ ₹ 200 per month for 10 months, in addition to student component from pre-primary to senior secondary level.</li> <li>Identification/screening camps at school level @ Up to ₹ 2000 per camp. These camps will be held for early identification of disabilities and the data of identified children shall be maintained by the States/UTs for all categories of disabilities defined under the PwD Act.</li> </ul>
<b>Suggestive Action Items</b>	
<ol style="list-style-type: none"> <li>Ensure early identification of Children with Special Needs in order to provide them with the appropriate support. This may be done through informal means (behaviour observation, interactions with the child) as well as through formally administered tests</li> <li>Individualised lesson plans may be put in place that will meet the child's academic, development and functional needs that result from the disability and enable the child to be involved in and progress in the general curriculum.</li> <li>A buddy system may be incorporated within the classroom where a child with special needs</li> </ol>	

has a buddy appointed to him/her from the class, keeping in mind the needs and personality of the student. The Buddy system makes students feel valued and supported, teaches important social skills and creates a caring ethos in the school.

4. Assistive technology may be used to reinforce learning. Assistive technology increases the independence and functioning of a child with disability. The use of software and mobile applications is also of great help in the learning process for writing down solutions to Maths equations, increasing the font size of the text and adding visuals for better understanding. Though initially, individuals may find difficulty in using assistive devices, with proper orientation and usage, a person becomes self-reliant<sup>32</sup>. Assistive technology in the form of visual aids, hearing aids, audio aids, and technology for students with learning disabilities such as dyslexia, dysgraphia and other cognitive/psychomotor disabilities may be explored.
5. Adaptive strategies in the classroom may be utilised. For example, students in an inclusive classroom may require changing certain physical structures in the classroom (like desks etc.) to accommodate students with physical disabilities, adjusting the seating chart to allow a student with auditory problems to lipread more easily or structuring the classroom time, to help students with behavioural or learning disabilities feel more secure.
6. Differentiated instruction may be implemented for teaching and classroom management<sup>33</sup>. For example, distractions may be reduced within the class, appropriate behaviours may be rewarded, students may be given tasks based on their strengths to elicit participation etc. User-friendly E-content may be developed for the benefit of CWSN. The guidelines for the development of E-Content for CWSN by Ministry of Education<sup>34</sup> may be referred.
7. Teachers may aim to encourage students with singular interests and/or talents in the classroom by giving them supplementary enrichment material and guidance and encouragement. Topic-centered and Project-based Clubs and Circles will be encouraged.
8. Examination and assessment mechanisms may be modified in terms of providing extra time, alternate mode of presentation or response, alterations in setting and environment etc. For class X & XII examinations, SOPs<sup>35</sup> for examination exemptions/concessions prepared by CBSE may be referenced.

The above-mentioned activities are only suggestive in nature, schools can design/plan activities based on context or specific needs of the states.

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<sup>32</sup> [Handbook of Inclusive Education](#)

<sup>33</sup> [Meeting student learning diversity in the classroom](#)

<sup>34</sup> [Guidelines e-Content](#)

<sup>35</sup> [Exemptions/Concessions extended to Persons with Benchmark Disabilities for Class X & XII Examinations](#)

Standards	
i.	The school provides barrier free access in terms of physical environment (ramps, Handrails, Disabled friendly toilets) to the Divyang and students from all socio-economic backgrounds.
ii.	The school provides barrier free access in terms of curriculum to Divyang.
iii.	The school provides barrier free access in terms of teaching and assessment to Divyang
iv.	Adequate and appropriate indoor and outdoor games, sports and other recreational facilities are provided to Divyang.
v.	The school provides adequate transportation facilities to Divyang.
vi.	Training and sensitization programmes are conducted for all stakeholders by the school with respect to Divyang and students from all socio-economic backgrounds.
vii.	School has Special Educators and supports them in Capacity Building.
viii.	The school provides Guidance, mentoring to gifted/talented children from diverse socio-economic backgrounds in the Area of Science, Mathematics, Technology, Arts, Sports etc.
ix.	School organises and participates in Block level/school level screening camps for disability on regular basis.

**b. Self Defence training for girls and Special Equity Projects**

Proposed Norms:	
<b>Programmatic Norms</b>	<p><b>Self Defence training for girls</b></p> <ul style="list-style-type: none"> <li>Training for 3 months for inculcating self-defence skills including life skill for self-protection and self-development respectively.</li> </ul> <p><b>Special Equity Projects</b></p> <ul style="list-style-type: none"> <li>Special school specific projects for enhancing access, retention and quality such as enrolment drives, retention and motivation camps, awareness camps including programmes on menstrual health &amp; hygiene management, gender sensitization modules, etc.</li> <li>Schools may also ensure provision of Sanitary Pads to all girl students aged 12 years and above in convergence with related Departments.</li> <li>Focus on Socio-Economically Disadvantaged Groups (SEDGs) (NEP Para 6.2).</li> </ul>

	<ul style="list-style-type: none"> <li>Webinars and online workshops for teachers, principals, administrators, counsellors, and students will be undertaken to sensitize them on social issues and stigmas such as discrimination, segregation of disadvantaged and vulnerable groups, etc (NEP Para 6.15 to 6.20).</li> </ul>
<b>Financial Norms</b>	<p><b>Self Defence training for girls</b></p> <ul style="list-style-type: none"> <li>Provision for up to ₹ 5000 per month for 3 months for a total number of up to 50 girls in classes VI to XII.</li> <li>Provision for up to ₹ 10,000 per month for 3 months for a total number of more than 50 girls in classes VI to XII.</li> </ul> <p><b>Special Equity Projects</b></p> <ul style="list-style-type: none"> <li>Financial Support will be provided under School Specific project @ Up to ₹ 50,000 including for sanitary pad vending machine.</li> <li>Provision for sanitary pads @ ₹ 300 per annum per girl student (Classes 7 to 12).</li> </ul>
<b>Suggestive Action Items</b>	
<ol style="list-style-type: none"> <li>Appropriate visual signage and signage in 3 Braille should be placed at a readable height for the use of students with disabilities.</li> <li>Suitable arrangements as per the needs of the students should be made in the classrooms.</li> <li>The school should have accessible toilets and drinking water outlets and sanitary pad vending and incinerators for girls</li> <li>The path from the gate to the school building and playground should be clear and level.</li> <li>Learning aids; ICT facilities; specialist furniture, fittings and equipment and other assistive technologies should be available in the school for the students with disabilities.</li> <li>Schools may provide adequate and appropriate indoor and outdoor games, sports and other recreational facilities, opportunities for self-defence training to students.</li> <li>Sensitization and training sessions on addressing the needs of SEDGs, cyber safety etc may be conducted for teachers, parents, and administrative support staff.</li> <li>Issues like coming late to school, resolving fights between students, calling caste names by other children, etc., may require situational analysis and empathetic understanding. Utmost care must be taken while dealing with such issues. Both ignorance and harshness should be avoided.</li> <li>A clear channel of a grievance redressal mechanism may be established specifically for SEDGs. Further, robust reporting systems in cases like facing derogatory remarks, calling</li> </ol>	



by caste names, supposed inability to keep up with academic work, denial of use of school facilities including water sources, preventing them from using the school taps or water storage containers, engaging in menial tasks, etc. may be established within the schools.

10. There must be a proper acknowledgement of SEDG and Female role models in the school curriculum. Reinforcing such characteristics in syllabi and textbooks will encourage students of different socio-cultural-economic backgrounds to learn and understand their needs and perspectives.

The above-mentioned activities<sup>36</sup> are only suggestive in nature, schools can design/plan activities based on context or specific needs of the states.

### Standards

- i. The school provides sports facilities, STEM opportunities, art education, vocational education, self-defence training, etc. to girls without discrimination and tracks their retention and transition very closely
- ii. Improvement in Learning Outcomes of all categories of SEDG
- iii. The school has effective preventive health care and health management facilities & provision of Incinerators and Sanitary Pad vending Machines
- iv. The hostel fosters a culture of cleanliness and hygiene. Girls' hostel provides for sanitary pad vending machine as well as incinerators

## Pillar 5: Management, Monitoring & Governance

The PM SHRI Schools should ensure the robust management, monitoring and governance system for examining the impact of school transformation. It includes exploring the convergence that the PM SHRI schools have with existing schemes, planning mechanisms, resource management, and other managerial aspects along with the monitoring and evaluation mechanisms in place. To form a deeper understanding about Management, Monitoring & Governance, refer to **part 1 chapter 5 of the framework**.

### a. Child Tracking

### Proposed Norms:

<sup>36</sup> [Inclusion in Education | NCERT](#)

<b>Programmatic Norms</b>	<ul style="list-style-type: none"> <li>In order to achieve universal participation in school by carefully tracking students, as well as their learning levels (NEP para 3.2).</li> </ul>
<b>Financial Norms</b>	<ul style="list-style-type: none"> <li>For child tracking of students' up to ₹ 10.00 per student may be provided, once the State/Centre has developed and implemented a comprehensive and robust system for the same.</li> </ul>
<b>Suggestive Action Items</b>	
<ol style="list-style-type: none"> <li>Conduct Periodic Achievement Surveys to check the health of the educational system and to provide information about the learning achievement of students.</li> <li>Develop a Progress Tracking and Monitoring Mechanism that may track student progress across the following themes -               <ol style="list-style-type: none"> <li>General Student Data</li> <li>Attendance</li> <li>Academic Performance</li> <li>Co-curricular Performance</li> <li>Physical and Mental health indicators</li> </ol> </li> <li>Learning outcome level tracking maybe be included in Management Information System (MIS).</li> </ol> <p>The above-mentioned activities are only suggestive in nature, schools can design/plan activities based on context or specific needs of the states.</p>	
<b>Standards</b>	
<ol style="list-style-type: none"> <li>School has student and teacher registry and tracking of enrolment of every child, particularly SEDGs</li> <li>Child tracking through student registry.</li> </ol>	

## Pillar 6: Beneficiary Satisfaction

The quality of schools in PM SHRI Schools should be evaluated by the role and effectiveness of different stakeholders who are involved in the education system - Principals, Teachers, Students, Parents and the Community. The convergence of roles and responsibilities undertaken by these stakeholders in PM SHRI Schools would play an important role in school transformation. For better understanding about Beneficiaries Satisfaction, refer to **part 1 chapter 6 of the framework.**

**a. Community Participation including training of SMC/SMDC**

<b>Proposed Norms:</b>	
<b>Programmatic Norms</b>	<p><b>Community Participation</b></p> <ul style="list-style-type: none"> <li>Activities to enhance Community participation and monitoring for universal access, equity and quality.</li> <li>Schools will undertake community sensitization, parental advocacy and leveraging parents as a resource for ECCE/FLN/elementary /secondary level. (NEP Para 1.5).</li> <li>Workshops/Lectures/ Programmes for creating Awareness on RTE Act, Learning Outcomes, Holistic Report Card, School Based Assessment etc.</li> <li>Involvement of community and alumni in volunteer efforts for enhancing learning, such as, 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, etc.</li> <li>Capacity building and Support to SMCs/SMDCs.</li> <li>SMC capacity to be built to give better student support, support in enrolment, attendance, and performance and support in improved governance, monitoring, oversight, innovations, and initiatives by local stakeholders.</li> <li>Schools will develop their School Development Plans (SDPs) with the involvement of their SMCs. These plans will then become the basis for the creation of School Cluster Development Plans (SCDP).</li> </ul>
<b>Financial Norms</b>	Up to @ ₹ 10,000 per school subject to a specific plan.
<b>Suggestive Action Items</b>	
<ol style="list-style-type: none"> <li>Schools may encourage students to design Social Action Projects through which they can identify, plan and carry out solutions to problems that will benefit the community and society at large - such as mass clean up drives, plugging, arrangements for flood relief etc.</li> <li>Support of alumni could be sought to develop the infrastructure and enhancement of learning outcomes.</li> <li>The mentor-mentee concept may be introduced in the PM SHRI schools where the mentoring of teachers and school should be conducted, involving retired academicians,</li> </ol>	

officers and community volunteers. Individuals or private providers with relevant knowledge and expertise also provide mentorship support through initiatives such as the Vidyanjali 2.0 Portal<sup>37</sup>.

4. Collaboration with NGOs/CSOs/Corporates could be promoted for supporting capacity building, infrastructure and teaching-learning process as part of their Corporate Social Responsibility (CSR).
5. Parents as home-mentors could be encouraged and oriented towards the enhancement of the learning outcome of the children especially children with special needs.
6. Active involvement of students and teachers in New India Literacy Programme (NILP) may be ensured.

The above-mentioned activities are only suggestive in nature, schools can design/plan activities based on context or specific needs of the states.

### Standards

- i. The school principal charts relevant community outreach programmes (viz, cleanliness of surroundings, adult education, environment ambassadors, preserving the heritage, working with old age homes, preserving environment) and integrates them in the annual curriculum plan for all age groups.
- ii. The school provides a platform for the parents and the alumni to share their feedback on the on-going processes of the school and review the same for improving performance of the school and for assessing their satisfaction.
- iii. The school provides Guidance, mentoring to gifted/talented children from diverse socio-economic backgrounds in the Areas of Science, Mathematics, Technology, Arts, Sports etc
- iv. The leadership/management ensures effective co-ordination within the school and with outside community
- v. There is a formal mechanism for relationship management (staff, parents, community, alumni, etc.)
- vi. There is complete activity management mechanism available in the school

<sup>37</sup> [Vidyanjali 2.0 Portal](#)

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# RESOURCES



1	Alternative Academic Calendar. NCERT. <a href="https://ncert.nic.in/pdf/announcement/Learning_%20Enhancement_Guidelines.pdf">https://ncert.nic.in/pdf/announcement/Learning %20Enhancement Guidelines.pdf</a>
2	(2019). <i>Art Integration: Towards Experiential Learning</i> . CBSE. . Department of School Education and Literacy, Ministry of Education, Government of India. <a href="https://cbseacademic.nic.in/web_material/Circulars/2019/art_integration.pdf">https://cbseacademic.nic.in/web_material/Circulars/2019/art_integration.pdf</a> .
3	(2019). <i>Art Integrated Learning</i> . NCERT. Department of School Education and Literacy, Ministry of Education, Government of India. <a href="https://ncert.nic.in/pdf/notice/AIL-Guidelines-English.pdf">https://ncert.nic.in/pdf/notice/AIL-Guidelines-English.pdf</a> .
4	(2021). <i>Circular: Artificial Intelligence For All - A joint initiative by CBSE and Intel India</i> . Central Board of Secondary Education, Ministry of Education, Government of India. <a href="http://cbseacademic.nic.in/web_material/Circulars/2021/56_Circular_2021.pdf">http://cbseacademic.nic.in/web_material/Circulars/2021/56_Circular_2021.pdf</a>
5	<i>Comparing Assessment Tools &amp; Methods</i> . <a href="https://cetl.uconn.edu/resources/assessment-of-learning/assessment-design/comparing-assessment-tools-methods/">https://cetl.uconn.edu/resources/assessment-of-learning/assessment-design/comparing-assessment-tools-methods/</a> .
6	<i>COVID response in school education: action plan for access, retention, continuous learning, capacity building and stakeholder engagement</i> . Department of School Education and Literacy, Ministry of Education, Government of India. <a href="https://www.education.gov.in/sites/upload_files/mhrd/files/Covid_Action_Plan.pdf">https://www.education.gov.in/sites/upload_files/mhrd/files/Covid_Action_Plan.pdf</a>
7	<i>DIKSHA: Digital Infrastructure for Knowledge Sharing</i> . National Council for Educational Research and Training, Ministry of Education, Government of India. <a href="https://diksha.gov.in/">https://diksha.gov.in/</a>
8	<i>Ek Bharat Shreshtha Bharat: Revised guidelines aligned to NEP 2020</i> . Department of School Education and Literacy, Ministry of Education, Government of India. <a href="https://dsel.education.gov.in/sites/default/files/ebsb_guidelines_updated.pdf">https://dsel.education.gov.in/sites/default/files/ebsb_guidelines_updated.pdf</a>
9	<i>Experiential Learning</i> . CBSE. Department of School Education and Literacy, Ministry of Education, Government of India.. <a href="http://cbseacademic.nic.in/web_material/Manuals/ExperientialLearning.pdf">http://cbseacademic.nic.in/web_material/Manuals/ExperientialLearning.pdf</a> .



10	<p><i>Exposure of Vocational Education at Upper Primary Level: More than 6000 schools approved in 2021-22.</i></p> <p>Department of School Education and Literacy, Ministry of Education, Government of India.</p> <p><a href="https://samagra.education.gov.in/vocational.html">https://samagra.education.gov.in/vocational.html</a></p>
11	<p><i>Gifted Students: Recommendations for teachers.</i> Education.udel.edu.</p> <p><a href="https://www.education.udel.edu/wp-content/uploads/2013/01/GiftedStudents.pdf">https://www.education.udel.edu/wp-content/uploads/2013/01/GiftedStudents.pdf</a>.</p>
12	<p>(2020). <i>Guidelines for Art-Integrated Education.</i> Central Board of Secondary Education, Ministry of Education, Government of India.</p> <p><a href="http://cbseacademic.nic.in/web_material/Circulars/2020/33_Circular_2020.pdf">http://cbseacademic.nic.in/web_material/Circulars/2020/33_Circular_2020.pdf</a></p>
13	<p>(2020). <i>Guidelines for States and UTs for continuing education of children of migrant labourers.</i> Department of School Education and Literacy, Ministry of Education, Government of India.</p> <p><a href="https://www.education.gov.in/sites/upload_files/mhrd/files/Migrant%20labour%20guideline.pdf">https://www.education.gov.in/sites/upload_files/mhrd/files/Migrant%20labour%20guideline.pdf</a></p>
14	<p>(2021). <i>Guidelines for the development of e-content for children with disabilities.</i> Education.gov.in. Department of School Education and Literacy, Ministry of Education, Government of India.</p> <p><a href="https://www.education.gov.in/sites/upload_files/mhrd/files/CWSN_E-Content_guidelines.pdf">https://www.education.gov.in/sites/upload_files/mhrd/files/CWSN_E-Content_guidelines.pdf</a>.</p>
15	<p>(2021). <i>Guidelines for identification and bringing back Out of School Children and addressing concerns on School Reopening.</i> Department of School Education and Literacy, Ministry of Education, Government of India.</p> <p><a href="https://www.education.gov.in/sites/upload_files/mhrd/files/guidelines_oosc.pdf">https://www.education.gov.in/sites/upload_files/mhrd/files/guidelines_oosc.pdf</a></p>
16	<p>(2020). <i>Guidelines for out of school children and mitigation of loss of learning.</i> Department of School Education and Literacy, Ministry of Education, Government of India.</p> <p><a href="https://www.education.gov.in/sites/upload_files/mhrd/files/guidelines_oosc.pdf">https://www.education.gov.in/sites/upload_files/mhrd/files/guidelines_oosc.pdf</a>.</p>

<b>17</b>	<p><i>Guideline for “Parent Participation in Homebased Learning during School closure and beyond”.</i> Department of School Education and Literacy, Ministry of Education, Government of India.</p> <p><a href="https://www.education.gov.in/sites/upload_files/mhrd/files/MoE_Home_Learning_Guidelines.pdf">https://www.education.gov.in/sites/upload_files/mhrd/files/MoE_Home_Learning_Guidelines.pdf</a></p>
<b>18</b>	<p><i>Guidelines for School reopening on Learning with Social Distancing.</i> Department of School Education and Literacy, Ministry of Education, Government of India.</p> <p><a href="https://www.education.gov.in/sites/upload_files/mhrd/files/SOP_Guidelines_for_reopening_schools.pdf">https://www.education.gov.in/sites/upload_files/mhrd/files/SOP_Guidelines_for_reopening_schools.pdf</a></p>
<b>19</b>	<p><i>Guidelines for Social Audit of Samagra Shiksha.</i> Department of School Education and Literacy, Ministry of Education, Government of India.</p> <p><a href="https://www.education.gov.in/sites/upload_files/mhrd/files/Guidelines_for_Social_Audit_of_Samagra_Shiksha_scheme.pdf">https://www.education.gov.in/sites/upload_files/mhrd/files/Guidelines_for_Social_Audit_of_Samagra_Shiksha_scheme.pdf</a></p>
<b>20</b>	<p>(2021). <i>Guidelines for the Development of e-Content for Children with Disabilities.</i> Ministry of Education, Government of India. <a href="https://dsel.education.gov.in/sites/default/files/2021-06/CWSN_E-Content_guidelines.pdf">https://dsel.education.gov.in/sites/default/files/2021-06/CWSN_E-Content_guidelines.pdf</a></p>
<b>21</b>	<p>(2021). <i>Guidelines on Reading Campaign.</i> Department of School Education and Literacy, Ministry of Education, Government of India.</p> <p><a href="https://www.education.gov.in/sites/upload_files/mhrd/files/Guidelines_on_Reading_Campaign.pdf">https://www.education.gov.in/sites/upload_files/mhrd/files/Guidelines_on_Reading_Campaign.pdf</a></p>
<b>22</b>	<p>(2021). <i>Guidelines on School Safety and Security.</i> Department of School Education and Literacy, Ministry of Education, Government of India.</p> <p><a href="https://dsel.education.gov.in/sites/default/files/2021-10/guidelines_sss.pdf">https://dsel.education.gov.in/sites/default/files/2021-10/guidelines_sss.pdf</a></p>
<b>23</b>	<p>(2021). <i>Guidelines on School safety and Security.</i> NCERT.</p> <p><a href="https://ncert.nic.in/pdf/notice/GuidelinesSchool%20SafetySecurity.pdf">https://ncert.nic.in/pdf/notice/GuidelinesSchool%20SafetySecurity.pdf</a></p>
<b>24</b>	<p><i>Guidelines to Teacher Education Institution (TEIs) to cope up with COVID-19 Pandemic Crisis.</i></p>

	<a href="https://ncte.gov.in/WebAdminFiles/RecentAnnouncement/0_20_08_2020_637335320672297662.pdf">https://ncte.gov.in/WebAdminFiles/RecentAnnouncement/0_20_08_2020_637335320672297662.pdf</a>
25	(2019). <i>Handbook for teachers</i> . CBSE. . Department of School Education and Literacy, Ministry of Education, Government of India. <a href="https://cbseacademic.nic.in/web_material/Manuals/Handbook_for_Teachers.pdf">https://cbseacademic.nic.in/web_material/Manuals/Handbook_for_Teachers.pdf</a> .
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## 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 range of 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 the end 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 vision and 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 and 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 are needed to succeed in pursuing some 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 risk related 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.
- 73. **Vision:** The act



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**Ministry of Education**

Government of India



शिक्षा मंत्रालय  
MINISTRY OF  
EDUCATION

# PM SHRI SCHOOLS

## FRAMEWORK ON SCHOOL TRANSFORMATION



### Part 3

School Quality Assessment Framework

# PM SHRI SCHOOLS

## Framework on School Transformation

### Part 3

School Quality Assessment Framework



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## **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 aspects of 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 themselves



# PART III

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## SCHOOL QUALITY ASSESSMENT FRAMEWORK



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The previous part covered the Programmatic and Financial Norms that are provided for the interventions under the six pillars of the PM SHRI Schools. The next part elaborates on the School Quality Assessment Framework, and explains the importance, purpose and structure of the framework. The framework further provides guidelines for quality assessment for all the 6 pillars of the PM SHRI schools.

## CHAPTER 1

### 1.1. WHY QUALITY ASSESSMENT

Quality in education has assumed great significance throughout the world. Quality is at the heart of education and is neither a standalone entity nor a sequential element. It is integral to all the components; be it input, process, output, or outcome.

The monitoring and supervision of easily quantifiable aspects have generally received the attention of the planners, implementers, and supervisors. Monitoring of quality dimensions, especially of learning and learning conditions of every child, must be given equal attention. Quality education through school improvement is best carried out by understanding a set of dimensions that are to be improved within each school, i.e., students' learning outcomes (what students learn), the governance of schools (how schools are run in terms of classroom processes, assessments, governance, and leadership) and the resources or the provisions in the school. To be continuously informed about the quality of education, both at the classroom level as well as at the systematic level, some monitoring and assessment systems need to be put in place.

#### **NEP 2020 and School Quality Assessment**

*NEP 2020 in paragraph 8.1 states, "The goal of the school education regulatory system must be to continually improve educational outcomes; it must not overly restrict schools, prevent innovation, or demoralize teachers, principals, and students. All in all, regulation must aim to empower schools and teachers with trust, enabling them to strive for excellence and perform at their very best, while ensuring the integrity of the system through the enforcement of complete transparency and full public disclosure of all finances, procedures, and educational outcomes."*

*The public education system is the foundation of a vibrant democratic society, and the way it is run must be transformed and invigorated to achieve the highest levels of educational outcomes for the nation. An effective quality self-regulation or accreditation system will be instituted for all stages of education including pre-school education - private, public, and philanthropic - to ensure compliance with essential quality standards. The School Assessment System will be objective and developmentally oriented while ensuring accountability will provide a pathway to plan for the future development of the school.*

## 1.2. Introduction to School Quality Assessment Framework (SQAF)

The school quality assessment is to help answer the question *'How good is our school?'* Its findings are meant to be understood by the students, parents, teachers, leaders, and policy planners in the school education community. The School Quality Assessment is to further the National Education Policy 2020's goal to make the education of good quality available, accessible, and affordable to all school-going age persons.

The school assessment indicators are meant to be broadly applicable in diverse contexts, including urban, rural, and tribal schools. The school assessment framework is to be used for self-assessment by schools as well as by assessors nominated to review the quality of the provision, governance, and student learning outcomes of schools. The challenge of improving any school is met by the school itself supported by the local community, with appropriate support from district and state authorities.

School quality is revealed most clearly by the learning's students take with them when they leave, both academically and socially. These indicators build upon broadly agreed aspects of school quality that have been used to improve schools around the world for more than twenty years.

School improvement is a local undertaking. It is the role of districts, state, regional, and national educators to support school stakeholders in their efforts to improve, but improvements happen incrementally. Significant changes in schools take years, not months or weeks. The school assessment parameters represent ways to assess school quality at one point in time. It is hoped that the findings emanating from the assessment of the schools against the defined parameters/standards will be used repeatedly to monitor progress along the road to improved resource provision, governance, and student learning outcomes.

## 1.3. Assessing School Quality

### 1.3.1. Goals of SQAF

- To improve the quality of the education system in the PM SHRI schools by building the capacities of stakeholders at school, district, and state levels



- To transform the system into one that is responsive and committed to the learning needs of students
- To ensure enhanced student learning.

The SQAF tools and processes will broadly provide information on the quality of resource provision, governance and the processes that help in improving students' learning outcomes.

### 1.3.2. Objectives

- To promote understanding of various dimensions of quality of school education.
- To enable usage of SQAF tools and reporting structures by the PM SHRI schools and the state system for monitoring for school improvement.
- To assess the resources made available and their implementation effectiveness in terms of availability, adequacy, appropriateness, and utilisation for each of the domains and their standards.
- To inform policy planning, practice, and implementation.
- To assist schools to embed self-evaluation, reflective practice and responsiveness to the needs of learners in their classrooms and other learning settings
- To help schools to identify their strengths and areas for development
- To enable schools to take ownership of their own development and improvement.

### 1.3.3. Guiding Principles of SQAF

- **Realistic and Implementable Standards/Benchmarking Statements** - Standards set for schools are realistic and implementable to bring guided transformational change rather than being unrealistic and overburdening.
- **Learner at the centre stage of the Assessment Framework** - The main intention of the framework is to enable the schools to engage themselves in an on-going and cyclical process of evaluating the impact of their endeavours on the achievement of learner outcomes. The learners have been kept at the centre of the assessment framework, with the goal of developing them to be confident, connected, actively involved, lifelong learners as envisioned by NEP 2020. The standards/benchmarking statements delineating the student profile

across the different domains will act as a yardstick for evaluating effectiveness of school practices.

- **Thrust on holistic Development of learners:** The quality framework takes a holistic view of learning and of the learner that includes cognitive, affective and psychomotor aspects of child development. It emphasises the need for pupils to develop a broad range of skills, competences and values that enable personal well-being, active citizenship and lifelong learning. Learning experiences for all pupils should therefore be broad, balanced, challenging and responsive to individual needs.
- **NEP 2020 recommendations as the guiding force** - The NEP recommendations as given in the figure below are the guiding force behind the framing of the assessment framework; these recommendations have not to be seen in silos but as seamlessly woven into the school processes.

Competency Based Teaching	Digital Literacy	Introduction of contemporary subjects like AI, Data Science, Design Thinking	Transforming assessment for student development
Holistic Progress card	No silos between scholastics and co-scholastics	Inclusive Practices	Promotion of multi lingual teaching
Development of scientific temper	Encouraging 21st Century Skills	Effective Governance	New Pedagogical Structure
Experiential Learning	Health Education	Mathematical and Computational Thinking	Vocational Education
Continuous Professional Development of teachers	Values and Ethics	Increased focus on Foundational Literacy and Numeracy	Indian Constitution and Knowing India

### 1.3.4. Some Do's and Don'ts while using the Assessment Framework

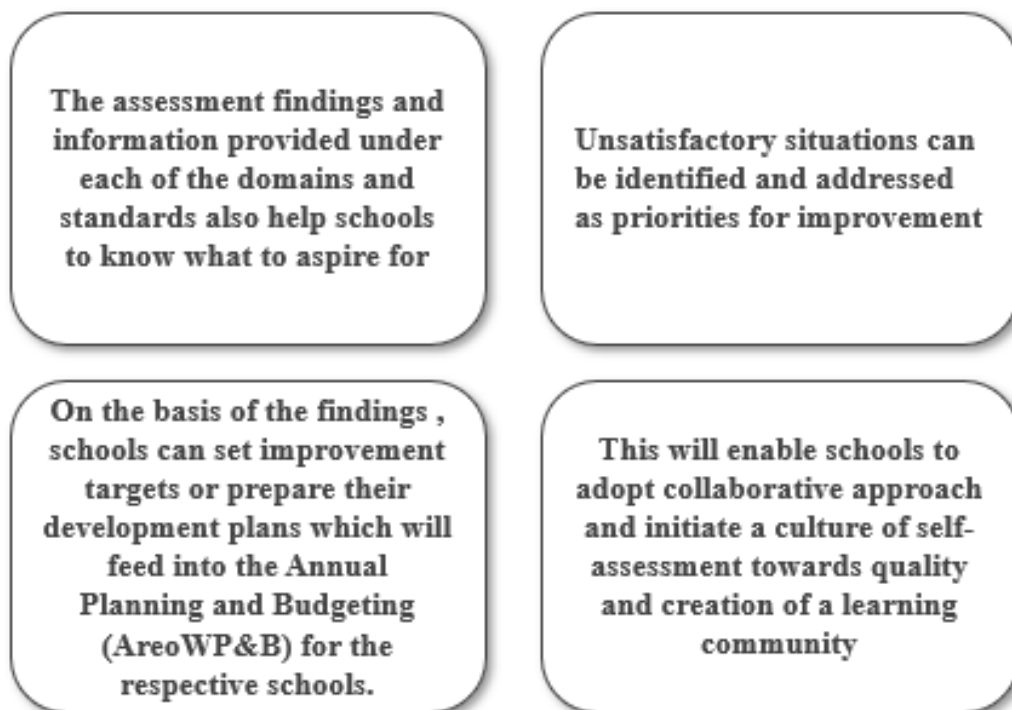
<b>DO's</b>	<ul style="list-style-type: none"><li>• There must be honesty of purpose leading to transparency and openness in all communication among all stakeholders.</li><li>• Meaningful feedback should be provided to the schools and the system for improvement.</li><li>• The findings should be presented in a manner that empowers and informs plans and practices.</li></ul>
<b>DONT's</b>	<ul style="list-style-type: none"><li>• The SQAF should not be an inspection as it should not lead to punitive action.</li><li>• The SQAF results must not be used for comparison or ranking with other schools, districts, or state.</li></ul>

### 1.3.5. Purpose of School Quality Assessment Framework

Provision of a common quality assessment framework	Enabling Schools to identify Strengths and Weaknesses	Enabling Schools to charter development plans
<ul style="list-style-type: none"><li>• A common set of school quality assessment framework creates a vocabulary for conversations within and between schools.</li><li>• The use of common domains and standards by assessors allows for consistent judgments to be made by different groups of people over time and in different parts of the system.</li><li>• Finally, the publication of findings against the domains and the standards would allow everyone to see school quality assessment as a fair and transparent process that can engage all stakeholders and any interested citizen.</li></ul>	<ul style="list-style-type: none"><li>• The assessment against the framework serves the purpose of identification of the strengths and weaknesses of the schools.</li><li>• The aggregated findings of the school assessment at different levels (districts and states) can be used to improve policy, planning, practice, and implementation.</li><li>• A assessment findings will help national and state-level organizations to identify quality issues and amend them from the macro-level through changes in policy and support to be provided to the schools</li></ul>	<ul style="list-style-type: none"><li>• Findings emanating from the School Quality Assessment lead to self-reflection by schools and its staff.</li><li>• The findings should become the basis for;<ul style="list-style-type: none"><li>▫ future planning and goal setting</li><li>▫ motivating schools to strengthen teamwork and partnerships with the parent community</li><li>▫ chalking out school development plans.</li></ul></li></ul>

### 1.3.6. SQAF Reporting

Reporting of the SQAF is designed to provide objective feedback to the school and the system. The report provides scores against each standard and aggregated for each of the domains. **(Refer to annex:2)**



(A sample school development/improvement plan template is given in annexure).

### 1.3.7. Operational Guidelines

The operational guidelines to SQAF are provided to help improve the overall reliability of internal and external school quality assessments and their integrated reporting at the districts and the state levels. Each school has unique characteristics and thus the guidance that follows should help Assessment teams to be thorough in their work while using the limited time available as efficiently as possible.

An implementation guidelines document (annex:1) is made available to be used in conjunction with the School Quality Assessment framework provided in section-4 below. The implementation guidelines document provides notes on preparatory and in-school assessment processes, research methods, and data sources to avail accurate information including methods of triangulating the data and evidence.

All school quality assessments will be digitally conducted using SQAF application and reports may be uploaded to the prescribed portal. This will make the entire assessment process efficient and error-free besides this facility will help in generating aggregated School Quality Assessment reports at the districts and the state levels.

#### **1.3.7.1. Internal School Quality Assessment**

- Will be conducted annually, and findings of the assessment must feed into the annual school planning.
- Should be conducted by a team of teachers that must include different subject teachers, a teacher representative, a member of the SMDC, an administration/accounts representative (if possible), and perhaps others.
- The team should have a diverse membership and include men and women, older and younger people.
- The suggested size of the team is five members or more in large schools. It is best if there is an odd number of a team member.
- The Team Leader should be someone who has been at the school for two to five years.
- Ideal approach to internal assessment is to start with the student outcomes or achievement and then assess the success of the governance and resource indicators that lead to student learning.
- If the student learning outcomes are limited, the reasons for the same should become clear when the quality of governance and resources are appraised.

#### **1.3.7.2. External School Quality Assessment**

- Must be conducted by CRC/BRC once every year in physical mode.
- Must be conducted at a two to three-yearly cycle by an external institution/agency nominated by the State and in due course by the School Quality Assessment and Accreditation Agency (SQAAA) in each of the states.
- After the External Assessment is completed and before finalising their report, the external assessors will review the report of internal assessments conducted by the school in the previous two years.

- External Assessment Report to be prepared by the external assessors will make a note of the anomalies in the internal assessment report, if any and the findings of the external assessment.

#### **1.3.7.3.       Aggregation of the School Level Quality Assessment Reports at the School, district and the state levels**

A portal has been developed by DoSE&L, MoE for implementation of the PM SHRI Scheme. All PM SHRI schools will be required to take School Quality Assessment on that portal. The reports will depict the level at which the school is presently against each domain. This will help the district and the states to identify the poorly and well-performing domains and take actions accordingly. To understand the standards that bring the status of any domain up or down can be examined at a micro level by the districts and the states by drilling down further to the level of the schools to understand the patterns of performance by the districts and the states by drilling down further to the level of the schools to understand the patterns of performance by each standard within the domain.

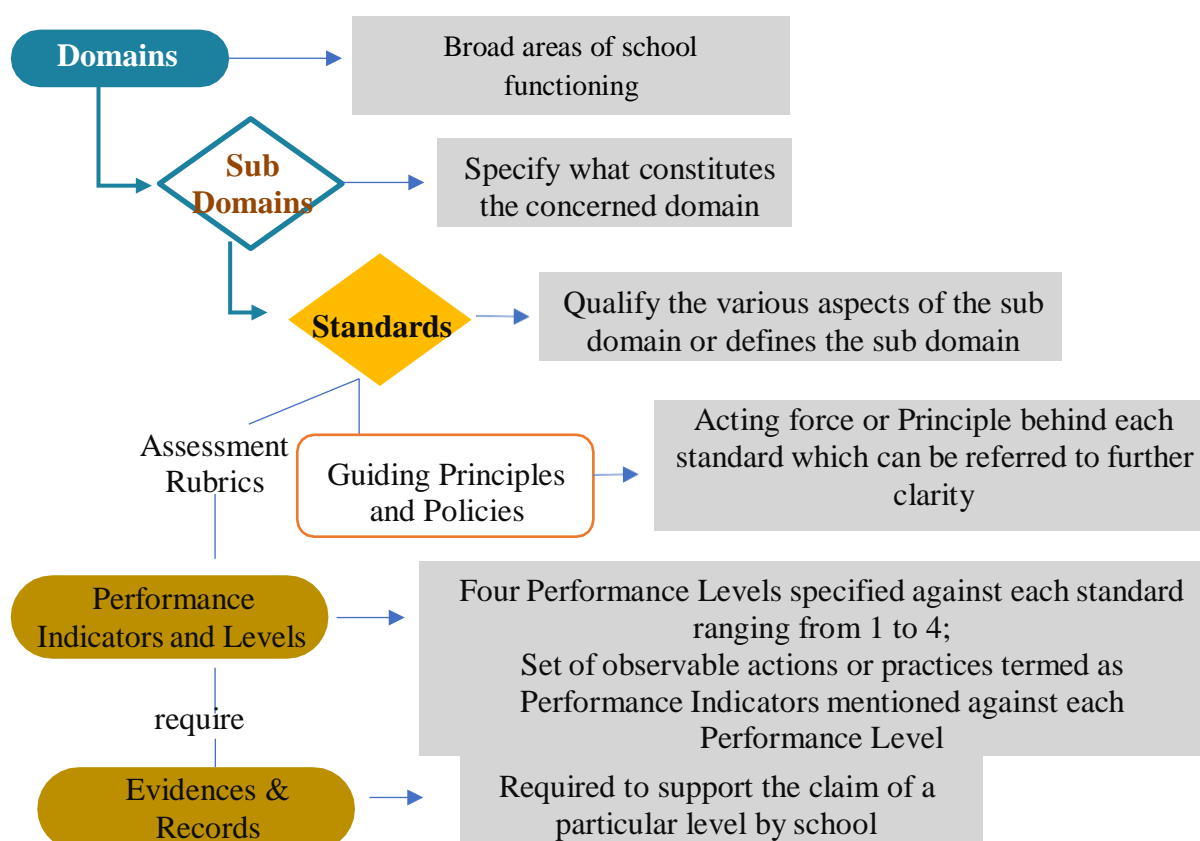


## Chapter 2

## 2.1. Structure and Organization of SQA Framework

Standards and Performance Indicators are at the centre of any assessment framework. They provide a basis on which assessment is done. Since the concept of quality is complex and has to be seen holistically, therefore, the standards should cover almost all the key performance areas of school and consider the satisfaction of all the stakeholders concerned. In the proposed SQA Framework:

- The standards have been set in six different domains of school functioning
- Each domain is further subdivided into sub-domains detailing out the areas under them.
- Performance Indicators have been mentioned against each sub-domain which indicates the observable actions or practices in response to that particular Standard.
- Each sub-domain or standard has 4 levels of performance indicators.
- Schematically structure of SQA Framework may be understood through following graphical organizer:



*It is suggested that in order to understand and make sense of the framework, the domains, sub domains, standards, performance indicators, evidences and guiding policies/documents should be looked at in totality rather than in isolation. Since all areas of school functioning are seamlessly interwoven, the different components of the framework need to be viewed as a whole rather than in seclusion. The Performance Indicators are self-explanatory and corroborated by list of evidences given at the end of each standard. The schools can assess themselves against these standards and set an aspirational level that is achievable.*

## 2.2. KEY ELEMENTS:

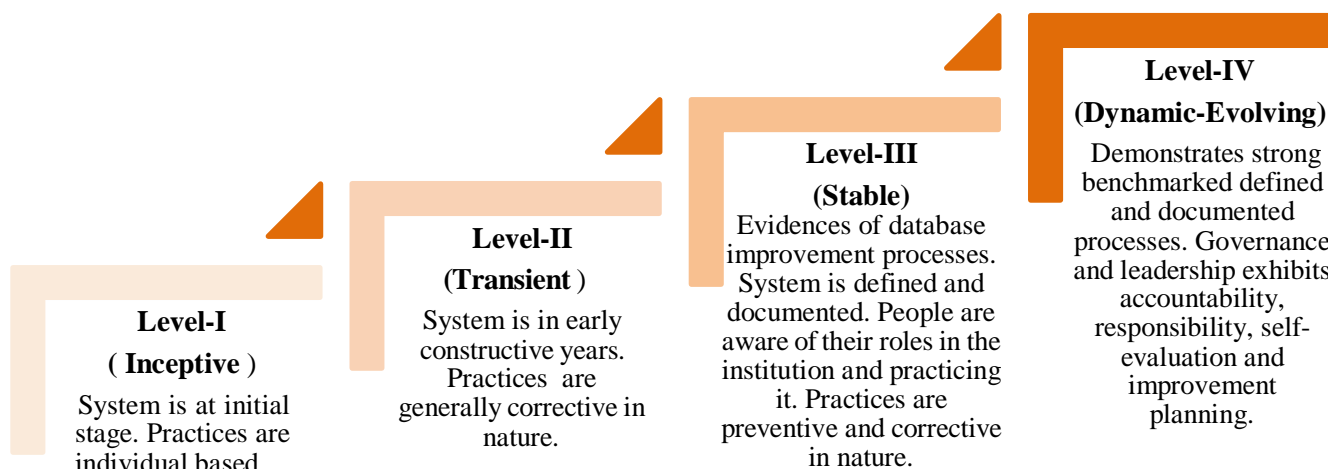
Key elements highlighted from macro to micro level in above mentioned graphical organizer are further detailed out for more clarity about the Framework.

<b>Domain</b>	<p>SQA Framework rests on domains or the key performance areas of school which ensure school effectiveness:</p> <p>The domains are not independent of each other but interlinked and interdependent in a systematic and seamless manner. <i>An example would be that of leadership that develops capacity of teachers by providing resources and training benchmarked with best practices and good governance leading to enhanced learning outcomes in all students in all curricular areas.</i></p>
<b>Sub Domain</b>	<ol style="list-style-type: none"> <li>1. Specifies what constitutes each domain</li> <li>2. Ensures uniformity in understanding and interpretation across all users and stakeholders</li> <li>3. Example: Sub domains of <i>Curriculum, Pedagogy and Assessment</i> may be: <ol style="list-style-type: none"> <li>a. Curriculum Planning</li> <li>b. Teaching Learning Process</li> <li>c. Skill based/Vocational Education</li> <li>d. Mainstreaming Physical Education and Sports</li> <li>e. Values and Ethos, Knowledge of India</li> </ol> </li> </ol>

	<ul style="list-style-type: none"> <li>f. Learning Enhancement Programme, Student performance, Assessment of Learning Outcome and Feedback etc.</li> <li>g. ICT, Digital initiatives &amp; Innovation</li> <li>h. Early Childhood care and Education &amp; FLN (grade 1-5)</li> <li>i. Counselling for mental health and well-being and career</li> <li>j. School as hub for innovations by teachers and students</li> </ul> <p>4. Based on aforementioned sub-domains of '<i>Curriculum, Pedagogy and Assessment</i>', it may be inferred that sub-domains having some sort of similarities would be subsumed under a particular domain.</p>
<b>Standards/ Benchmarking Statements</b>	<p>Standard is benchmarking statement under the sub domain. It is a rule or principle that is used as a basis for judgement.</p> <p>In School Quality Assessment Framework, standards are the benchmarking statements expressed in terms of behaviours and attributes of practices of an effective and well-functioning school.</p> <p>All standards set under any sub-domain tend to qualify various aspects of the concerned Sub-domain.</p> <p>Example: Under Curriculum Planning – a sub domain of domain '<i>Curriculum, Pedagogy and Assessment</i>', we would find following Standards or Benchmarking Statements:</p> <ul style="list-style-type: none"> <li>● The Principal and teachers are familiar with the curriculum documents and support material brought out by SCERT/NCERT.</li> <li>● There is an Integrated Annual Curriculum and Pedagogical Plan.</li> </ul> <p>As compared to Domain and Sub Domain, Standards:</p> <ul style="list-style-type: none"> <li>○ are more concrete and specific</li> </ul>

	<ul style="list-style-type: none"> <li>○ tend to give operational definition of concerned Sub-domain</li> </ul> <p>Due to concreteness and distinctiveness of each Standard or Benchmarking Statement, assessment exercise would be objective and reliable in nature. This is the reason why Standards are given central stage within any assessment framework.</p>
<b>Performance Levels, Performance Indicator and Rubrics</b>	<p>Performance Levels, Performance Indicators and Rubrics answer the following questions:</p> <ul style="list-style-type: none"> <li>○ How School would be assessed on each standard?</li> <li>○ How to determine where school stands on each standard so that school may aspire for continual improvement?</li> <li>○ How to determine appropriate performance level on standard for school?</li> </ul> <p>For facilitating assessment of school on each standard, four <b>performance levels</b> ranging on scale of 1 to 4 have been specified. Performance Level-IV would be highest and Performance Level-I would be lowest. Performance Level indicates the developmental stage of the school.</p> <p>Further to determine on which performance level school stands, along with each performance level, observable actions or practices termed as <b>performance indicators</b> are specified. Technically, if against each standard or benchmarking statement, performance levels and associated performance indicators are specified, resultant scoring guide tool is called '<b>Rubric</b>'.</p> <p><b>Note:</b> <i>Performance levels are ordered incrementally from low to high, it means for getting higher performance level, requirements of previous levels would be met by school. It means for attaining performance level-IV which is the highest level, school would have to meet requirements of preceding performance levels.</i></p> <p>The school has flexibility to self-assess its maturity level, define its aspirational level and then devise its plan of action after each domain of the framework to achieve the aspired level.</p>

<b>Score</b>	<p>Against each standard, Performance levels have been specified ranging on four-point scale. Level-IV of Performance Indicators under each standard depicts the best practice(s) carrying a weightage of 4. <b>In order to get a score of 4, the performance indicators at other three levels must stand true/appropriate for the school. Evidence for score of 4 therefore shall be provided for Level1, Level 2, Level 3 and Level 4.</b> Similarly, Performance level-III, II and I are carrying weightage scores of 3, 2 and 1 respectively.</p>
<b>Record/ Evidence</b>	<p>Against each standard, set of records and evidences have been specified which support that observable actions or practices are happening in school as per requirements specified for performance levels of concerned standard. <b>(Availability of documents at all levels: 5+3+3+4 is preferred)</b></p> <p><b>The same document can also be an evidence for other domains and their sub domains and standards. For example, <i>lesson plan can be an evidence of capacity building, assessment, leadership, management and governance, pedagogical strategies, inclusive practices, satisfaction of students, integration of art education, life skills, health and physical education, SDGs etc.</i></b></p>
<b>Policy/ Reference Document</b>	<p>Against each standard, policy or reference documents are mentioned which are acting force or principles behind the concerned standard. It means for more detailed information regarding any standard concerned policy or reference document(s) may be referred.</p>

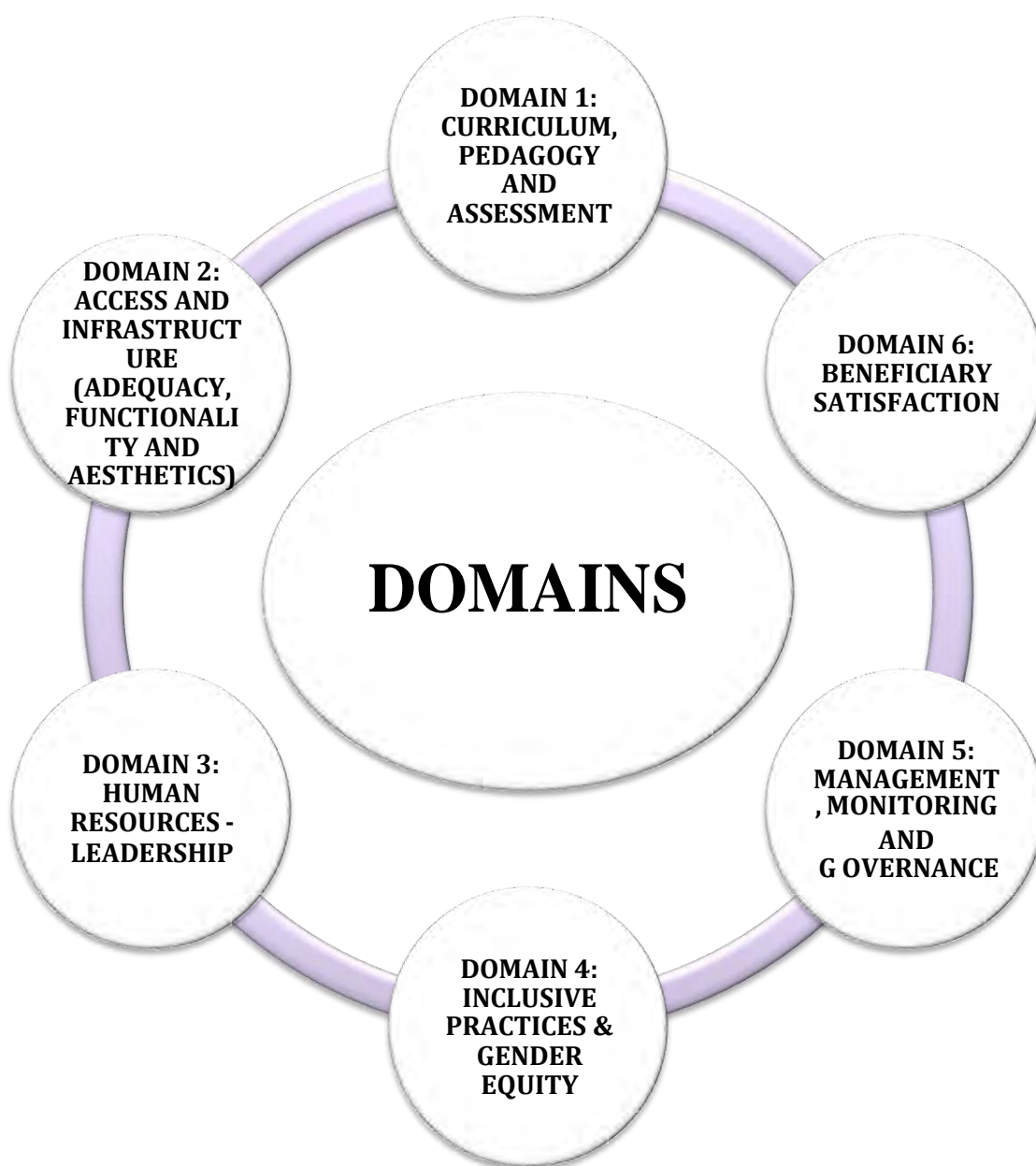


<b>Maturity Level</b>	<p>In the framework, along with each standard, four Performance levels ranging on scale of 1-4 have been specified. These four levels of performance namely Performance level-IV, III, II and I denotes '<b><i>Dynamic-Evolving</i></b>', '<b><i>Stable</i></b>', '<b><i>Transient</i></b>' and '<b><i>Inceptive</i></b>' maturity levels respectively. These are given in the figure below:</p> <p>The school can refer the above criteria or developmental stages of performance to know where it stands in terms of developmental stage and formulate appropriate and achievable plans for self-improvement and enhance accountability.</p> <p>Although it is expected that each school meets the best practices as depicted in these performance indicators, not all indicators will apply to or be appropriate for each school.</p>
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### Level 4 of Performance Indicators

Level-IV of Performance Indicators under each standard depicts the best practice(s) carrying a weightage of 4. **In order to get a score of 4, the performance indicators at other three levels must stand true/appropriate for the school.** Also, the practices followed by the school should reflect SYSTEMS APPROACH TO QUALITY MANAGEMENT. **A level IV score is expected to be supported by a video/documentation on Vidya AMRIT portal of Government of India.**





### 2.3. DOMAINS, SUB DOMAINS AND STANDARDS/BENCHMARKING STATEMENTS

In this sub-section, Domains, Sub-domains, Standards, Performance levels and indicators, records/evidences and policy documents are presented in detail. Domain-wise summary is presented below:

Domain (6)	Sub-Domain (58)	Foundational (Angnawadi –2) (50)	Preparatory (3-5) (54)	Middle (6-8) (57)	Secondary (9-12) (57)	Number of standards in sub-domain	Total standards in the domain (123)

<b>Curriculum pedagogy and assessment</b>	1.1 Curriculum Planning	Y	Y	Y	Y	4	41
	1.2 Teaching Learning Processes and LIFE ((Lifestyle For Environment)	Y	Y	Y	Y	5	
	1.3 Skill Based/ Vocational Education Programmes			Y	Y	7	
	1.4 Main-streaming Physical Education and Sports	Y	Y	Y	Y	3	
	1.5 Values and Ethos; Knowledge of India		Y	Y	Y	2	
	1.6 Learning Enhancement Programme, Student Performance, Assessment of Learning Outcomes and Feedback	Y	Y	Y	Y	6	
	1.7 Early Childhood Care and Education & Foundational Literacy and Numeracy (grades 1-5)	Y	Y			7	
	1.8 Counselling for mental health and well-being and career	Y	Y	Y	Y	1	
	1.9 School as hub for innovations by teachers and students	Y	Y	Y	Y	1	
	1.10 21 <sup>st</sup> Century Learning and Information skills			Y	Y	2	

	1.11 Citizenship skills, Constitutional values and Knowledge of India		Y	Y	Y	3	
<b>Access and infrastructure (Adequacy, Functionality, and Aesthetics)</b>	2.1 Classrooms, library, laboratories, and rooms for different activities	Y	Y	Y	Y	6	30
	2.2 Principal's Office, Staff room and Administrative Offices	Y	Y	Y	Y	1	
	2.3 Infirmary and Health Management Facilities		Y	Y	Y	1	
	2.4 Water, Sanitation Facilities and Waste Management	Y	Y	Y	Y	2	
	2.5 Furniture	Y	Y	Y	Y	1	
	2.6 Safety provisions and Disaster Preparedness	Y	Y	Y	Y	3	
	2.7 Eco friendly orientation, aesthetics, lawns and green plants	Y	Y	Y	Y	3	
	2.8 Playground and Sports Facilities	Y	Y	Y	Y	1	
	2.9 Hostels (Only for Residential Schools and separate for Boys and Girls)			Y	Y	4	
	2.10 School Canteen (For Day Schools)	Y	Y	Y	Y	1	
	2.11 ICT infrastructure		Y	Y	Y	2	

	2.12 School accessibility	Y	Y	Y	Y	5	
<b>Human Resources and School Leadership</b>	3.1 School Staff – teaching and non-teaching	Y	Y	Y	Y	6	12
	3.2 Pedagogical Leadership	Y	Y	Y	Y	1	
	3.3 Collaborative Leadership	Y	Y	Y	Y	1	
	3.4 Systems for ongoing change and quality management	Y	Y	Y	Y	1	
	3.5 Teacher Professional development/capacity building	Y	Y	Y	Y	3	
<b>Inclusive Practises and Gender Equity</b>	4.1 Barrier free environment	Y	Y	Y	Y	3	13
	4.2 Games, Sports and other Recreational Facilities	Y	Y	Y	Y	1	
	4.3 Transportation Facilities (in case of schools which provide transportation facilities)			Y	Y	1	
	4.4 Overcoming Attitudinal Barriers	Y	Y	Y	Y	1	
	4.5 Zero drop out school	Y	Y	Y	Y	1	
	4.6 Special Educators for CWSN	Y	Y	Y	Y	1	
	4.7 Guidance and mentoring of gifted/talented children in the Area of Science, Technology, Arts, Sports etc.	Y	Y	Y	Y	1	

	4.8 Teaching Learning Material available in languages spoken by the children	Y	Y	Y	Y	1	
	4.9 School participates in Block level/school level screening camps for disability	Y	Y	Y	Y	1	
	4.10 School provides equal opportunities for girls in all areas of holistic education	Y	Y	Y	Y	1	
	4.11 Special Equity Projects	Y	Y	Y	Y	1	
<b>Management , Monitoring and Governance</b>	5.1 Vision and Mission Statement	Y	Y	Y	Y	1	17
	5.2 Institutional Planning Mechanism	Y	Y	Y	Y	1	
	5.3 Effective Coordination	Y	Y	Y	Y	1	
	5.4 Resource Management	Y	Y	Y	Y	2	
	5.5 Relationship Management	Y	Y	Y	Y	2	
	5.6 Activity Management	Y	Y	Y	Y	1	
	5.7 Data and Record Maintenance	Y	Y	Y	Y	1	
	5.8 Oral/Virtual/Online and Written Communication	Y	Y	Y	Y	1	
	5.9 Financial and Fee Administration (wherever applicable)	Y	Y	Y	Y	1	
	5.10 Admission Process	Y	Y	Y	Y	2	

	5.11 Systems for On-going Quality and Change Management	Y	Y	Y	Y	3	
	5.12 School is uploading data for PRABANDH, UDISE+, SQAF and National and State VSK in a timely manner	Y	Y	Y	Y	1	
<b>Beneficiary satisfaction</b>	6.1 Satisfaction of Students	Y	Y	Y	Y	3	10
	6.2 Satisfaction of Teachers	Y	Y	Y	Y	2	
	6.3 Satisfaction of Office Staff	Y	Y	Y	Y	1	
	6.4 Satisfaction of Principal	Y	Y	Y	Y	1	
	6.5 Satisfaction of Parents and Alumni	Y	Y	Y	Y	1	
	6.6 Satisfaction of Community	Y	Y	Y	Y	1	
	6.7 Satisfaction of Management	Y	Y	Y	Y	1	

## 2.4. TOTAL WEIGHTAGE:

The total weightage will have minor differences for different category of schools. This is so because even though all domains maybe applicable to all categories of schools, but all sub-domains and standards may not be applicable to all categories of schools. Therefore, category wise maximum weightage that can be achieved by any school in level 4 is as follows:



<b>Sl. No</b>	<b>Category of School</b>	<b>Applicable Domains</b>	<b>Applicable Sub-domains</b>	<b>Applicable standards</b>	<b>Maximum weightage achievable (at level 4)</b>
<b>1</b>	Foundational School (Balavatika to Class 2)	<b>6</b>	<b>50</b>	<b>93</b>	<b>372</b>
<b>2</b>	Preparatory School (3-5)	<b>6</b>	<b>54</b>	<b>104</b>	<b>416</b>
<b>3</b>	Middle School (6-8)	<b>6</b>	<b>57</b>	<b>112</b>	<b>448</b>
<b>4</b>	Secondary School/ School (9-12)	<b>6</b>	<b>57</b>	<b>115</b>	<b>460</b>

## CHAPTER 3

### DOMAIN ONE: CURRICULUM, PEDAGOGY AND ASSESSMENT

Domain 1 relates to Curriculum, Pedagogy and Assessment. According to researchers who worked on the Second International Mathematics Study, the curriculum has three levels (McKnight et al. 1987):

- The intended curriculum, which is defined by officials at the state and local levels;
- The implemented curriculum, which is how teachers translate the intended curriculum into practice;
- The attained curriculum, which is what students learn as represented by their scores on standardized tests.

"The intended curriculum consists of the topics that teachers are expected to teach. Curriculum topics are often prescribed by content standards set by states and local school districts; those standards are frequently influenced by national organizations such as the National Council for Teachers of Mathematics and the National Academy of Sciences. The intended curriculum is represented most directly by the curriculum materials provided to teachers: **curriculum guides, textbooks, videos, computer software, and other curriculum-related items**. Because the intended curriculum is, at best, a set of goals for what teachers and students address in the classroom, the intended curriculum has limited value to those interested in knowing how those goals are implemented and how they relate to student learning.

The implemented curriculum includes **that part of the intended curriculum that is actually taught, the instructional practices and tools employed, and the conditions under which those things happen**. It has direct implications for how course content is covered, how much time is available for other topics, and, ultimately, how much and how well students might learn. Aspects of the implemented curriculum that might reflect school quality **include not only the content of the implemented curriculum (the curriculum topics actually addressed in the classroom), but also the pedagogy (or instructional practices), the materials and equipment (such as technology), and the conditions under which the curriculum is implemented**

(such as the number of students in the class). Furthermore, each must be related to student learning.

**The attained curriculum is the final product of that part of the intended curriculum that was implemented.** These three linked levels of curriculum become a classroom input-output model where the intended curriculum represents the inputs, the attained curriculum equals the outputs, and the implemented curriculum is the black box of the classroom and what happens inside it. **In this model, the implemented curriculum has the greatest potential variation and is projected to be the only direct effect on student learning.”<sup>38</sup>**

## DOMAIN 1: CURRICULUM, PEDAGOGY AND ASSESSMENT

### DOMAIN OVERVIEW

The students attain excellence through a wide range of inclusive and innovative policies, practices and well-defined outcomes that allow for holistic, cohesive and free learning spaces for learners, based on the intended curriculum. The many student-friendly systems and operatives that make education a functional and living entity are a part of academic and non-academic processes and products - relevant curriculum ,teachers’ knowledge of their subjects and how students learn; learning environment and creating positive classrooms, teacher-student interactions; teaching learning methodologies; integration of arts, values, life skills, sports in teaching learning practices, use of inter-disciplinary approaches to achieve student learning outcomes, continuous and comprehensive assessments to measure students on their developmental continuum; Holistic Progress Card, continual upgrade by staff on their knowledge, competencies and skills; inclusivity inculcating values and ethos, promoting knowledge of India and building a culture of innovation are some of the descriptors of a strong curricular, pedagogical and assessment policy in place.

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<sup>38</sup> Monitoring School Quality: An Indicators report, December 2000, Office of Educational Research and Improvement, US Department of Education

SUB DOMAINS	STANDARDS
1.1 Curriculum Planning	<p>1.1.1 The Principal and teachers are familiar with the curriculum documents and support material brought out by SCERT/NCERT. (<i>Foundational, Preparatory, Middle &amp; Secondary</i>)</p> <p>1.1.2 There is an Integrated Annual Curriculum and Pedagogical Plan that is based on innovative pedagogy. (<i>Foundational, Preparatory, Middle &amp; Secondary</i>)</p> <p>1.1.3 School actively builds capacities for innovative pedagogies for its own teachers as well as advocates the same for teachers from neighbourhood schools. (<i>Foundational, Preparatory, Middle &amp; Secondary</i>)</p> <p>1.1.4 School provides opportunities to secondary stage learners for flexibility in choice of subjects/disciplines to be studied. (<i>Secondary</i>)</p>
1.2 Teaching Learning Processes and integration of Lifestyle For Environment (LIFE)	<p>1.2.1 Teachers are empowered to adopt varied teaching learning approaches/pedagogies reflecting their understanding of the needs of the diverse students. (<i>Foundational, Preparatory, Middle &amp; Secondary</i>)</p> <p>1.2.2 The school is using the explicitly defined competencies/Learning Outcomes for all classes. (<i>Foundational, Preparatory, Middle &amp; Secondary</i>)</p> <p>1.2.3 Teaching and learning in the school integrates use of technology for an enhanced experience. (<i>Foundational, Preparatory, Middle &amp; Secondary</i>)</p> <p>1.2.4 Peer learning is institutionalised. (<i>Foundational, Preparatory, Middle &amp; Secondary</i>)</p> <p>1.2.5 Environmental education is integrated in curricular transactions across all grades and subjects and school focuses on attitudinal change and adoption of Lifestyle For Environment. (<i>Foundational, Preparatory, Middle &amp; Secondary</i>)</p>

<p>1.3 Skill Based/ Vocational Education Programmes</p>	<p>1.3.1 The School Vocational Education Programme is aimed at developing employability and entrepreneurial skills in the students. <i>(Middle &amp; Secondary)</i></p> <p>1.3.2 The school ensures mandatory digital, financial, communication, citizenship and health literacy to all students in a grade-appropriate manner. <i>(Middle &amp; Secondary)</i></p> <p>1.3.3 School provides internship / bagless days/ entrepreneurship opportunities with local industry through internships. <i>(Middle &amp; Secondary)</i></p> <p>1.3.4 The school has a Life Skills development program focussing on thinking, social and emotional skills. <i>(Middle &amp; Secondary)</i></p> <p>1.3.5 School Provides opportunities related to development of state of art knowledge and futuristic technologies such as- IT, Tinkering labs, Artificial Intelligence, Machine Learning, 3-D printing, IOT, technology, Data Analytic, Space Technology, Business Intelligence, Augmented Reality/ Virtual Reality, Cyber Security, Data Science, Robotics etc. to students. <i>(Middle &amp; Secondary)</i></p> <p>1.3.6 School promotes local "Lok Vidya" by exposing learners to its practical as well as theoretical aspects. <i>(Middle &amp; Secondary)</i></p> <p>1.3.7 The school provides ample opportunities for Art Education to every learner in any of its areas or combination of areas, (such as – art and painting, dance, music, literature and poetry, theatre, graphic designing, animation, etc.) with the help of teachers/local artists/parents/joint topic circles or clubs with neighbourhood schools/online classes, etc. <i>(Middle &amp; Secondary)</i></p>
<p>1.4 Main-streaming Physical Education and Sports</p>	<p>1.4.1 School has a Policy and a leadership by example for inculcating a lifelong habit and culture for Health, sports and fitness in Students. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p> <p>1.4.2 All children in the school undergo annual health check ups</p>

	<p>1.4.3 All children in the school are screened on PRASHASHT App (developed by NCERT for screening disabilities). <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p>
1.5 Values and Ethos; Knowledge of India	<p>1.5.1 The school fosters values through a climate of care, compassion, and respect; welcomes diversity and creates a culture of pride for the school amongst the stakeholders. <i>(Preparatory, Middle &amp; Secondary)</i></p> <p>1.5.2 School ensures that classroom transactions includes knowledge of heritage, civilizational ethos and culture of India and encourages students to be conscious of duties towards society, living beings and the nature. <i>(Preparatory, Middle &amp; Secondary)</i></p>
1.6 Learning Enhancement Programme, Student Performance, Assessment of Learning Outcomes and Feedback	<p>1.6.1 Teachers use multiple modes of assessment to assess the performance of the students. Continuous formative assessments are conducted in these multiple modes that does not rely only on pen-paper format of assessment. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p> <p>1.6.2 Peer and self-assessment techniques are understood and integrated. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p> <p>1.6.3 Competencies/Learning Outcomes are used as check points to assess student &amp; learning through initiatives such as Rashtriya Avishkar Abhiyan for making learning of Science and Mathematics a joyful and meaningful activities etc. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p> <p>1.6.4 Holistic Progress Card (designed by SCERT) is prepared for each child. The school ensures all students achieve and progress on their developmental continuum. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p> <p>1.6.5 Post NAS Activities undertaken based on NAS District Report card. <i>(Preparatory, Middle &amp; Secondary)</i></p> <p>1.6.6 The school ensures attendance of its students. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p>



1.7 Early Childhood Care and Education & Foundational Literacy and Numeracy (grades 1-5)	<p>1.7.1 School has 1-3 years of Balavatika for 3-6 year olds integrated as pre-primary sections. <i>(Foundational, Preparatory)</i></p> <p>1.7.2 Variety of TLM in local language is made available. <i>(Foundational, Preparatory)</i></p> <p>1.7.3 School Fosters mother tongue/home language/regional language &amp; Teachers are nurturing development and maintenance of relationships. <i>(Foundational, Preparatory)</i></p> <p>1.7.4 School has adopted innovative Toy-based/ play-based/activity-based pedagogy for all five years of foundational stage. <i>(Foundational, Preparatory)</i></p> <p>1.7.5 School conducts observation-based assessment in grades 1-2, to ensure progress of each child. <i>(Foundational, Preparatory)</i></p> <p>1.7.6 School monitors FLN activities very closely to ensure all children reaching grade 3 acquire foundational skills of literacy and numeracy. <i>(Foundational, Preparatory)</i></p> <p>1.7.7 Exchange visits of Teachers and Students are held for an enriching and learning experience. <i>(Foundational, Preparatory)</i></p>
1.8 Counselling for mental health and well-being and career	<p>1.8.1 Counselling/Counsellor made available in order to support students in their concerns related to career guidance, mental health and emotional well-being. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p>
1.9 School as hub for innovations by teachers and students	<p>1.9.1 Innovative projects are undertaken in the school by teachers in new disciplines/topics, etc. in the areas of teaching and learning, TLM development, teacher capacity building, to bring qualitative improvement in school education. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p>
1.10 21 <sup>st</sup> Century Learning and Information skills	<p>1.10.1 Teachers guide students for acquiring critical thinking, creativity, problem-solving skills along with design thinking skills, to enable them to come out with solutions for various socio-economic-technological-sectoral challenges. <i>(Middle &amp; Secondary)</i></p>

	1.10.2 Learners are adept at 21 <sup>st</sup> Century Media skills of Information literacy, Media Literacy and Technology Literacy. <i>(Middle &amp; Secondary)</i>
1.11 Citizenship skills, Constitutional values and Knowledge of India and the world	<p>1.11.1 School fosters citizenship skills and constitutional values, and knowledge and understanding of one's responsibility towards Fundamental Duties. <i>(Preparatory, Middle &amp; Secondary)</i></p> <p>1.11.2 School integrates Knowledge of India, throughout the curriculum at all stages, wherever relevant. <i>(Preparatory, Middle &amp; Secondary)</i></p> <p>1.11.3 School ensures awareness and understanding of current affairs and knowledge of critical issues facing local communities, States, the country, and the world. <i>(Preparatory, Middle &amp; Secondary)</i></p>

## DOMAIN 1: CURRICULUM, PEDAGOGY AND ASSESSMENT- PERFORMANCE INDICATORS

Sub - Domain – 1.1 Curriculum Planning			
1.1.1 The Principal and teachers are familiar with the curriculum documents and Support Material brought out by SCERT/NCERT.			
1.1.1.1 - Level I - Inceptive	1.1.1.2 - Level II – Transient	1.1.1.3 - Level III – Stable	1.1.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>School leaders have identified the key recommendations of NEP 2020 and NCF.</li> </ul>	<ul style="list-style-type: none"> <li>The school organizes orientation programmes and discussions for teachers on NEP 2020 and NCF.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers integrate recommendations of NCF and NEP 2020 while preparing their lesson plans.</li> <li>Classroom practises, including lesson plans and pedagogy are observed regularly for giving feedback in relation to students' achievements and aspirations.</li> </ul>	<ul style="list-style-type: none"> <li>The school has integrated the recommendations of NCF and NEP 2020 in the school curriculum plan.</li> <li>School leaders engage in regular data analysis related to teaching practices to see alignment with NEP 2020 and NCF and to see its effectiveness on student learning and development.</li> </ul>
<p style="text-align: center;"><b>GUIDING PRINCIPLES/POLICIES</b></p> <p>NCF/SCF Document, NEP 2020, Position Papers/guidelines/handbooks/circulars issued by NCERT/SCERT/DIETs/NCTE, Circulars issued by the affiliating Body/Board, NISHTHA</p>			
<p style="text-align: center;"><b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b></p>			
<ul style="list-style-type: none"> <li>Minutes of principal and staff meetings reflecting the discussion on:</li> </ul>	<ul style="list-style-type: none"> <li>Orientation Programmes on NCF/NEP 2020/SCF</li> </ul>	<ul style="list-style-type: none"> <li>Annual Assessment and Examination Calendar</li> </ul>	<ul style="list-style-type: none"> <li>Integrated Annual Curriculum and Pedagogical</li> </ul>

NCF/Position Papers /guidelines/hand books/etc. Of NCERT/SCERT			Plan of all grades of the school
	<ul style="list-style-type: none"> <li>School Calendar</li> </ul>	<ul style="list-style-type: none"> <li>Parental Involvement Calendar</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' diary and Teacher Observation/Classroom Participation Record</li> </ul>
	<ul style="list-style-type: none"> <li>List of text books and study material</li> </ul>	<ul style="list-style-type: none"> <li>Innovation Policy and its applications in the school</li> </ul>	<ul style="list-style-type: none"> <li>Student-wise analytics for interventions</li> </ul>
	<ul style="list-style-type: none"> <li>Annual Professional Development Plan for Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Competency based question papers and parent teacher meeting register</li> </ul>	<ul style="list-style-type: none"> <li>Plan on Equity and Inclusion</li> </ul>

1.1.2 There is an Integrated Annual Curriculum and Pedagogical Plan that is based on innovative pedagogy			
1.1.2.1 - Level I – Inceptive	1.1.2.2 - Level II – Transient	1.1.2.3 - Level III – Stable	1.1.2.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>A documented draft of integrated Annual Curriculum and Pedagogical Plan is available with the Principal and in the Library.</li> </ul>	<ul style="list-style-type: none"> <li>Innovative timetable prepared every year</li> <li>Meetings are conducted to share the integrated Annual Curriculum and Pedagogical Plan with students and parents.</li> <li>The school focuses on inculcation of</li> </ul>	<ul style="list-style-type: none"> <li>Teachers innovate themselves in teaching-learning methods and develop the model most suited to local/classroom context such that it promotes critical thinking, curiosity and creativity, problem-solving, collaboration, etc.</li> </ul>	<ul style="list-style-type: none"> <li>The Pedagogical plan is implemented in all grades and also discussed during PTM.</li> <li>Attendance of children in school has seen a marked increase</li> <li>The curriculum plan details strategies on promoting multilingualism</li> </ul>

	reading habit from grade 1 and closely monitors each child's progress in literacy skills		which are being implemented. • Peer learning and other collaborative/group work conducted
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### GUIDING PRINCIPLES/POLICIES

NEP 2020, NCF/SCF, NCERT Learning Outcomes, RTE Act, Circulars issued by SCERT/NCERT/NCTE concerned School Board's, Teachers Manuals on Pedagogy developed by the Relevant School Board

### SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

• Minutes of meeting reviewing the Curricular and pedagogical plans for the year	• Integrated Annual Curriculum and Pedagogical Plan/School Calendar based on New pedagogical and curricular structure of school education (5+3+3+4)	• Description of various pedagogies in which the teachers are trained and are using in classrooms	• Sample Lesson plans reflecting multiple approaches to learning - experiential learning, cooperative learning, inquiry based, research based, blended learning, design thinking, usage of ICT tools etc.
• List of Capacity Building Plan for teachers related to the annual curricular and pedagogical plan	• Details of Clubs/Activities/ Courses/ Internship/ Vocational Education/Contemporary Courses	• Sample Lesson plans reflecting enhancement in critical and creative thinking	• Testimonials from parents about their child's feedback on joyful and engaging learning
• Sample Lesson Plans reflecting integrated approach to learning	• Lesson plans reflecting enhancement of life skills, values, art education,	• Sample Lesson plans reflecting enhancement in skills and competencies of 21st century	• Number of languages known by teachers in school; number

	health and fitness		of languages taught in school
	<ul style="list-style-type: none"> <li>Strategies to incorporate multilingualism</li> </ul>		<ul style="list-style-type: none"> <li>Evidence of PTM on teaching learning methods in school; Attendance improvement statistics</li> </ul>
	<ul style="list-style-type: none"> <li>List of strategies being implemented for inculcating reading habit</li> </ul>		<ul style="list-style-type: none"> <li></li> </ul>

<b>1.1.3 School actively builds capacities for innovative pedagogies for its own teachers as well as advocates the same for teachers from neighbourhood schools</b>			
<b>1.1.2.1 - Level I – Inceptive</b>	<b>1.1.2.2 - Level II – Transient</b>	<b>1.1.2.3 - Level III – Stable</b>	<b>1.1.2.4 - Level IV – Dynamic Evolving</b>
<ul style="list-style-type: none"> <li>Principals and teachers are trained in competency-based education and its reliance in use of variety of engaging and innovative pedagogies.</li> </ul>	<ul style="list-style-type: none"> <li>Principals and teachers share among themselves and learn from each other the concept of inclusive, integrated and competency-based learning and importance of use of innovative pedagogies to achieve Learning Outcomes.</li> <li>School has created few lesson plans based on innovative pedagogies.</li> </ul>	<ul style="list-style-type: none"> <li>School has reviewed all its lesson plans, to ensure all topics are taught using innovative pedagogies in all grades.</li> <li>Every teacher is making efforts to use innovative pedagogies at least once a week</li> </ul>	<ul style="list-style-type: none"> <li>Innovative pedagogies have become central to teachers lesson and annual planning and classroom transactions.</li> <li>Teachers are able to combine various aspects of different innovative pedagogies, and also add their own based on experience, to make teaching and learning joyful and engaging.</li> </ul>



			<ul style="list-style-type: none"> <li>Interactive session conducted with neighbourhood schools on innovative pedagogies and their benefits and outcomes.</li> </ul>
<b>GUIDING PRINCIPLES/POLICIES</b>  NEP 2020, NCF/SCF, NCERT Learning Outcomes, RTE Act, Circulars issued by SCERT/NCERT/NCTE concerned School Board's, Teachers Manuals on Pedagogy developed by the Relevant School Board			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
<ul style="list-style-type: none"> <li>Trainings and awareness programme - schedules and attendance</li> </ul>	<ul style="list-style-type: none"> <li>Sample lesson Plans</li> </ul>	<ul style="list-style-type: none"> <li>Sample lesson plans with innovative pedagogies developed by teachers</li> </ul>	<ul style="list-style-type: none"> <li>Samples of lesson plans and annual plans that reflect different innovative pedagogies in teaching learning practices</li> </ul>
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Entry on Vidya Amrit Portal - link</li> </ul>	<ul style="list-style-type: none"> <li>Testimonial from students/parents on engaging classrooms</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of Workshops/Seminars/Interactive sessions with the neighbouring schools regarding sharing of innovative pedagogies</li> </ul>
		<ul style="list-style-type: none"> <li>CRC/BRC visit reports use of innovative pedagogies at least once a week</li> </ul>	<ul style="list-style-type: none"> <li>Entries on Vidya Amrit Portal – link</li> </ul>
			<ul style="list-style-type: none"> <li>CRC/BRC visit reports use of</li> </ul>

			innovative pedagogies all through
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**1.1.4 School provides opportunities to secondary stage learners for flexibility in choice of subjects/disciplines to be studied. (Only for Secondary Schools)**

<b>1.1.4.1 - Level I – Inceptive</b>	<b>1.1.4.2 - Level II – Transient</b>	<b>1.1.4.3 - Level III – Stable</b>	<b>1.1.4.4 - Level IV- Dynamic Evolving</b>
<ul style="list-style-type: none"> <li>The School gives opportunity to students to choose core/ elective and optional subjects/disciplines in the secondary schools, and learn through offline mode.</li> <li>An engaging course on Indian Knowledge Systems is available to students in secondary school as an elective.</li> </ul>	<ul style="list-style-type: none"> <li>At-least 25% of students have opted for their choice subjects through the flexible courses available in the school.</li> </ul>	<ul style="list-style-type: none"> <li>At-least 50% of students have opted for their choice subjects through the flexible courses available in the school.</li> <li>The School gives opportunity to students learn through offline, online and blended modes.</li> </ul>	<ul style="list-style-type: none"> <li>100% of students have opted for their choice subjects through the flexible courses available in the school.</li> <li>Cutting edge skills are offered as subjects to students at secondary level.</li> </ul>

**GUIDING PRINCIPLES/POLICIES**

NEP 2020, NCF/SCF, Circulars issued by the SCERT/NCERT/Relevant School Boards. NCERT Learning Outcomes for all grades, NISHTHA

**SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED**

<ul style="list-style-type: none"> <li>Data filled on UDISE+</li> </ul>	<ul style="list-style-type: none"> <li>Consolidated Time Table of all classes in school reflecting the periods</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plans of different subjects depicting integration</li> </ul>	<ul style="list-style-type: none"> <li>Subject wise list of courses offered in offline, online and blended modes.</li> </ul>
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	allocated for these activities	<ul style="list-style-type: none"> <li>Subject wise distribution of students - list</li> </ul>	
	<ul style="list-style-type: none"> <li>Subject wise distribution of students - list</li> </ul>	<ul style="list-style-type: none"> <li>Links of subject wise e-content made available to students to pursue different subjects.</li> </ul>	<ul style="list-style-type: none"> <li>List of courses and Internship offered (AI, machine Learning, Data Science, Organic Living, Healthy Living etc.)</li> </ul>

### Sub - Domain – 1.2 Teaching Learning Processes and integration of Lifestyle For Environment (LIFE)

**1.2.1 Teachers are empowered to adopt varied teaching learning approaches/pedagogies reflecting their understanding of the needs of the diverse students.**

<b>1.2.1.1 - Level I - Inceptive</b>	<b>1.2.1.2 - Level II - Transient</b>	<b>1.2.1.3- Level III- Stable</b>	<b>1.2.1.4 - Level IV- Dynamic Evolving</b>
<ul style="list-style-type: none"> <li>Teachers make use of textbooks while teaching and Lessons are planned and implemented with clear learning objectives.</li> <li>Teaching Learning Material (TLM) is available in each class as required.</li> <li>Students follow instructions of teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers prepare integrated lesson plans (integrating the needs of a diverse group).</li> <li>Informal/format ive assessments are integrated in the lesson plan.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers make use of experiential learning methods, storytelling, art-integrated and sports-integrated learning, in their classrooms.</li> <li>Teachers facilitate application of knowledge to real life situation and develop critical and creative</li> </ul>	<ul style="list-style-type: none"> <li>Teachers adopt pedagogical strategies that meet the requirements of Divyang learners, students coming from diverse socio-economic groups and diverse learners with different learning styles.</li> <li>Teachers support talented/gifted students by preparing</li> </ul>

		<p>thinking skills in students.</p> <ul style="list-style-type: none"> <li>• Each teacher receives mentorship on planning and implementing lessons.</li> <li>• Infrastructural facilities such as extra staff rooms, furniture, resources are provided to teachers for preparation of teaching learning material for innovative pedagogies.</li> <li>• Teachers are involved in development of Teaching Learning Material.</li> <li>• Teachers are able to create no-cost/low-cost teaching aids/tools</li> </ul>	<p>individual education plans, interventions in regional languages.</p> <ul style="list-style-type: none"> <li>• Formative assessments are integrated in classroom teaching and used for filling learning gaps/remediation and understanding the needs of students.</li> <li>• Two or more innovative TLM have been developed by school teacher, such as topic wise Lesson and/or Learning Plans, games, storybooks, Apps, Flash Cards, videos, Mind maps etc.</li> </ul>
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#### GUIDING PRINCIPLES/POLICIES

NEP 2020, NCF/SCF, RTE Act, NCERT Documents, Circulars issued by the Concerned Board, Teachers Manuals/Handbooks on Pedagogy developed by the appropriate authority, NISHTHA, Continuous and Comprehensive Evaluation Guidelines by NCERT

#### SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

• List and Certificates of Capacity Building	• List and Certificates of Capacity Building	• List and Certificates of Capacity Building	• List and Certificates of Capacity Building
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Programmes attended by teachers	Programmes attended by teachers	Programmes attended by teachers	Programmes attended by teachers
List of workshops, In house training programmes,	<ul style="list-style-type: none"> <li>Sample Teacher's Diary with Lesson Plans reflecting: Objectives, Learning Outcomes, material used, methodology, assessments (for /of /in/as learning), accommodations</li> </ul>	<ul style="list-style-type: none"> <li>New pedagogical and curricular structure of school education (5+3+3+4): adopted by school – minutes of meeting related to the discussion on strategy for adoption.</li> </ul>	<ul style="list-style-type: none"> <li>Interventions for talented/gifted students - list</li> </ul>
List of TLM available	<ul style="list-style-type: none"> <li>Sample Lesson plans reflecting multiple approaches to learning - experiential learning, cooperative learning, inquiry based, research based , blended learning, design thinking , usage of ICT tools, project-based, critical and creative thinking, skills and competencies of 21st century etc.</li> </ul>		<ul style="list-style-type: none"> <li>Interventions for Divyang students and SEDG students - list</li> </ul>

**1.2.2 The school is using the explicitly defined competencies/Learning Outcomes for all classes**

1.2.2.1 - Level I - Inceptive	1.2.2.1 - Level I - Inceptive	1.2.2.1 - Level I - Inceptive	1.2.1.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> <li>Teachers make use of textbooks while teaching and Lessons are planned and implemented with clear learning objectives.</li> <li>Teaching Learning Material (TLM) is available in each class as required.</li> <li>Students follow instructions of teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers prepare integrated lesson plans (integrating the needs of a diverse group).</li> <li>Informal/format ive assessments are integrated in the lesson plan.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers make use of experiential learning methods, storytelling, art-integrated and sports-integrated learning, in their classrooms.</li> <li>Teachers facilitate application of knowledge to real life situation and develop critical and creative thinking skills in students.</li> <li>Each teacher receives mentorship on planning and implementing lessons.</li> <li>Infrastructural facilities such as extra staff rooms, furniture, resources are provided to teachers for preparation of teaching learning</li> </ul>	<ul style="list-style-type: none"> <li>Teachers adopt pedagogical strategies that meet the requirements of Divyang learners, students coming from diverse socio-economic groups and diverse learners with different learning styles.</li> <li>Teachers support talented/gifted students by preparing individual education plans, interventions in regional languages.</li> <li>Formative assessments are integrated in classroom teaching and used for filling learning gaps/ remediation and understanding the needs of students.</li> <li>Two or more innovative TLM</li> </ul>



		material for innovative pedagogies. <ul style="list-style-type: none"> <li>Teachers are involved in development of Teaching Learning Material.</li> <li>Teachers are able to create no-cost/low-cost teaching aids/tools</li> </ul>	have been developed by school teacher, such as topic wise Lesson and/or Learning Plans, games, storybooks, Apps, Flash Cards, videos, Mind maps etc.
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### GUIDING PRINCIPLES/POLICIES

NEP 2020, RTE Act, NCF/SCF, Circulars issued by the SCERT/NCERT/Relevant School Boards. NCERT/SCERT Learning Outcomes for all grades, DIKSHA resources on Learning Outcomes, Teacher's Resource for Achieving Learning Outcomes by CBSE

### SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> <li>Photograph of classroom display of LOs</li> </ul>	<ul style="list-style-type: none"> <li>Testimonials from parents of SEDG students about their awareness of LOs</li> </ul>	<ul style="list-style-type: none"> <li>Sample Lesson plans of subject teachers</li> </ul>	<ul style="list-style-type: none"> <li>Sample Assessment item bank</li> </ul>
		<ul style="list-style-type: none"> <li>Observation Record of Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Stage-wise (Foundational, Preparatory, Middle, Secondary) entries on Vidya Amrit portal regarding micro-steps taken to reach Level 4 in each stage – Give link</li> </ul>
			<ul style="list-style-type: none"> <li>Evidences reflecting use of varied modes of assessment by teachers such as research,</li> </ul>

			presentation, individual & group work, portfolio, competency-based task, MCQs, Journal writing, essay, book review, newspaper article, case study or analysis, oral assessment, role play, etc.
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1.2.3 Teaching and learning in the school integrates use of technology for an enhanced experience.			
1.2.3.2 - Level II – Transient	1.2.3.2 - Level II – Transient	1.2.3.2 - Level II – Transient	1.2.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>The school uses technology about once a week for an enhanced experience in teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>School has smart classrooms, for using digital pedagogy on a daily basis and thereby enriching the teaching-learning process with online resources and collaborations.</li> </ul>	<ul style="list-style-type: none"> <li>Learn concepts through engaging e-content.</li> <li>The learners of Foundational stage and Preparatory stage to School encourages Schools encourages learners (middle school and above) to browse, prepare presentations, papers, assignments with the help of online resources</li> </ul>	<ul style="list-style-type: none"> <li>Learners are adept at the use of technology for enhancing their learning and for presenting their understanding in the form of presentations, brochures, portfolios, documents, papers, articles, journals, films, graphics, etc.</li> <li>Teachers are adept at using just the right amount of technology for making the classroom transactions an</li> </ul>

			engaging learning experience
<b>Guiding Principles/Policies</b> NEP 2020, RTE Act, NCF/SCF, Circulars issued by the SCERT/NCERT/Relevant School Boards. NCERT Learning Outcomes for all grades. Teacher's Resource for Achieving Learning Outcomes by CBSE			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
<ul style="list-style-type: none"> <li>• Timetable reflecting use of technology</li> </ul>	<ul style="list-style-type: none"> <li>• Photograph</li> </ul>	<ul style="list-style-type: none"> <li>• Sample Evidence of ICT based work prepared by students (presentations, papers, assignments, videos, mind maps, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Sample Evidence of ICT based work prepared by students - presentations, brochures, portfolios, documents, papers, articles, journals, films, graphics, etc.</li> </ul>

1.2.4 Peer Learning is Institutionalised			
1.2.4.2 - Level II – Transient	1.2.4.2 - Level II – Transient	1.2.3.2 - Level II – Transient	1.2.1.4 - Level IV- Dynamic Evolving

<ul style="list-style-type: none"> <li>• Peer tutoring taken up as a voluntary and joyful activity for fellow students under the supervision of trained teachers and by taking due care of safety aspects</li> </ul>	<ul style="list-style-type: none"> <li>• School provides innovative models to foster such peer-tutoring and volunteer activities, as well as launch other programmes to support learners</li> </ul>	<ul style="list-style-type: none"> <li>• School conducts Peer Assessment as evidenced in HPC.</li> </ul>	<ul style="list-style-type: none"> <li>• School conducts self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning, quizzes, role plays, group work, portfolios, etc., along with teacher assessment</li> </ul>
<p align="center"><b>GUIDING PRINCIPLES/POLICIES</b></p> <p align="center">RTE Act, NEP 2020, NCF/SCF, Guidelines/Circulars issued by the SCERT/NCERT/Relevant School Boards</p>			
<p align="center"><b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b></p>			
<ul style="list-style-type: none"> <li>• Annual pedagogical Plan reflecting Peer Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Capacity Building of Teachers for Peer Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Holistic Progress Card sample showing Peer Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Holistic Progress Card sample showing Self-Assessment and Peer Assessment</li> </ul>
<ul style="list-style-type: none"> <li>• List of activities for Peer Learning Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Sample Evidences of peer evaluation</li> </ul>		<ul style="list-style-type: none"> <li>• Student testimonials on the impact of self and peer assessment</li> </ul>
<ul style="list-style-type: none"> <li>• Peer learning and assessment blue print and rubrics for varied modes of assessment</li> </ul>			

**1.2.5 Environmental Education is integrated in curricular transactions across all grades and subjects, and school focuses on attitudinal change and adoption of Lifestyle For Environment**

<b>1.2.5.3 - Level III – Stable</b>	<b>1.2.5.3 - Level III – Stable</b>	<b>1.2.5.3 - Level III – Stable</b>	<b>1.2.1.4 - Level IV- Dynamic Evolving</b>
<ul style="list-style-type: none"> <li>School has ensured that environment education becomes an integral part of school curricula.</li> <li>Every child is encouraged to acquire adequate awareness of environmental conservation and climate change to be able to act as an Environment Ambassador in her neighbourhood</li> </ul>	<ul style="list-style-type: none"> <li>School focuses on learners imbibing attitudinal change and adoption of Lifestyle For Environment.</li> </ul>	<ul style="list-style-type: none"> <li>School conducts at-least 2 workshops or orientation program every year for students, focusing on environment education</li> <li>Topic clubs on Environment/Eco Clubs are very active</li> </ul>	<ul style="list-style-type: none"> <li>School conducts at-least 3-4 workshops or orientation program for students per year focusing on environment education</li> <li>Students are actively engaged in advocacy regarding need and ways of environmental conservation in their school, homes, community and neighbourhood</li> </ul>

**GUIDING PRINCIPLES/POLICIES**

RTE Act, NEP 2020, NCF/SCF, Circulars issued by the SCERT/NCERT/Relevant School Boards, NCERT Learning Outcomes for all grades, NCF/SCF, Continuous and Comprehensive Evaluation Guidelines by NCERT

**SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED**

<ul style="list-style-type: none"> <li>Sample lesson Plans of language/maths/ Science/Social Studies showing integration of Environment awareness</li> </ul>	<ul style="list-style-type: none"> <li>List of activities/learning undertaken for water conservation</li> </ul>	<ul style="list-style-type: none"> <li>Write up of details of Workshops/ orientation program undertaken for students, its expected outcomes, impact and feedback</li> </ul>	<ul style="list-style-type: none"> <li>Write up of details of Workshops/ orientation program undertaken for students, its expected outcomes, impact and feedback</li> </ul>
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<ul style="list-style-type: none"> <li>List of Quiz programmes/debates/assembly presentations/role plays/work done by students/etc. on environmental awareness</li> </ul>	<ul style="list-style-type: none"> <li>List of activities/learning undertaken for air and soil conservation</li> </ul>	<ul style="list-style-type: none"> <li>Eco Club details – number of students, list of activities in last one year</li> </ul>	<ul style="list-style-type: none"> <li>Testimonial from two members of community, from one parent and local self-government on advocacy work done by students</li> </ul>
	<ul style="list-style-type: none"> <li>List of activities/learning undertaken for waste management/vocal for local, etc.</li> </ul>		

### Sub - Domain – 1.3 Skill-Based / Vocational Education Programmes

**1.3.1 The School Vocational Education Programme is aimed at developing employability and entrepreneurial skills in the students.**

<b>1.3.2.1 - Level I - Inceptive</b>	<b>1.3.2.2 - Level II - Transient</b>	<b>1.3.2.3 - Level III- Stable</b>	<b>1.3.2.4- Level IV- Dynamic Evolving</b>
<ul style="list-style-type: none"> <li>Schools are offering vocational courses in secondary and senior secondary classes</li> </ul>	<ul style="list-style-type: none"> <li>Vocational courses on new and emerging skill demands of the industry such as AI, Data Science, Gaming apps, Drone Technology, semi-conductor technology, Geo-tagging, etc. are offered to the students.</li> <li>School collaborates with the local industry to provide hands on experiences to the students in</li> </ul>	<ul style="list-style-type: none"> <li>School offers pre-vocational exposure/education to students of classes 6-8.</li> <li>Apart from new and emerging skill courses, school provides hands on experience of important vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, etc. through fun-based activities.</li> </ul>	<ul style="list-style-type: none"> <li>Pre-vocational exposure is undertaken from grades 6-8 by tying up with local trades and crafts persons and parental class participation to sensitise about their own vocations.</li> <li>Skill Based Aptitude Testing for students from class 8 onwards to provide guidance to students for making informed career choices.</li> </ul>



	the courses taken by the students.	<ul style="list-style-type: none"> <li>• Career Counselling Sessions are organized for students of classes 9-12.</li> <li>• Students are allowed to mix and match academic subjects with skills education.</li> </ul>	<ul style="list-style-type: none"> <li>• The School Vocational Education Programme focuses on developing employability and entrepreneurial skill</li> <li>• Every child who passes out of grade- 12 has learnt at-least one vocation.</li> <li>• Ten or more students are provided internship/ apprenticeship opportunity</li> <li>• Career Fairs are organized for students of classes 9-12.</li> </ul>
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#### **GUIDING PRINCIPLES/POLICIES**

NEP 2020, NCF/SCF, RTE Act, NCERT Documents, Circulars issued by the Concerned Board, Teachers Manuals/Handbooks on Pedagogy developed by the appropriate authority, NISHTHA, Continuous and Comprehensive Evaluation Guidelines by NCERT

#### **SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED**

<ul style="list-style-type: none"> <li>• School Vocational Education Program details</li> </ul>	<ul style="list-style-type: none"> <li>• School timetable reflecting space for Skill courses</li> </ul>	<ul style="list-style-type: none"> <li>• School timetable for Middle stage reflecting time allotted to pre-vocational exposure</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students appeared for SBAT</li> </ul>
<ul style="list-style-type: none"> <li>• Capacity Building Plan – number of teachers completed training</li> </ul>	<ul style="list-style-type: none"> <li>• List of vocational subjects offered to the students; number of hours given per course</li> </ul>	<ul style="list-style-type: none"> <li>• Interaction Programme with experts from industry; Reports of Exposure</li> </ul>	<ul style="list-style-type: none"> <li>• List of grade 12 by vocational/skill acquired</li> </ul>

		visits to industry/ local artisans	
Records of Aptitude Testing	<ul style="list-style-type: none"> <li>Teachers Diary with lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>Evidences of Clubs/Activities/Courses/Internship/ Vocational Education/ Contemporary courses</li> </ul>	<ul style="list-style-type: none"> <li>Records of involvement of local industry and artists in the School Vocational Education Programme</li> </ul>
		<ul style="list-style-type: none"> <li>Career Counselling Sessions &amp; Records of Awareness Programmes regarding employability and entrepreneurship</li> </ul>	<ul style="list-style-type: none"> <li>List of students provided internship/ apprenticeship opportunity</li> </ul>
			<ul style="list-style-type: none"> <li>One page note on career fair organised either wholly by school or jointly with other schools/organisations</li> </ul>

### 1.3.2 The school ensures mandatory digital, financial, communication, gender and health literacy to all students in a grade-appropriate manner

1.3.2.1 - Level I - Inceptive	1.3.2.2 - Level II - Transient	1.3.2.3 - Level III- Stable	1.3.2.4- Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>The school has digital, financial, environmental, information and media, gender and health literacy Manuals/guidelines/SOP developed/referred by the Relevant School</li> </ul>	<ul style="list-style-type: none"> <li>The timetable/annual calendar reflects the integration of these areas from Preparatory stage onwards (Grade 3 onwards)</li> </ul>	<ul style="list-style-type: none"> <li>Learners from preparatory stage onwards are comfortable with online and blended teaching and learning methods</li> <li>Learners from Middle stage</li> </ul>	<ul style="list-style-type: none"> <li>All learners of the school are adept at each of the skills mentioned above and display the same through their participation in various school activities and in guided</li> </ul>

Board/state in its library.	<ul style="list-style-type: none"> <li>School uses project-based learning/role plays/quizzes/case studies/hands-on sessions/activity-based learning for developing these skills in students</li> </ul>	<p>onwards are good communicators as reflected in their active participation in school activities</p> <ul style="list-style-type: none"> <li>Learners of secondary stage learn financial literacy through experts</li> <li>School undertakes Sports-integrated learning in classroom transactions to help students adopt fitness as a lifelong attitude and to achieve the related life skills along with the levels of fitness as envisaged in the Fit India Movement</li> </ul>	community outreach activities.
<p align="center"><b>GUIDING PRINCIPLES/POLICIES</b></p> <p>NEP 2020, RTE-2009 (Section 29.2), Life Skills Manuals developed/referred by the relevant School Board, Advisories and Circulars issued by the School Board, WHO Policy, NCF/SCF, NISHTHA</p>			
<p align="center"><b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b></p>			
<ul style="list-style-type: none"> <li>Availability of Resources (Online and offline)</li> </ul>	<ul style="list-style-type: none"> <li>Integration of the above activities in Annual Curriculum and Pedagogical Plan</li> </ul>	<ul style="list-style-type: none"> <li>Preparatory stage - Sample Teachers Diary along with Lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>Mentoring, Monitoring and Reviewing Practices</li> </ul>

<ul style="list-style-type: none"> <li>Details of Capacity Building Programmes and teacher training modules on digital, financial, communication, citizenship, gender and health literacy Teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>Sample Teachers Diary along with Lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>Middle stage – sample list of participation in school activities</li> </ul>	
<ul style="list-style-type: none"> <li>Holistic Progress Card reflecting these areas</li> </ul>	<ul style="list-style-type: none"> <li>Consolidated School Time Table showing space given for sports/yoga/games activities</li> </ul>	<ul style="list-style-type: none"> <li>Secondary Stage – Timetable reflecting space given for health/financial/gender/digital literacy</li> </ul>	

### 1.3.3 School provides internship / Bagless days/ entrepreneurship opportunities with local industry through internships.

1.3.2.1 - Level I - Inceptive	1.3.2.2 - Level II - Transient	1.3.2.3 - Level III- Stable	1.3.2.4- Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>School has one day per week for ten weeks or ten continuous working days designated as Bagless days when all kinds of joyful activities are taken up within the school.</li> </ul>	<ul style="list-style-type: none"> <li>School has a system of regular bagless days for taking up joyful activities</li> <li>Schools encourages to hire local eminent persons or experts as 'master instructors' in various subjects, such as in traditional local arts, vocational crafts, entrepreneurship , agriculture, or</li> </ul>	<ul style="list-style-type: none"> <li>All students have participated in a 10-day bagless period sometime during Grades 6-8 where they intern with local vocational experts such as carpenters, gardeners, potters, artists etc.,</li> </ul>	<ul style="list-style-type: none"> <li>Bagless days encouraged throughout the year for various types of enrichment activities involving arts, quizzes, sports, and vocational crafts.</li> <li>Children given periodic exposure to activities outside, school through visits to places/monuments of historical,</li> </ul>

	<p>any other subject where local expertise exists, to benefit students and help preserve and promote local knowledge and professions.</p> <ul style="list-style-type: none"> <li>School exposes learners to various trades and professions/occupations by holding regular interactions with parents who are from various professions.</li> </ul>	<p>arranged within school premises or outside.</p> <ul style="list-style-type: none"> <li>School exposes learners to various trades and professions/occupations by holding regular interactions with such crafts persons/ trade-persons in school.</li> </ul>	<p>cultural and tourist importance, meeting local artists and craftsmen and visits higher educational institutions in their village/Tehsil/District/State</p>
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#### **GUIDING PRINCIPLES/POLICIES**

NEP 2020, RTE Act, Circulars and Guidelines on Vocational Education Programme by the NCVT/ PSSCIVE, Relevant School Board, NCF/SCF

#### **SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED**

<ul style="list-style-type: none"> <li>Timetable showing Bagless days</li> </ul>	<ul style="list-style-type: none"> <li>Integrated Annual Curriculum and Pedagogical Plan that includes planning for 10 bagless days</li> </ul>	<ul style="list-style-type: none"> <li>Sample Reflection by students of the 10 bagless days</li> </ul>	<ul style="list-style-type: none"> <li>Exhibition of student's artifacts of the activities conducted in different arts and crafts.</li> </ul>
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Teachers Diary along with Lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>School Record/register of activities on Bagless Days</li> </ul>	<p>Portfolios of the activities conducted in different arts and crafts.</p>
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Consolidated School Time Table</li> </ul>	<ul style="list-style-type: none"> <li>Sample Reflection by students of the visit to local</li> </ul>	<p>Videos of the activities conducted in</p>

		industry, local artisans and places/monuments of historical, cultural and tourist importance	different arts and crafts.
	Testimonials of two parents who interacted with students w.r.t their professions		<ul style="list-style-type: none"> <li>Write-up on Theatre production written and acted by students</li> </ul>

**1.3.4 The school has a Life Skills development program focussing on thinking, social and emotional skills.**

<b>1.3.2.1 - Level I - Inceptive</b>	<b>1.3.2.2 - Level II - Transient</b>	<b>1.3.2.3 - Level III- Stable</b>	<b>1.3.2.4- Level IV- Dynamic Evolving</b>
<ul style="list-style-type: none"> <li>The school has a grade and age-appropriate Life Skills development program focussing on thinking, social and emotional skills from pre- school to grade 12.</li> </ul>	<ul style="list-style-type: none"> <li>All teachers are trained for imparting Life Skills in an integrated manner</li> <li>Class teachers are responsible for imparting Life Skills Education.</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration , resilience, appreciation of diversity, recognising one's own strengths, etc., are skillsets that are focussed upon by integrating them in the classroom transactions of all subjects</li> <li>School has access to a Counsellor for its adolescent learners in particular</li> <li>The School Counsellor is actively involved</li> </ul>	<ul style="list-style-type: none"> <li>The learners have acquired the desired life skills to deal with the demand of handling everyday life.</li> </ul>



		with the teachers in guiding learners in acquiring life skills to deal with the demand of handling everyday life	
<b>GUIDING PRINCIPLES/POLICIES</b>  NEP, RTE-2009 (Section 29.2), NCF/SCF, Life Skills Manuals developed/referred by the relevant School Board, Advisories and Circulars issued by the Relevant School Board, WHO Policy			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
<ul style="list-style-type: none"> <li>List of Life Skills Clubs/Topic Circles formed</li> </ul>	<ul style="list-style-type: none"> <li>Details of Clubs/Activities/Courses/ Internship/ Vocational Education/Contemporary Courses</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plans reflecting enhancement of life skills, values, art education, health /fitness and competencies of 21st century</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plans reflecting multiple approaches to learning - experiential learning, cooperative learning, inquiry based, research based, blended learning, design thinking, usage of ICT tools etc.</li> </ul>
<ul style="list-style-type: none"> <li>Vision and Mission of School</li> </ul>	<ul style="list-style-type: none"> <li>Guidelines to prepare Annual Curriculum Plan and Annual Pedagogical Plan to integrate the Life Skills development focussing on thinking, social and emotional skills.</li> </ul>		School Records

<ul style="list-style-type: none"> <li>Sample Teacher training modules for life skills</li> </ul>	<ul style="list-style-type: none"> <li>Consolidated Time Table</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	Mentoring and Monitoring Practices of Life Skills Learning
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**1.3.5 School provides opportunities related to development of state of art knowledge and futuristic technologies such as - IT, Tinkering labs, Artificial Intelligence, Machine Learning, 3-D printing, IOT, technology, Data Analytics, Space Technology, Business Intelligence, Augmented Reality/ Virtual Reality, Cyber Security, Data Science, Robotics etc. to students (Middle and Secondary level)**

<b>1.3.2.1 - Level I - Inceptive</b>	<b>1.3.2.2 - Level II - Transient</b>	<b>1.3.2.3 - Level III- Stable</b>	<b>1.3.2.4- Level IV- Dynamic Evolving</b>
<ul style="list-style-type: none"> <li>The school has a plan for use of technology.</li> </ul>	<ul style="list-style-type: none"> <li>School Provides proper training and orientation for futuristic technologies to teachers and staff.</li> <li>School has an Atal Tinkering Lab</li> </ul>	<ul style="list-style-type: none"> <li>School creates opportunities for learners to learn about new technologies, by exposing the learners to cutting edge technology through systematic classes, use of Atal Tinkering Lab, etc. as reflected in the timetable.</li> <li>School conducts workshops and meet the industry leaders/Experts from time to time.</li> </ul>	<ul style="list-style-type: none"> <li>School Provides opportunities related to project-work, problem solving, Hackathon participation, etc. in areas related to futuristic technologies such as- IT, Artificial Intelligence, Machine Learning, 3-D printing, Internet of Things (IOT), technology, Data Analytic, Space Technology, Business Intelligence, Augmented Reality/ Virtual Reality, Cyber Security, Data Science, Robotics etc. to students.</li> </ul>

			<ul style="list-style-type: none"> <li>Projects/Activities are undertaken by Students using futuristic technology</li> </ul>
<b>GUIDING PRINCIPLES/POLICIES</b>  NEP 2020, NCF, SCF, NCERT documents, CBSE documents, Circulars issued by the Relevant School Board			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
<ul style="list-style-type: none"> <li>Annual Curriculum and Pedagogical Plan integrates Art Knowledge Futuristic Technology</li> </ul>	<ul style="list-style-type: none"> <li>Sample Teacher Training Modules for Art Knowledge and Futuristic Technology</li> </ul>	<ul style="list-style-type: none"> <li>Workshop/ Seminar regarding Art Knowledge and futuristic technologies</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plans reflecting multiple approaches to learning - experiential learning, cooperative learning, inquiry based, research based, blended learning, design thinking , usage of ICT tools 21<sup>st</sup> Century Skills etc.</li> </ul>
	<ul style="list-style-type: none"> <li>Consolidated Time Table reflecting space for ATL activity</li> </ul>	<ul style="list-style-type: none"> <li>Details of Clubs/Activities/ Courses/ Internship/ Vocational Education/Contemporary Courses</li> </ul>	<ul style="list-style-type: none"> <li>Entry on Vidya Amrit Portal of these best practises</li> </ul>
		<ul style="list-style-type: none"> <li>Sample Lesson plans reflecting</li> </ul>	

		art knowledge and skill for futuristic technology	
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### 1.3.6 School Promotes Local 'Lok Vidya' by exposing learners to its practical as well as theoretic

1.3.2.1 - Level I - Inceptive	1.3.2.2 - Level II - Transient	1.3.2.3 - Level III- Stable	1.3.2.4- Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>Survey conducted/information gathered by school of the local Lok-Vidya, trade, industries and farming activities.</li> </ul>	<ul style="list-style-type: none"> <li>School identifies local experts and effective practices in the identified trades/industries/ farming and gets them to participate in sharing their knowledge and expertise with students.</li> </ul>	<ul style="list-style-type: none"> <li>School plans a schedule of activities to expose students to the Lok-Vidya, local trade/industries and farm activities along with identified experts.</li> <li>Students have the opportunity to question and further explore the Lok-Vidya, trade/industry and farm activities through 1-2 days attachment.</li> </ul>	<ul style="list-style-type: none"> <li>School develops annual calendar for exposing learner to local Lok Vidya and its promotion.</li> </ul>

#### Guiding Principles/Policies

NEP 2020, NCERT documents, Circulars issued by the Relevant School Board

#### SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> <li>Survey findings/information gathered are available in a report.</li> </ul>	<ul style="list-style-type: none"> <li>List of experts along with expertise</li> </ul>	<ul style="list-style-type: none"> <li>Schedule for exposure including site visits/attachment and expert details</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of annual calendar for exposing learner to local Lok Vidya and its promotion</li> </ul>
		<ul style="list-style-type: none"> <li>Sample reflections by students on Lok Vidya explored</li> </ul>	

**1.3.7 The school provides ample opportunities for Art Education to every learner in any one of its areas, or combination of areas, (such as – folk art, drawing and painting, dance, music, literature and poetry, theatre, graphic designing, animation, etc.) with the help of teachers/local artists/parents/joint topic circles or clubs with neighbourhood schools/online classes**

<b>1.3.2.1 - Level I - Inceptive</b>	<b>1.3.2.2 - Level II - Transient</b>	<b>1.3.2.3 - Level III- Stable</b>	<b>1.3.2.4- Level IV- Dynamic Evolving</b>
<ul style="list-style-type: none"> <li>The school provides for an art, music and dance period in the time table. School conducts bag-less days on regular basis.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides opportunities for participation in different art forms.</li> <li>The school maintains records of student participation.</li> <li>School encourages promotion of local/folk art and craft.</li> </ul>	<ul style="list-style-type: none"> <li>Various streams of arts i.e. music, dance, visual arts and theatre are a part of arts curriculum offered by the school (through both, online as well as offline mode, as well as innovative methods, such as, utilising the services of a parent as art teacher, etc.).</li> <li>Culinary Art is a part of the curriculum in grades 6-8. Students participate at the Zonal/State/national Level in related competitions/events/activities/Topic circles/clubs, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Art activities are embedded in the Annual Curriculum and Pedagogical Plan of various subjects.</li> <li>Orientation programmes are organised to create awareness among the parents/guardians, school management about the importance of Art Education.</li> </ul> <p>Art activities are integrated in teaching and learning of all other disciplines as well.</p>

**Guiding Principles/Policies**

NEP 2020, RTE Act, NCF/SCF, Circulars and Guidelines on Vocational Education

Programme by the NCVT/ PSSCIVE, Relevant School Board

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> <li>Integration of Art Education in Annual Curriculum and Pedagogical Plan</li> </ul>	<ul style="list-style-type: none"> <li>CBPs attended by teachers</li> </ul>	<ul style="list-style-type: none"> <li>Number of students participating in the learning of various forms of art in Foundational, preparatory, middle and secondary stage (art form wise)</li> </ul>	<ul style="list-style-type: none"> <li>Observation/Assessment records of students for participation in these activities</li> </ul>
<ul style="list-style-type: none"> <li>School Calendar reflecting the inclusion of activities for art education for all students in the school</li> </ul>	<ul style="list-style-type: none"> <li>Consolidated Time Table of all classes in school reflecting the periods allocated for Art Education</li> </ul>	<ul style="list-style-type: none"> <li>Records/Documents (Certificates or school magazine and website) reflecting participation of students in activities related to Art Education such as competitions/events/activities/Topic circles/clubs, etc at the Zonal / State/ National/ International Level</li> </ul>	<ul style="list-style-type: none"> <li>List of local artistes and craftsmen involved in ensuring student learning outcomes</li> </ul>
<ul style="list-style-type: none"> <li>List of Workshops/Seminars/ Orientation programmes organised to create awareness among the parents/guardians</li> </ul>	<ul style="list-style-type: none"> <li>Art Education Activities conducted under Ek Bharat Shrestha Bharat</li> </ul>	<ul style="list-style-type: none"> <li>Photos of Culinary art participation, art exhibitions, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Sample reflections by students of the impact of art forms on them</li> </ul>



## Sub Domain - 1.4 Mainstreaming Physical Education and Sports

### 1.4.1 School has a Policy and Leadership by example for inculcating a lifelong habit and culture for Health, sports and fitness in Students

1.4.1.1 - Level I - Inceptive	1.4.1.2 - Level II - Transient	1.4.1.3 - Level III- Stable	1.4.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>School has a regular sports/Physical Education/Yoga class in their schedule for elementary classes.</li> <li>School has basic sports, such as, skipping rope, chess, carrom, Pachisi, etc.</li> <li>Sports equipment for all children, including those with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>The school has a regular Physical Education Teacher.</li> <li>School has sports/Physical Education classes in their schedule for Secondary &amp; Sr. Secondary as well.</li> <li>School has infrastructure or access to infrastructure for at least two outdoor sports/games</li> <li>School encourages and integrates indoor games in timetable, such as, Chess, Pachisi, Table Tennis, etc.</li> <li>Students are exposed regularly to crucial ingredients of a healthy lifestyle, such as, Yoga-Pranayam, meditation, balanced diet, exercise</li> <li>For CWSN, access to grassed pitches is</li> </ul>	<ul style="list-style-type: none"> <li>Physical Education and Sports plan is shared with the students and parents.</li> <li>All students participate in Physical Education, Yoga and sports.</li> <li>Number of children whose annual health check-up is done and records are maintained vs total enrolled</li> <li>School undertakes health and fitness assessment of all students with the help of Fit India App of Sports Authority of India.</li> <li>For CWSN, quieter social spaces with seating should be provided for students to use. Where playgrounds are provided, equipment should be carefully selected to</li> </ul>	<ul style="list-style-type: none"> <li>A clearly documented School Policy for promoting Health and Physical Education in students is in place.</li> <li>Physical Education and sports are integrated in the School Development Plan.</li> <li>School participates in Fit India programme and other Health and Fitness programmes initiated by the Government.</li> <li>School sports teams/individual students actively participate in sports/games competitions from local to national level</li> <li>Yoga is taught scientifically and in an engaging manner in the school.</li> <li>The Policy is monitored and</li> </ul>

	provided using pathways or matting products.	ensure accessibility for all students, including wheelchair users, those who use crutches and walking frames and those with hearing loss or vision loss.	
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	(including flexibility, agility, strength and endurance)		<p>reviewed regularly at periodic intervals and changes made accordingly in accordance with the Health Standards.</p> <ul style="list-style-type: none"> <li>• Students are exposed to talented professional and passionate sports persons in order to encourage them to pursue a healthy life style.</li> <li>• Students participated in Khelo India.</li> <li>• The activities are stringently monitored, and reviewed for their impact on student learning outcomes.</li> </ul>
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#### GUIDING PRINCIPLES/POLICIES

NEP 2020, NCF/SCF, Guidelines/Circulars/Advisory issued on 'Mainstreaming PE and Sports' by Ministry of Education/State/UT/NIEPA /School Boards, NISHTHA

#### SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> <li>• School Plan for mandatory Physical Education and Sports</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of access to playground and both indoor and outdoor sports and games</li> </ul>	<ul style="list-style-type: none"> <li>• Physical Education Development Plan</li> </ul>	<ul style="list-style-type: none"> <li>• List of Sports Infrastructure/ Sports related activities</li> </ul>
<ul style="list-style-type: none"> <li>• Annual Physical Education and Sports Calendar</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of counselling regarding nutrition, balanced diet,</li> </ul>	<ul style="list-style-type: none"> <li>• Integration of Sports Periods in Timetables</li> </ul>	<ul style="list-style-type: none"> <li>• Availability of teachers/part-time experts for Physical Education</li> </ul>

	and focus on local food and grains, such as, millets.		
<ul style="list-style-type: none"> <li>Annual/periodic health check-up documentation,</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of conduct of Yoga, Health &amp; Sports Activities etc.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Evidences of participation in Fit India programmes, Khelo India and other similar programmes of Govt. of India</li> </ul>

#### 1.4.2 All children in the school undergo annual health check ups

1.4.2.1 - Level I - Inceptive	1.4.2.2 - Level II - Transient	1.4.2.3 - Level III- Stable	1.4.2.4- Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>Annual health check-up is undertaken in school for primary school children</li> </ul>	<ul style="list-style-type: none"> <li>100% of school children shall undergo regular health check-ups</li> <li>100% immunization is ensured</li> <li>Health cards are issued to monitor the same.</li> </ul>	<ul style="list-style-type: none"> <li>All children have a ABHA (Ayushman Bharat) ID</li> <li>Health records are digitally maintained by integrating with ABHA ID</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Parental counselling is undertaken based on health check-ups</li> <li>Learners take the responsibility of their own health by setting achievable targets monitored by Fit India App, and their teachers.</li> </ul>

#### Guiding Principles/Policies

NEP 2020, NCF/SCF, Guidelines/Circulars/Advisory issued on 'Mainstreaming PE and Sports' by Ministry of Education/State/UT/NIEPA /School Boards/Health Department Orders, NISHTHA

#### SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> <li>Evidences of school promoting healthy eating habits ad</li> </ul>	<ul style="list-style-type: none"> <li>Records of Health awareness programmes for students,</li> </ul>	<ul style="list-style-type: none"> <li>Anonymised Sample of Health Records of students</li> </ul>	<ul style="list-style-type: none"> <li>Records of meeting with parents in which the status of student's health</li> </ul>
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discouraging junk food	teachers and other community members		card is shared with parents and accordingly guidance is provided
	Inclusion of Health Check-up plan in the School Calendar	<ul style="list-style-type: none"> <li>Anonymised Sample of Counsellor Records on Health Issues</li> </ul>	Anonymised Sample of Records of improvement in physical health and fitness of learners

**1.4.3 All children in the school are screened on PRASHASHT App (developed by NCERT for screening disabilities)**

<b>1.4.3.1 - Level I - Inceptive</b>	<b>1.4.3.2 - Level II - Transient</b>	<b>1.4.3.3 - Level III- Stable</b>	<b>1.4.3.4- Level IV- Dynamic Evolving</b>
<ul style="list-style-type: none"> <li>School Heads ensure that the general teacher is properly oriented by Special Educator/ Resource Teachers/IE Coordinators/SC ERT/DIET/ Counsellors, in the use of PRASHAST for initial screening of students.</li> </ul>	<ul style="list-style-type: none"> <li>School screens all children upto grade 5 in the PRASHASHT App</li> <li>School ensures that the teachers with the help of School Heads share their observations with parents / guardians based on the PRASHAST.</li> </ul>	<ul style="list-style-type: none"> <li>School screens all children in all grades of the school on the PRASHASHT App.</li> </ul>	<ul style="list-style-type: none"> <li>Learners identified after screening and expert assessment with Specific Learning Disabilities and Autism Spectrum Disorder have access to Special Educators for learning</li> <li>All teachers are trained to handle certain disabilities in their classrooms</li> <li>School undertakes regular parental counselling to facilitate the Disabled learners.</li> </ul>
<b>Guiding Principles/Policies</b>			

NEP 2020, Inclusion Policy of the Relevant School Board, RTE Act, RPwD ACT 2016, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT, Handbook on Inclusive Education

### SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> <li>Evidence of Sensitization of Teachers on pre-inclusive modules/ Prashasth apps</li> </ul>	<ul style="list-style-type: none"> <li>Number of students in grades pre-school to V, versus number of children screened on PRASHAST</li> </ul>	<ul style="list-style-type: none"> <li>Total enrolment of school versus number of children screened on PRASHAST</li> </ul>	<ul style="list-style-type: none"> <li>Improvement in attendance of Disabled students</li> </ul>
	<ul style="list-style-type: none"> <li>Number of students referred to the Block Screening Camp</li> </ul>	<ul style="list-style-type: none"> <li>Number of students referred to the Block Screening Camp</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of training of all teachers to handle certain disabilities in their classrooms</li> </ul>
<ul style="list-style-type: none"> <li>Evidence of Engagement with Parents through PTMs etc.</li> </ul>			<ul style="list-style-type: none"> <li>Details of aids and appliances for Divyang</li> </ul>

### Sub Domain - 1.5 Values and Ethos; Knowledge of India

**1.5.1 The school fosters values through a climate of care, compassion, and respect; welcomes diversity and creates a culture of pride for the school amongst the stakeholders.**

1.5.1.1 - Level I - Inceptive	1.5.1.2 - Level II - Transient	1.5.1.3 - Level III - Stable	1.5.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>Value Education Framework developed /referred by the State/NCERT/Relevant School Board is available and used by teachers.</li> <li>Values are integrated in the curriculum transactions.</li> </ul>	<ul style="list-style-type: none"> <li>Values are consistently integrated and imbibed through integrated curriculum plan, understood and demonstrate</li> </ul>	<ul style="list-style-type: none"> <li>The school helps students imbibe traditional Indian values of respect for seniors, for environment, for food, for animals and plants, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Policies, curriculum, behaviours and relationships within the school are consistently inclusive, respectful, ethical and</li> </ul>



<ul style="list-style-type: none"> <li>The school focuses on strengthening Constitutional Values.</li> </ul>	<ul style="list-style-type: none"> <li>School addresses discrimination, inequity, bullying and disrespect through a robust SOP known to all stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>The school welcomes students and teachers of different backgrounds and perspectives and celebrates special events/occasions.</li> </ul>	<p>compassionate and are effectively implemented, monitored and reviewed regularly.</p> <ul style="list-style-type: none"> <li>Informed decisions by all stakeholders, well supported by data and collaborative practices, reflect a moral and ethical code of equity and dignity, and are in the best interest of students.</li> <li>Students learning outcomes are visible in the narrative, School records, student portfolios and day to day observation and interactions.</li> </ul>
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#### Guiding Principles/Policies

NEP 2020, RTE-2009 (Section 29.2), NCF/SCF, Advisories and Circulars issued by the Relevant School Board, Values Education Framework developed or referred by the Relevant School Board, Guidelines/Material developed by the Relevant School Board on Inclusive Education and Gender Sensitivity

#### SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> <li>Capacity Building Programmes for teachers on fostering climate of care, respect and diversity</li> </ul>	<ul style="list-style-type: none"> <li>Integrated Annual Curriculum and Pedagogical Plan</li> </ul>	<ul style="list-style-type: none"> <li>Celebration of festivals, themes, special days, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Mentoring, Monitoring and Reviewing Practices</li> </ul>
<ul style="list-style-type: none"> <li>Orientation of students on climate of care, respect and diversity</li> </ul>	<ul style="list-style-type: none"> <li>Teachers Diary along with Lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>Testimonials from visitors to the school with regard to the cultural values, attitudes and behaviours of students</li> </ul>	<ul style="list-style-type: none"> <li>Collaborative Improvement Plans</li> </ul>
<ul style="list-style-type: none"> <li>List of activities conducted for promoting diversity and values</li> </ul>	<ul style="list-style-type: none"> <li>Records and Reports of Child Protection Committee</li> </ul>		<ul style="list-style-type: none"> <li>Workshop / seminars organize for fostering climate of care, respect and diversity</li> </ul>
			<ul style="list-style-type: none"> <li>Evidences of Community participation</li> </ul>

**1.5.2 School ensures that classroom transactions include knowledge of heritage, civilizational ethos and values of India and encourages students to be conscious of duties towards society, living beings and the nature**

<b>1.5.2.1 - Level I - Inceptive</b>	<b>1.5.2.2 - Level II - Transient</b>	<b>1.5.2.3 - Level III - Stable</b>	<b>1.5.2.4 - Level IV - Dynamic Evolving</b>
<ul style="list-style-type: none"> <li>All teachers of the school have adequate knowledge and are trained in areas relating to heritage, civilizational ethos and values of India.</li> </ul>	<ul style="list-style-type: none"> <li>School ensures that pedagogy/ classroom transactions integrate knowledge of heritage, civilizational ethos and values of India, across subjects.</li> <li>At least two activities under</li> </ul>	<ul style="list-style-type: none"> <li>Students are proud of the country's history and heritage while respecting all other cultures. Through self-reflection, Students identify their</li> </ul>	<ul style="list-style-type: none"> <li>All students are made aware of their duties towards society, living beings and nature. Through self-reflection, Students identify their own values and principles that</li> </ul>

	Ek Bharat Shrestha Bharat (EBSB) are undertaken per year.	own values and principles that guide their own decisions and actions.	guide their own decisions and actions.
<b>Guiding Principles/Policies</b> NEP 2020, NCF, Advisories and Circulars issued by the Relevant School Board, Values Education Framework developed or referred by the Relevant School Board, Guidelines/Material developed by the Relevant School Board on Inclusive Education and Gender Sensitivity			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
<ul style="list-style-type: none"> <li>List of activities encouraging values, ethos and knowledge of India</li> </ul>	<ul style="list-style-type: none"> <li>Integration of Values, ethos and knowledge of India in Annual Curriculum and Pedagogical Plan</li> </ul>	<ul style="list-style-type: none"> <li>List of Students participated in programmes related to Indian Knowledge System</li> </ul>	<ul style="list-style-type: none"> <li>Sample reflections of Students on their duties towards society, living beings and nature</li> </ul>
<ul style="list-style-type: none"> <li>Capacity Building Programmes for teachers on Indian Knowledge Systems</li> </ul>	<ul style="list-style-type: none"> <li>Consolidated School Time Table</li> </ul>	<ul style="list-style-type: none"> <li>Records of Participation in EBSB</li> </ul>	<ul style="list-style-type: none"> <li>Evidences of Community participation</li> </ul>
	<ul style="list-style-type: none"> <li>School Annual Report</li> </ul>	<ul style="list-style-type: none"> <li>Sample self-reflections by students</li> </ul>	<ul style="list-style-type: none"> <li>Testimonials / feedback of parents through PTMs etc.</li> </ul>
	<ul style="list-style-type: none"> <li>Records and Reports of Child Protection Committee</li> </ul>		<ul style="list-style-type: none"> <li>School bulletin boards reflect values that school promotes with real examples from history, leaders and</li> </ul>

			current affairs.
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Subdomain 1.6 Learning Enhancement Programme, Students Performance, Assessment of Learning Outcomes and Feedback			
<b>1.6.1 Teachers use multiple modes of assessment to assess the performance of the students.</b> <b>Continuous formative assessments are conducted in these multiple modes that do not rely only on pen-paper format of assessment.</b>			
1.6.1.1 - Level I - Inceptive	1.6.1.2 - Level II - Transient	1.6.1.3 - Level III- Stable	1.6.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>Teachers prepare question papers and one or two outcome driven tasks to assess students' performance.</li> <li>School assesses the achievement of learning outcomes at classes 3, 5 and 8.</li> <li>There is an Annual Calendar for conducting on-going assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers prepare the question papers and more than two outcome driven tasks each to assess students' performance.</li> <li>Teachers attend capacity building programmes conducted on designing outcome driven tasks.</li> <li>Continuous formative assessment conducted in school in all grades.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers integrate assessment of learning in their lesson plans.</li> <li>Assessment is criterion referenced.</li> <li>Modes of assessment include quizzes, group presentations, role play, research work, writing journals/brochures, making of portfolio, presentations and other project work involving experiential learning, etc.</li> <li>Child wise progress is tracked through IT based systems</li> </ul>	<ul style="list-style-type: none"> <li>Assessment is undertaken by teachers only when she is convinced that the students are ready</li> <li>School has an item bank ready for all grades and subjects. There is a well-defined blue print for framing different kinds of questions using multiple modes.</li> <li>Defined rubric with criteria, levels and descriptors is used by staff.</li> <li>Oral assessment is undertaken in each grade by a teacher other than the teacher who has taught the class.</li> </ul>

		for at least 50% learners.	<ul style="list-style-type: none"> <li>• At least 40% of the pen-paper assessments are self-evaluated and self-evaluation criteria are well-defined.</li> <li>• Peer evaluation is done to determine validity, reliability and authenticity of the designed assessment tasks.</li> <li>• Improvement in proficiency level in achieving learning outcomes (3/5/8/10) is evidenced by NAS/SLAS/third party assessment.</li> <li>• Child wise progress is tracked through IT based systems for 100% learners.</li> </ul>
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#### Guiding Principles/Policies

NEP 2020, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT/CBSE

#### SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> <li>• Annual Assessment Calendar</li> </ul>	<ul style="list-style-type: none"> <li>• Sample Evidence of peer evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Sample Evidences reflecting use of digital tools by teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of training of teachers in modern assessment practices and designing of</li> </ul>
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			varied outcome driven tasks
<ul style="list-style-type: none"> <li>Assessment blue print and rubrics for varied modes of assessment</li> </ul>	<ul style="list-style-type: none"> <li>List of Capacity Building Programmes on competency based assessment attended by teachers</li> </ul>	<ul style="list-style-type: none"> <li>Sample Evidences reflecting use of varied modes of assessment by teachers such as research, presentation, individual &amp; group work, portfolio, competency-based task, MCQs, Journalwriting, essay, book review, newspaper article, case study or analysis, oral assessment, role play, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Sample Evidence of development of competency-based item banks by teachers</li> </ul>
		<ul style="list-style-type: none"> <li>Child wise progress is tracked through IT based systems</li> </ul>	

#### 1.6.2 Peer and self-assessment techniques are understood and integrated.

1.6.2.1 - Level I – Inceptive	1.6.2.2 - Level II – Transient	1.6.2.3 - Level III – Stable	1.6.2.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>School principal and teachers are aware about the peer and self-assessment techniques</li> </ul>	<ul style="list-style-type: none"> <li>School teachers are trained in various modes of assessment and have begun practising peer and self-assessment in all grades.</li> </ul>	<ul style="list-style-type: none"> <li>Students are adept at giving positive and constructive feedback at peer assessment</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Students are able to become aware of their own strengths and challenges with the help of the tool of self-assessment .</li> </ul>



			<ul style="list-style-type: none"> <li>Schools use peer and self-assessment in sample HPC.</li> </ul>
<b>Guiding Principles/Policies</b> NEP 2020, NCF/SCF, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT/School Boards			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
<ul style="list-style-type: none"> <li>Teachers Training regarding peer and self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' Diary with lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>Sample peer assessment in Foundational, Preparatory, Middle and Secondary Stages.</li> </ul>	<ul style="list-style-type: none"> <li>Sample self-assessment in Foundational, Preparatory, Middle and Secondary Stages.</li> </ul>
			<ul style="list-style-type: none"> <li>Sample Holistic Progress Card</li> </ul>

**1.6.3 Competencies/Learning Outcomes are used as check points to assess learning; Rashtriya Avishkar Abhiyan is integrated for making learning of Science and Mathematics a joyful and meaningful activity.**

<b>1.6.3 .1 - Level I - Inceptive</b>	<b>1.6.3.2 - Level II - Transient</b>	<b>1.6.3.3 - Level III - Stable</b>	<b>1.6.3.4 - Level IV – Dynamic Evolving</b>
<ul style="list-style-type: none"> <li>The school has documents on Competencies/ learning outcomes for different classes as defined by NCERT.</li> <li>School conducts awareness trainings for teachers regarding aims and objectives</li> </ul>	<ul style="list-style-type: none"> <li>Student assessments in science/mathematics draw on questions covered in the textbook.</li> <li>Teachers plan their science/mathematics lessons in accordance with the syllabus.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are equipped to undertake criterion referenced assessment, that is, assess the students as per the Competencies/learning outcomes defined for each chapter using their own assessment tasks.</li> <li>School undertakes several activities/exhibitions/ research/</li> </ul>	<ul style="list-style-type: none"> <li>Competencies/ Learning outcomes are used to assess progress in conceptual clarity and application of knowledge to real-life situations, rather than on information in textbook chapters and topics.</li> </ul>

of Rashtriya Avishkar Abhiyan.	<ul style="list-style-type: none"> <li>The science/mathematics Learning Outcomes are shared with the students and parents and explained to them.</li> <li>Schools create a culture of thinking, inventing, tinkering and doing to promote enquiry-based learning</li> </ul>	<p>workshops/seminars in various disciplines, including science, on developing scientific temper and evidence-based thinking</p> <ul style="list-style-type: none"> <li>Students are encouraged to focus on mathematical and computational thinking through various interdisciplinary activities/interventions, including teaching Coding from Middle stage.</li> </ul>	<ul style="list-style-type: none"> <li>Students have developed science and mathematics projects with a focus on learning through real life situations.</li> <li>School has active science and mathematics clubs/circles from Preparatory to Secondary levels</li> <li>School regularly participates in district/state/national level activities/Hackathons, etc. related to science and mathematics.</li> </ul>
<p align="center"><b>Guiding Principles/Policies</b></p> <p>NEP 2020, NCERT Documents on Learning Outcomes, NCF/SCF, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT/School Boards</p>			
<p align="center"><b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b></p>			
<ul style="list-style-type: none"> <li>Capacity Building Programmes for equipping teachers to undertake criterion referenced assessment</li> </ul>	<ul style="list-style-type: none"> <li>Sample Lesson Plans</li> </ul>	<ul style="list-style-type: none"> <li>Evidences of activities to promote scientific temper</li> </ul>	<ul style="list-style-type: none"> <li>List of science/maths projects developed by school students</li> </ul>

<ul style="list-style-type: none"> <li>Awareness workshop for RAA</li> </ul>	<ul style="list-style-type: none"> <li>Assessment Worksheets prepared by teachers</li> </ul>	<ul style="list-style-type: none"> <li>Evidences of activities to promote mathematical thinking</li> </ul>	<ul style="list-style-type: none"> <li>Sample items from item bank developed or compiled by school for Foundational, Preparatory, Middle and Secondary stage</li> </ul>
	<ul style="list-style-type: none"> <li>Evidence of activities based on ATL</li> </ul>	<ul style="list-style-type: none"> <li>Details of teaching Coding</li> </ul>	

**1.6.4 Holistic Progress Card (designed by SCERT) is prepared for each child. The school ensures all students achieve and progress on their developmental continuum.**

<b>1.6.4.1 - Level I - Inceptive</b>	<b>1.6.4.2 - Level II - Transient</b>	<b>1.6.4.3 - Level III - Stable</b>	<b>1.6.4.4 - Level IV- Dynamic Evolving</b>
<ul style="list-style-type: none"> <li>Assessment takes place once in a year.</li> <li>Records are maintained and updated regularly.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment is done by concerned subject teachers.</li> <li>Holistic Progress Card (HPC) is partially implemented in school.</li> </ul>	<ul style="list-style-type: none"> <li>Holistic progress for each child is recorded in an informal manner and it is ensured that no ranking system or competition exists among students in a class.</li> <li>More than 50% of total teachers are competent in the use of assessment standards.</li> <li>Assessment is done in collaboration with teachers from different streams.</li> </ul>	<ul style="list-style-type: none"> <li>The school actively undertakes assessment of Skills and Competencies - visual and performing arts, life skills, values and ethos, vocational skills, health and physical education is in place.</li> <li>There is a mechanism for mentoring, monitoring and reviewing the assessment</li> </ul>

		<ul style="list-style-type: none"> <li>Digital Records are maintained.</li> </ul>	process to ensure learners achieve their individual and group developmental goals.
<b>Guiding Principles/Policies</b> NEP 2020, Guidelines and Circulars on Assessment in different areas and HPC issued by the State/UT/CBSE			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
<ul style="list-style-type: none"> <li>Assessment timetable</li> </ul>	<ul style="list-style-type: none"> <li>Capacity Building Programmes of teachers on HPC</li> </ul>	<ul style="list-style-type: none"> <li>Sample Holistic Progress Card</li> </ul>	<ul style="list-style-type: none"> <li>Variety of methods are used for assessing skills and competencies in the areas of visual and performing arts, life skills, values, health and physical education to ensure objective findings on students' progress – confirmation by CRC/BRC visit.</li> </ul>
<ul style="list-style-type: none"> <li>Sample records</li> </ul>	<ul style="list-style-type: none"> <li>School ensure regular weekly mediation activities to prevent cumulative learning loss for students.</li> </ul>	<ul style="list-style-type: none"> <li>Records of HPC for each child is available in digital records system of the school – confirmation by CRC/BRC visit</li> </ul>	<ul style="list-style-type: none"> <li>Student performance records are reviewed as cohorts and challenges to learning are identified by age, grade level, subjects and gender –</li> </ul>

			confirmation by CRC/BRC visit.
<ul style="list-style-type: none"> <li>Sample Records of Remedial Programmes</li> </ul>			<ul style="list-style-type: none"> <li>Plans are developed by schools with respective teachers to ensure mitigating the challenges and improving student performance in all areas of development – confirmation by CRC/BRC visit.</li> </ul>

1.6.5 Post NAS Activities undertaken based on NAS District Report card of 2021			
1.6.5.1 - Level I - Inceptive	1.6.5.2 - Level II - Transient	1.6.5.3 - Level III- Stable	1.6.5.4 - Level IV- Dynamic Evolving
Teachers have an understanding of the District NAS report and have identified the learning Outcomes that require more focus in class.	<ul style="list-style-type: none"> <li>Teachers have been trained to undertake post NAS interventions.</li> <li>Teachers have prepared different innovative pedagogies for learning enhancement and different methods of assessment to assess the learning outcomes of students.</li> </ul>	<ul style="list-style-type: none"> <li>All learners are given additional learning opportunities in all the identified Learning Outcomes based on District NAS results.</li> <li>Class-based and school-based formative assessments are undertaken by teachers to assess the progress on the aforementioned</li> </ul>	<ul style="list-style-type: none"> <li>Teachers have been trained on understanding the process of growth and development of students in cognitive, affective and psychomotor domains.</li> <li>Teachers use self-assessment techniques by students to enable them to monitor their own growth and achievement.</li> </ul>

		learning outcomes	<ul style="list-style-type: none"> <li>Achievement levels of students at different levels and in different subjects/domains have surpassed the national average at those levels and those subjects/domains as per NAS.</li> </ul>
<b>Guiding Principles/Policies</b> NEP 2020, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT, NAS Report Card			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
<ul style="list-style-type: none"> <li>Document analysing NAS District Report Card - available in the school</li> </ul>	<ul style="list-style-type: none"> <li>Capacity Building Programmes of teachers on post NAS Interventions</li> </ul>	<ul style="list-style-type: none"> <li>Diagnostic and Remedial Records as per gaps identified in NAS District Report</li> </ul>	<ul style="list-style-type: none"> <li>All teachers and students are aware of the gaps and strengths of the learning</li> <li>levels based on the NAS district level report card of the respective district - – confirmation by CRC/BRC</li> <li>visit.</li> </ul>
	<ul style="list-style-type: none"> <li>Evidence of identification of activities required/ remediation plan for the filling the gaps in Learning Outcomes as per NAS 2021 report</li> </ul>		<ul style="list-style-type: none"> <li>Report of SAS and NAS subsequent to 2021</li> </ul>
	Resource Planning for		<ul style="list-style-type: none"> <li>Schools sets targets in</li> </ul>



	post NAS Interventions and availability		keeping with the district targets on learning enhancement to ensure targeted improvement in the next cycle of NAS – attach school document showing targets.
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1.6.6 The school ensures high attendance of its students			
1.6.6.1 - Level I - Inceptive	1.6.6.2 - Level II - Transient	1.6.6.3 - Level III- Stable	1.6.6.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>The school maintains attendance records of the students.</li> <li>Strategies are in place to bring back the drop outs back in school.</li> </ul>	<ul style="list-style-type: none"> <li>The principal and teachers have identified students who are regularly absent and Parents are informed about children who are regularly absent.</li> </ul>	<ul style="list-style-type: none"> <li>All Student drop outs are tracked and brought back to the classroom.</li> <li>The school ensures at least 75% attendance of its students.</li> </ul>	<ul style="list-style-type: none"> <li>The principal, teachers and other stakeholders create joint plans to improve student attendance.</li> <li>Students at risk (girl child, students belonging to diverse socio-economic disadvantaged groups and Divyang) are supported and encouraged to complete their schooling.</li> </ul>

			<ul style="list-style-type: none"> <li>• Zero drop out, 100% transition and retention along with regular communication, counselling and follow ups are done to encourage attendance.</li> <li>• The school ensures at least 90% attendance of its students.</li> </ul>
<b>Guiding Principles/Policies</b> NEP 2020, RTE Act, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT/School Authorities			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
<ul style="list-style-type: none"> <li>• Attendance records of students</li> </ul>	<ul style="list-style-type: none"> <li>• Records of communication with parents</li> </ul>	<ul style="list-style-type: none"> <li>• Written records of action taken for ensuring high attendance, other than communication to parents by the teachers and principal</li> </ul>	<ul style="list-style-type: none"> <li>• Number of dropout students brought back and enrolled in school registers.</li> </ul>
<ul style="list-style-type: none"> <li>• Registration records of students</li> </ul>	<ul style="list-style-type: none"> <li>• Evidences of involvement of counsellors / experts to ensure regular attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of community participation in ensuring the attendance of students</li> </ul>	<ul style="list-style-type: none"> <li>• Record of all who remain out of schools.</li> </ul>
<ul style="list-style-type: none"> <li>• Documentation of List of reasons for student drop out and strategies to</li> </ul>	<ul style="list-style-type: none"> <li>• Evidences of support provided to students at risk (girl child, students belonging to</li> </ul>	<ul style="list-style-type: none"> <li>• Record of drop outs brought back in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• UDISE+ data</li> </ul>

reduce drop outs	diverse socio-economic disadvantaged groups and Divyang)		
			<ul style="list-style-type: none"> <li>School identifies challenges that makes students drop out of schools including "push and pull factors" of the schools, makes plan to remedy the same.</li> </ul>

Domain – 1.7 Early Childhood Care and Education & Foundational Literacy and Numeracy			
1.7.1 School has 1-3 years of Balvatika for 3-6 year olds integrated as pre-primary sections			
1.7.1.1 - Level I - Inceptive	1.7.1.2 - Level II - Transient	1.7.1.3- Level III- Stable	1.7.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>Schools has started the new curricular and pedagogical structure of schooling i.e. 5+3+3+4</li> </ul>	<ul style="list-style-type: none"> <li>Balvatika/Ang anwadi functioning at Foundational Stage</li> </ul>	<ul style="list-style-type: none"> <li>Completion of the FLN-NISHTHA module by all teachers teaching grades 1 to 3</li> <li>Completion of NISHTHA elementary modules by all teachers teaching Preparatory stage, that is</li> </ul>	<ul style="list-style-type: none"> <li>All 6-year-olds entering grade 1 undertake 90 days Vidya Pravesha Programme</li> <li>Teachers ensure that 100% Foundational stage learners achieve all the "Lakshyas" laid down in NIPUN Bharat</li> </ul>

		grades 4 and 5.  <ul style="list-style-type: none"> <li>Transition Rate is 100% from Balvatika to Class I.</li> </ul>	
<b>Guiding Principles/Policies</b> NEP 2020, NCF/SCF, NIPUN BHARAT Framework, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT/School Authorities			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
<ul style="list-style-type: none"> <li>Capacity Building of teachers on ECCE</li> </ul>	<ul style="list-style-type: none"> <li>Number of years of Balvatika introduced – 1/2/3</li> </ul>	<ul style="list-style-type: none"> <li>Record of teachers of Balvatika to grade 5 having completed FLN-NISHTHA programme.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of the implementation of Vidya Pravesh Programme</li> </ul>
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Number of admissions in Balvatika/Angan wadi in this academic session</li> </ul>	<ul style="list-style-type: none"> <li>Records of student transition levels based on school attendance registers of Balvatika to grade 1.</li> </ul>	<ul style="list-style-type: none"> <li>Internal Record of student performance on Lakshya laid out in NIPUN Bharat</li> </ul>

<b>1.7.2 Variety of TLM is made available in local language</b>			
<b>1.7.2.1 - Level I – Inceptive</b>	<b>1.7.2.2 - Level II – Transient</b>	<b>1.7.2.3 - Level III – Stable</b>	<b>1.7.2.4 - Level IV- Dynamic Evolving</b>
<ul style="list-style-type: none"> <li>Availability of TLMs for reading literacy and mathematics literacy in regional language based on NCF/SCF.</li> </ul>	<ul style="list-style-type: none"> <li>Textbook to student ratio is 2 in Foundational stage, or greater than 2 in Preparatory stage in accordance with norms. (In case the literacy and numeracy textbooks are</li> </ul>	<ul style="list-style-type: none"> <li>Availability of TLMs for reading literacy and mathematics literacy in regional language as well as local language/mother tongue of the children in</li> </ul>	<ul style="list-style-type: none"> <li>100% of students in Foundational and Preparatory years (Class 1 to 5) have access to and use Supplementary graded material in regional/local language</li> </ul>

	<p>combined at Foundational stage, the ratio will be 1).</p> <ul style="list-style-type: none"> <li>Availability of TLMs for reading literacy and mathematics literacy in regional language as well as local language/mother tongue of the children</li> </ul>	<p>offline as well as online modes, including, story books, video games, flash cards, picture books, Apps, etc.</p> <ul style="list-style-type: none"> <li>Digital and physical libraries available at school</li> </ul>	
<p align="center"><b>Guiding Principles/Policies</b></p> <p>NEP 2020, NCF/SCF, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT/School Boards</p>			
<p align="center"><b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b></p>			
<ul style="list-style-type: none"> <li>Illustrative List of TLMs for reading literacy and mathematics literacy in regional language as well as local language/dialects/mother tongue of the children in offline as well as online modes, including, story books, video games, flash cards, picture books, Apps, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Grade wise textbooks to student ratio from grade 1 to 5</li> </ul>	<ul style="list-style-type: none"> <li>Illustrative list of digital/e-content TLM in various languages</li> </ul>	<ul style="list-style-type: none"> <li>Records of availability of graded reading materials in the local languages and dialects.</li> </ul>
<ul style="list-style-type: none"> <li>Capacity Building of teachers on development of locally</li> </ul>	<ul style="list-style-type: none"> <li>List of TLM provided by SCERT/DIETs</li> </ul>	<ul style="list-style-type: none"> <li>Illustrative list of School library has local story books and</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of attainment of NIPUN Lakshyas</li> </ul>

contextualised TLMs			
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<b>1.7.3 School Fosters mother tongue/home language/regional language &amp; Teachers nurture the development and maintenance of peer bonding through class language diversity</b>			
<b>1.7.3.1 - Level I – Inceptive</b>	<b>1.7.3.2 - Level II – Transient</b>	<b>1.7.3.3 - Level III – Stable</b>	<b>1.7.3.4 - Level IV- Dynamic Evolving</b>
<ul style="list-style-type: none"> <li>• Availability of Teaching Learning Materials for reading literacy and mathematics literacy in regional language based on NCF/SCF.</li> <li>• School encourages children to bring in books written in their home language(s) to school, to share these with the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Availability of Teaching Learning Materials for reading literacy and mathematics literacy in regional language as well as local language/dialects/mother tongue of the children</li> <li>• Children read small extracts out loud from storybooks of their language, to demonstrate reading skills, whilst simultaneously building pride in their own culture and developing respect for all cultures within the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent workshops outlining the importance of the mother tongue are conducted by school</li> <li>• Availability of library books in regional language as well as local language/dialects/mother tongue of the children in offline as well as online modes, including, story books, video games, flash cards, picture books, Apps, etc.</li> <li>• Storytelling practices with the help of local leaders, grandparents, other community</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of students in foundational years (Class 1 to 3) have access to and use Supplementary graded material in regional/local language</li> <li>• Students have attained the benchmark in their local language /mother tongue as per Foundational learning study, if any.</li> </ul>



		members, etc.	
<b>Guiding Principles/Policies</b> NEP 2020, NCF/SCF, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT/School Boards			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
<ul style="list-style-type: none"> <li>• Illustrative List of teaching learning materials for reading literacy and mathematics literacy in various languages</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of teachers and students having text</li> <li>• books and teaching learning materials developed by the SCERTs in local</li> <li>• languages for the reading and mathematical</li> <li>• literacy.</li> </ul>	<ul style="list-style-type: none"> <li>• Development of teaching learning materials in local dialects by the school teachers – illustrative list</li> </ul>	<ul style="list-style-type: none"> <li>• NAS/SAS data subsequent to 2021.</li> </ul>
		<ul style="list-style-type: none"> <li>• School library has local story books –</li> <li>• illustrative list</li> </ul>	
		<ul style="list-style-type: none"> <li>• Testimonials of parents/community members regarding storytelling practices with the help of local leaders, grandparents</li> <li>• etc.</li> </ul>	

**1.7.4 School has adopted innovative Toy-based/ play-based/activity-based pedagogy for all five years of foundational stage**

1.7.4.1 - Level I - Inceptive	1.7.4.2 - Level II - Transient	1.7.4.3 - Level III- Stable	1.7.4.4- Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>School teachers are trained about the Innovative pedagogies such as innovative Toy-based/ play-based/activity-based pedagogy</li> <li>School Provides Learning Materials based on Toy-based/ play-based/activity-based pedagogies (such as worksheets/work books, reading cards, activity materials, toys, puppets, etc.) to Teachers and Students.</li> </ul>	<ul style="list-style-type: none"> <li>25% of school Teachers are using innovative pedagogies in the classrooms, such as, toy/game-based pedagogy art-integrated learning, sport-integrated learning, experiential learning, story-telling pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>50% Teachers are using innovative pedagogies in the classrooms, such as, toy/game-based pedagogy art-integrated learning, sport-integrated learning, experiential learning, story-telling pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>All Teachers are using innovative pedagogies in the classrooms, such as, toy/game-based pedagogy art-integrated learning, sport-integrated learning, experiential learning, story-telling pedagogy</li> <li>School has documented the innovative play-based/activity-based pedagogy being conducted in the school.</li> <li>Teachers handhold/hold discussions/exchange visits the teachers of neighbourhood schools to adopt these innovative pedagogies</li> </ul>
<b>Guiding Principles/Policies</b> NEP 2020, NCF/SCF, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT/School Boards			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
<ul style="list-style-type: none"> <li>Capacity Building of teachers on innovative pedagogies</li> </ul>	<ul style="list-style-type: none"> <li>Sample lesson plans/or any other evidence of teachers</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of teachers using innovative pedagogies toy-based</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of collaboration with neighbouring schools for advocating</li> </ul>

	using innovative pedagogies toy-based pedagogy/activity based/play based in the classroom transactions	pedagogy/activity based/play based in the classroom transactions	innovative pedagogies.
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1.7.5 School conducts observation-based assessment in grades 1-2, to ensure progress of each child			
1.7.5.1 - Level I – Inceptive	1.7.5.2 - Level II – Transient	1.7.5.3 - Level III – Stable	1.7.5.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>School shares/develops plan for teachers and parents for age-appropriate assessment methods for grade 1-2</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are trained in the oral/Aural and observational techniques of student assessments</li> </ul>	<ul style="list-style-type: none"> <li>Teachers practice oral/aural and observation-based assessments for the grade 1-2 in the school.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers use the assessment findings of the students of the grade 1-2 to further develop individual learning plans for filling gaps in learning of each student in the respective classes.</li> </ul>
<b>Guiding Principles/Policies</b> NEP 2020, NCF/SCF, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT/School Boards, NIPUN BHARAT Framework			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> <li>Sample Records of plans shared with teachers and parents.</li> </ul>	<ul style="list-style-type: none"> <li>Records of training and feedback provided to the teachers in using observation-based assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Records of observations by principal or peers on the implementation of the observation-based assessments</li> </ul>	<ul style="list-style-type: none"> <li>Sample Records of the findings of the assessments</li> </ul>

		used in the grade 1-2.	
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<b>1.7.6 School monitors FLN activities very closely to ensure all children reaching grade 3 acquire foundational skills of literacy and numeracy</b>			
<b>1.7.6.1 - Level I – Inceptive</b>	<b>1.7.6.2 - Level II – Transient</b>	<b>1.7.6.3 - Level III – Stable</b>	<b>1.7.6.4 - Level IV- Dynamic Evolving</b>
<ul style="list-style-type: none"> <li>School has adopted the NIPUN Bharat Framework</li> <li>All Teachers have undergone the FLN NISHTHA Training</li> </ul>	<ul style="list-style-type: none"> <li>School carries out FLN Activities for students, and parents, such as, awareness about the Lakshya of NIPUN Bharat.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers or educators prepare and implement study plan that develops the students' literary and basic language skills.</li> </ul>	<ul style="list-style-type: none"> <li>School monitors FLN activities very closely to ensure all children reaching grade 3 acquire foundational skills of literacy and numeracy</li> </ul>
<b>Guiding Principles/Policies</b> NEP 2020, NCF/SCF, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT/School Boards, NIPUN BHARAT Framework			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
<ul style="list-style-type: none"> <li>List of FLN Activities conducted for students, teachers such as awareness about the Lakshya of NIPUN Bharat.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of Involvement of community and parents for attaining universal FLN</li> </ul>	<ul style="list-style-type: none"> <li>The school level and grade level plans are developed for improving student learning as well as implementation of the NIPUN activities.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of attainment of NIPUN Lakshyas</li> </ul>
<ul style="list-style-type: none"> <li>Capacity Building Programmes on foundational literacy and numeracy</li> </ul>		Calendar of NIPUN activities are prepared and responsibilities assigned.	<ul style="list-style-type: none"> <li>Analysis of learners who could not attain the Lakshyas, with reasons</li> </ul>

<b>1.7.7 Exchange visits of Teachers and Students are held for an enriching and learning experience</b>			
<b>1.7.7.1 - Level I - Inceptive</b>	<b>1.7.7.2 - Level II - Transient</b>	<b>1.7.7.3 - Level III- Stable</b>	<b>1.7.7.4- Level IV- Dynamic Evolving</b>
<ul style="list-style-type: none"> <li>School has proper plan for the exchange visits of teachers and students with neighbourhood schools/educational institutions and Anganwadis</li> </ul>	<ul style="list-style-type: none"> <li>Teachers undertake Exchange visit programs with the nearby schools</li> </ul>	<ul style="list-style-type: none"> <li>School arranges exchange visits by both teachers and students of neighbourhood schools/educational institutions and Anganwadis</li> </ul>	<ul style="list-style-type: none"> <li>Several joint activities are undertaken in collaboration with neighbourhood schools/educational institutions and Anganwadis, such as, joint sports day, art exhibition, Eco clubs and other Topic Circles for students, Hackathon teams, Science exhibitions, EBSB activities, etc.</li> </ul>
<b>Guiding Principles/Policies</b> NEP 2020, NCF/SCF, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT/School Boards			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
<ul style="list-style-type: none"> <li>List of Planned Exchange visit programs with the nearby schools/institutions</li> </ul>	<ul style="list-style-type: none"> <li>List of activities undertaken during exposure visits</li> </ul>	<ul style="list-style-type: none"> <li>Sample reflections by students of exposure visit</li> </ul>	<ul style="list-style-type: none"> <li>List of joint activities undertaken in collaboration with neighbourhood schools/educational institutions and</li> </ul>

			Anganwadis, such as, joint sports day, art exhibition, Eco clubs and other Topic Circles for students, Hackathon teams, Science exhibitions, EBSB activities, Mentoring/Co unselling, etc.
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1.8 Counselling for mental health and well-being, and career			
1.8.1 Counselling/Counsellor made available in order to support students in their concerns related to career guidance, mental health and emotional well-being.			
1.8.1.1 - Level I - Inceptive	1.8.1.2 - Level II - Transient	1.8.1.3 - Level III- Stable	1.8.1.4- Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>School and Students are aware about the Manodarpan Initiative of NCERT/DoSE L and</li> <li>participate in the counselling.</li> </ul>	<ul style="list-style-type: none"> <li>School has provision of Counselling/C ounselor to support students in their concerns related to career guidance, mental health and emotional well-being.</li> <li>Counsellor takes group counselling sessions for</li> <li>all classes</li> </ul>	<ul style="list-style-type: none"> <li>School Counsellor also undertakes one to one individual counselling</li> <li>Parents are kept informed and are</li> <li>involved in supporting the school's efforts for ensuring mental health and well- being of their child</li> </ul>	<ul style="list-style-type: none"> <li>Group/Class Counselling held regularly</li> <li>Career counselling for secondary stage students held regularly</li> <li>Children are well-informed about early warning signs of mental health issues and are able to ask for help and help their peers too.</li> </ul>
Guiding Principles/Policies			



NEP 2020, NCF/SCF, Guidelines and Advisories issued by the Affiliating Board, SOP for Residential Schools			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> <li>Awareness Programs conducted for parent and community on Manodarpan portal for mental health and emotional well being</li> </ul>	<ul style="list-style-type: none"> <li>Capacity Building of teachers on counselling on mental health, well-being and career guidance</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of involvement of parents and community in career guidance, mental health and emotional well being</li> </ul>	<ul style="list-style-type: none"> <li>Number of counselling sessions conducted on career guidance, mental health and emotional well being</li> </ul>
	<ul style="list-style-type: none"> <li>Number of sessions of group counselling and number of children participated</li> </ul>	<ul style="list-style-type: none"> <li>Number of days/week fixed for making individual counselling available</li> </ul>	<ul style="list-style-type: none"> <li>Record is maintained of support provided to students on the basis of counselling services – Yes/No.</li> </ul>

1.9 School as hub for innovations by teachers and students			
1.9.1 Innovative projects are undertaken in the school by teachers in new disciplines/topics, etc. related to the areas of teaching and learning, TLM development, teacher capacity building, to bring qualitative improvement in school education			
1.9.1.1 - Level I - Inceptive	1.9.1.2 - Level II - Transient	1.9.1.3 - Level III- Stable	1.9.1.4- Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>School has undertaken one innovative project to improve quality of teaching and learning in</li> </ul>	<ul style="list-style-type: none"> <li>School continuously engages in undertaking innovative projects in the areas of teaching and learning,</li> </ul>	<ul style="list-style-type: none"> <li>School has established an Innovation Cell.</li> </ul>	<ul style="list-style-type: none"> <li>School encourages the community and other stakeholders to participate in the Innovation projects that are undertaken in the</li> </ul>

the last one year.	TLM development, teacher capacity building, to bring qualitative improvement in school education		school by teachers in new disciplines/topics, etc. in the areas of teaching and learning, TLM development, teacher capacity building, to bring qualitative improvement in school education.
<b>Guiding Principles/Policies</b> NEP 2020, NCF/SCF, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT/School Boards			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
<ul style="list-style-type: none"> <li>One page write-up of innovative project</li> </ul>	<ul style="list-style-type: none"> <li>Entry of innovative project on Vidya Amrit Portal – give link</li> </ul>	<ul style="list-style-type: none"> <li>Records of establishment of Innovation Cell and its activities</li> </ul>	<ul style="list-style-type: none"> <li>Use of TLMs and innovative projects and pedagogies in the regular schools working – Principal’s account</li> </ul>
<ul style="list-style-type: none"> <li>Capacity Building Programmes for teachers on undertaking innovative projects such as development of TLMs and use of</li> <li>innovative practices in teaching</li> <li>learning</li> </ul>			<ul style="list-style-type: none"> <li>Community participation in Innovative Cell - Principal’s account.</li> </ul>

1.10 21 <sup>st</sup> Century Learning and Information skills			
1.10.1 Teachers guide students for acquiring critical thinking, creativity, problem-solving skills along with design thinking skills, to enable them to come out with solutions for various socio-economic-technological-sectoral challenges			
1.10.1 - Level I - Inceptive	1.10.2 - Level II - Transient	1.10.3 - Level III- Stable	1.10.4- Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>School has</li> <li>planned for skill development in students for 21st century cutting edge</li> <li>skills and industrial revolution 4.0</li> </ul>	<ul style="list-style-type: none"> <li>Students eagerly participate in the Skill</li> <li>Development Sessions organised by the school and other organisations in online and offline mode.</li> </ul>	<ul style="list-style-type: none"> <li>Skill-based topic circles help students to identify socio-economic-technological-sectoral challenges</li> </ul>	<ul style="list-style-type: none"> <li>Teachers guide students for acquiring critical thinking, creativity, and problem-solving skills along with design thinking skills, and students in grades 9-12 come out with solutions for various socio-economic-technological-sectoral challenges every year.</li> </ul>
Guiding Principles/Policies			
NEP 2020, NCF/SCF, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT/School Boards, HPC			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> <li>Plan document of the school</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of Skill-based topic circles conducted for students to identify socio-economic-technological-sectoral challenges – Students' account</li> </ul>	<ul style="list-style-type: none"> <li>List of problems identified by students and sample solutions</li> </ul>	<ul style="list-style-type: none"> <li>Teacher and student collaboration projects – illustrative account by Principal</li> </ul>

<b>1.10.2 Learners are adept at 21st Century Media skills of Information literacy, Media Literacy and Technology Literacy</b>			
<b>1.10.2.1 - Level I - Inceptive</b>	<b>1.10.2.2 - Level II - Transient</b>	<b>1.10.2.3 - Level III- Stable</b>	<b>1.10.2.4- Level IV- Dynamic Evolving</b>
<ul style="list-style-type: none"> <li>School has integrated curriculum that meets the 21st century learning skills of Information literacy, Media Literacy and Technology Literacy (Technology literacy is</li> <li>basically the</li> <li>ability to understand, analyse and use technology, including digital technology, safely and effectively)</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are trained or hired (if necessary) on Information literacy, Media Literacy and Technology Literacy</li> <li>Resources are accessible to teachers</li> </ul>	<ul style="list-style-type: none"> <li>School provides opportunities and resources to students to be adept at 21st century learning skills of Information literacy, Media Literacy and Technology Literacy (like exposure/collaboration with media houses, CSOs, Tech companies, etc.)</li> <li>School has allotted separate period in</li> <li>timetable for these skills at secondary stage</li> </ul>	<ul style="list-style-type: none"> <li>Learners are adept at 21st Century Media skills of</li> <li>Information literacy, Media Literacy and Technology Literacy</li> </ul>
<b>Guiding Principles/Policies</b> NEP 2020, SARTHAQ, CBSE/MoE/NCERT resource materials, NCF/SCF, Circulars/Advisory issued by Ministry of Education/State/UT/NCERT			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
<ul style="list-style-type: none"> <li>Annual Curriculum Plan</li> </ul>	<ul style="list-style-type: none"> <li>Evidences of teachers' training on 21st century learning skills of Information literacy, Media Literacy and Technology Literacy</li> <li>Literacy</li> </ul>	<ul style="list-style-type: none"> <li>Grade wise timetable</li> </ul>	<ul style="list-style-type: none"> <li>Evidences of students showcasing the skills Information literacy, Media Literacy and Technology Literacy</li> </ul>

	<ul style="list-style-type: none"> <li>Teachers Diary along with Lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of collaboration/exposure with media houses, CSOs, Tech companies, etc.</li> </ul>	<ul style="list-style-type: none"> <li>setting up of in-school media house/school digital magazine, etc.</li> </ul>
	<ul style="list-style-type: none"> <li>Resources available in library</li> </ul>		

<b>1.11 Citizenship skills, Constitutional values and Knowledge of India and the world</b>			
<b>1.11.1 School fosters citizenship skills and constitutional values, and knowledge and understanding of one's responsibility towards Fundamental Duties</b>			
<b>1.11.1.1 - Level I - Inceptive</b>	<b>1.11.1.2 - Level II - Transient</b>	<b>1.11.1.3 - Level III- Stable</b>	<b>1.11.1.4- Level IV- Dynamic Evolving</b>
<ul style="list-style-type: none"> <li>School has a plan for promotion of citizenship skills and constitutional values / knowledge and responsibility towards fundamental duty.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers, Staff, Students are oriented about citizenship skills/knowledge and constitutional values, and knowledge and understanding of one's responsibility towards Fundamental Duties.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers use activity-based pedagogy to instill values and idea of duties. Morning assemblies are used for discussing and giving examples in these areas.</li> <li>School organises workshops/seminars.</li> <li>School celebrates all festivals to sensitise about diversity.</li> </ul>	<ul style="list-style-type: none"> <li>Students conduct projects on promotion of citizenship skills and constitutional values, and knowledge and understanding of one's responsibility towards Fundamental Duties.</li> <li>Students undertake awareness programmes for parents and community members on constitutional values and citizenship skills, electoral rights and duties etc.</li> <li>Teachers integrate during classroom</li> </ul>

			<ul style="list-style-type: none"><li>• transactions</li></ul>
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			and during interaction with students, concepts of citizenship skills, constitutional values, and knowledge and understanding of one's responsibility towards Fundamental Duties .
<b>Guiding Principles/Policies</b> NEP 2020, NCF/SCF, Guidelines/Circulars/Advisories issued by NCERT/SCERT/DIETS/STATE/UT,			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
<ul style="list-style-type: none"> <li>School Plan</li> </ul>	<ul style="list-style-type: none"> <li>Capacity Building of Teachers, Staff and Students on citizenship skills/knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Lists of Seminars/workshops</li> </ul>	<ul style="list-style-type: none"> <li>Lists of Seminars/workshops held involving community and parents</li> </ul>
			<ul style="list-style-type: none"> <li>Project undertaken by the students</li> </ul>

<b>1.11.2 School integrates Knowledge of India, throughout the curriculum at all stages, wherever relevant</b>			
<b>1.11.2.1 - Level I - Inceptive</b>	<b>1.11.2.2 - Level II - Transient</b>	<b>1.11.2.3 - Level III- Stable</b>	<b>1.11.2.4- Level IV- Dynamic Evolving</b>
<ul style="list-style-type: none"> <li>A documented draft of annual curriculum and pedagogical plan</li> </ul>	<ul style="list-style-type: none"> <li>Meeting/workshops/seminars conducted to share annual curriculum and pedagogical</li> </ul>	<ul style="list-style-type: none"> <li>. Teacher involves themselves in teaching-learning methods by integrating aspects of</li> </ul>	<ul style="list-style-type: none"> <li>Student conducts projects exhibiting their knowledge of Indian ethos and culture.</li> </ul>

integrating Knowledge of India is available with the school.	plan integrating Knowledge of India with teachers, staff, students and parents.	knowledge of India during classroom transaction.	<ul style="list-style-type: none"> <li>Curriculum and Pedagogical plan implemented in all grades and discussed during PTM.</li> <li></li> </ul>
<b>Guiding Principles/Policies</b> NEP 2020, NCF/SCF, NCERT documents, Circulars issued NCERT/SCERT/DIETs/STATE/UT, NISHTHA			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
<ul style="list-style-type: none"> <li>Integrated annual curriculum and pedagogical plan/ School Calendar</li> </ul>	<ul style="list-style-type: none"> <li>Documented records of Meetings/seminars/workshops.</li> </ul>	<ul style="list-style-type: none"> <li>Sample lesson plan integrating Knowledge of India</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of projects conducted by students</li> </ul>

1.11.3 School ensures awareness and understanding of current affairs and knowledge of critical issues facing local communities, States, the country, and the world.			
1.11.3.1 - Level I - Inceptive	1.11.3.2 - Level II - Transient	1.11.3.3 - Level III- Stable	1.11.3.4- Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>School develops plan/programme on current affairs and critical issues facing local communities, States, the country, and the world.</li> </ul>	<ul style="list-style-type: none"> <li>School conducts awareness program for the teachers and staff on current affairs and critical issues facing local communities, States, the</li> </ul>	<ul style="list-style-type: none"> <li>School conducts awareness programmes for parents on current affairs and critical issues facing local communities, States, the country, and the world.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Students conduct projects for awareness of current affairs and critical issues for students, peer and staff in school.</li> </ul>

	country, and the world.		
<b>Guiding Principles/Policies</b> NEP 2020, NCF/SCF, NCERT documents, Circulars issued NCERT/SCERT/DIETS/STATE/UT, NISHTHA			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
<ul style="list-style-type: none"> <li>School Plan/programme</li> </ul>	<ul style="list-style-type: none"> <li>List of Awareness Program conducted for teachers, staff and students</li> </ul>	<ul style="list-style-type: none"> <li>List of Awareness Program conducted for Parents</li> </ul>	<ul style="list-style-type: none"> <li>Project undertaken by the</li> <li>students</li> <li>Evidence of Exchange Visits</li> </ul>

## DOMAIN 2: ACCESS & INFRASTRUCTURE (ADEQUACY, FUNCTIONALITY AND AESTHETICS)

### DOMAIN OVERVIEW

School provides for a safe, secure, clean green environment for all students. Facilities are provided by the school in the areas of space, safety requirements, health management and the aesthetic component. Learning spaces allow for a happy environment in which students can learn. *Adequacy, functionality and Aesthetics* of the enabling resources will be focused upon in this domain. Provisions need to be in place for buildings to be friendly for the differently abled. Access to school to be ensured so that there is increase in transition rate across all classes, It is imperative to maintain student registry for tracking the progress of every child. Through its sub-domains, all major aspects associated with infrastructure are accounted for in a simple and easy manner for institutions to follow.

SUB-DOMAIN	STANDARDS
2.1 Classrooms, library, laboratories, and rooms for different activities	<p>2.1.1 The school has sufficient classrooms that are conducive to learning, and school has planned for strengthening of existing school infrastructure within one academic session. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p> <p>2.1.2 School has adequate number of separate toilets for girls/boys/transgender/CWSN), and they are clean, and functional with running water. Hand wash area is clean, accessible, adequate and functional. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p> <p>2.1.3 The School Library facilitates effective delivery/implementation of its educational programmes. (Where an exclusive school library is not possible, the school has set up or has access to community/institutional libraries in the neighbourhood and/or to libraries in convergence with the provisions of other departments). <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p> <p>2.1.4 Laboratories are available to support learning activities in the areas of science, maths, etc. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p> <p>2.1.5 Computer and other ICT facilities are available to support learning and different administrative activities in the school. <i>(Middle &amp; Secondary)</i></p> <p>2.1.6 The school has adequate rooms or space/s for art education, such as for, art, sculpture, music, dance, theatre, Topic circles/clubs, etc. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p>

2.2 Principal's Office, Staff room and Administrative Offices	2.2.1 The school has sufficient space for Principal, staff and administration as per requirements. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i>
2.3 Infirmary and Health Management Facilities	2.3.1 The school has effective preventive health care and health management facilities & provision of Incinerators and Sanitary Pad vending Machines. <i>(Preparatory, Middle &amp; Secondary)</i>
2.4 Water, Sanitation Facilities and Waste Management	<p>2.4.1 The school fosters a culture of cleanliness and hygiene. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p> <p>2.4.2 The school provides safe drinking water; adequate sanitation facilities and follows effective waste management practices. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p>
2.5 Furniture	2.5.1 The school has adequate, safe, comfortable, age appropriate and aesthetically designed furniture. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i>
2.6 Safety provisions and Disaster Preparedness	<p>2.6.1 The school ensures safety measures as per statutory requirements and as per DoSEL guidelines. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p> <p>2.6.2 School ensures fire safety measures. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p> <p>2.6.3 Effective measures are also in place for Disaster Management; School has its own Disaster preparedness plan which is displayed prominently in the school and every classroom. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p>
2.7 Eco friendly orientation, aesthetics, lawns and green plants	<p>2.7.1 The school follows eco-friendly/green practices and Conduct Workshops/ Orientation Programs for Students, Teachers, Staff, Community, Parents on study of traditions/practises related to protection of environment, climate change related hackathons and awareness generation to incorporate organic lifestyle. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p> <p>2.7.2 School Follows Energy efficient/LED lighting//solar power; school has Waste Management/recycling, rainwater harvesting, water conservation/auditing, and is plastic-free. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p> <p>2.7.3 School has a kitchen/nutritional garden where children learn organic/natural farming practices. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p>

2.8 Playground and Sports Facilities	2.8.1 Indoor and/or outdoor sports/yoga facilities/equipment are available and support Divyang. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i>
2.9 Hostels (Only for Residential Schools and separate for Boys and Girls)	<p>2.9.1 School has sufficient rooms/dormitories, recreational spaces, washrooms, drinking areas, residence of warden, residence of staff, visitors' room, laundry room, storage room for food items (perishable and non-perishable) and additional bedding, and common room. <i>(Middle &amp; Secondary)</i></p> <p>2.9.2 The hostel fosters a culture of cleanliness and hygiene. Girls' hostel provides for sanitary pad vending machine as well as incinerators. <i>(Middle &amp; Secondary)</i></p> <p>2.9.3 School provides for safety and security of students. <i>(Middle &amp; Secondary)</i></p> <p>2.9.4 Students' physical, mental, socio-emotional and intellectual well-being is taken care of by intensive pastoral care programmes. <i>(Middle &amp; Secondary)</i></p>
2.10 School Canteen (For Day Schools, wherever required)	2.10.1 The school has a well-managed, clean, hygienic and safe canteen. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i>
2.11 ICT infrastructure	<p>2.11.1 The school has ICT labs/Smart class facilities to support educational activities. School ensures pre-loaded tablet and access to digital library. <i>(Preparatory, Middle &amp; Secondary)</i></p> <p>2.11.2 Ensure availability of seamless internet connection to access the resources &amp; contents. <i>(Preparatory, Middle &amp; Secondary)</i></p>
2.12 School accessibility	<p>2.12.1 School has student and teacher registry and enrolment tracking of every child, particularly SEDGs. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p> <p>2.12.2 School maintains zero dropout rate and 100% transition rate in all grades. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p> <p>2.12.3 School gives access to education in all stages – Foundational, Preparatory, Middle and Secondary – either within same campus or in nearby and accessible campus. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p> <p>2.12.4 Number of students completing secondary education and accessing/joining tertiary education is increasing every year. <i>(Secondary)</i></p> <p>2.12.5 School maintains Alumni details and follows up on their school to work transition. <i>(Secondary)</i></p>



## DOMAIN 2: ACCESS & INFRASTRUCTURE: ADEQUACY, FUNCTIONALITY AND AESTHETICS – PERFORMANCE INDICATORS

### SUB DOMAIN - 2.1 Classrooms, Library, Laboratories and rooms for different activities

**2.1.1 The school has sufficient classrooms that are conducive to learning, and school has planned for strengthening of existing school infrastructure within one academic session.**

1.1.1.1 - Level I - Inceptive	1.1.1.2 - Level II – Transient	1.1.1.3 - Level III – Stable	1.1.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>School ensures Student Classroom Ratio (SCR) as per norms, if any.</li> <li>School ensures provision of barrier-free facilities in all buildings and transport services.</li> </ul>	<ul style="list-style-type: none"> <li>School has at least one common room for conducting multiple activities</li> <li>All students can access and use the external spaces in a school so that they can participate in social and recreational activities.</li> </ul>	<ul style="list-style-type: none"> <li>School has separate rooms for library, laboratories and dedicated rooms for different activities</li> <li>Classroom has at least adequate space to seat every child comfortably and with sufficient distance from next child</li> <li>School uses tactile flooring, a supportive infrastructure with a slip-resistant feature, to help visually impaired to navigate safely and independently through sidewalks and staircases.</li> </ul>	<ul style="list-style-type: none"> <li>School has extensive infrastructure which can meet all contingent requirements for conducting all activities.</li> <li>The signage system in school should depict the directions for various places in the school. Pictures, lights, and sounds can be incorporated to make the signage system accessible to all.</li> <li>School reviews infrastructure related requirements periodically specially w.r.t. needs of CWSNs</li> </ul>

#### Guiding Principles/Policies

**NEP 2020, RTE Act, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT/School Boards**

**Suggested documents as evidences that can be reviewed**

<ul style="list-style-type: none"> <li>List of students Enrolled vs number of classrooms</li> </ul>	<ul style="list-style-type: none"> <li>Scanned Photographs</li> </ul>	<ul style="list-style-type: none"> <li>List of classrooms, and other facilities</li> </ul>	<ul style="list-style-type: none"> <li>Asset Register</li> </ul>
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Average Space available per child in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Any Other</li> </ul>

**2.1.2 School has adequate number of separate toilets for girls/boys/transgender/CWSN) and they are clean, and functional with running water. Hand wash area is clean, accessible, adequate and functional**

<b>2.1.2.1 - Level I - Inceptive</b>	<b>2.1.2.2 - Level II – Transient</b>	<b>2.1.2.3 - Level III – Stable</b>	<b>2.1.2.4 - Level IV- Dynamic Evolving</b>
<ul style="list-style-type: none"> <li>School ensures adequate number of separate toilets for girls/boys/transgender/CWSN.</li> <li>School has a functional hand wash area</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>School actively undertakes awareness program for public hygiene, cleanliness drives and maintains clean toilets on daily basis.</li> <li>School sensitises all students/teachers/staff on hygienic use of toilets.</li> <li>Hand wash area is clean and water is not wasted.</li> <li>A minimum of one toilet compartment has enough floor space for a wheelchair user to enter and exit.</li> </ul>	<ul style="list-style-type: none"> <li>School has up to date Maintenance records/Log books with commensurate budget allocation for sanitation related works.</li> <li>School uses tactile flooring, a supportive infrastructure with a slip-resistant feature, to help visually impaired to safely use toilets.</li> </ul>	<ul style="list-style-type: none"> <li>School conducts social drives in which students audit their homes/visit local communities to educate people - about proper sanitation and personal hygiene habits.</li> </ul>

**Guiding Principles/Policies**

**NEP 2020, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT/School Boards**

**Suggested documents as evidences that can be reviewed**

<ul style="list-style-type: none"> <li>• Stock/asset Register</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of awareness program for public hygiene, cleanliness drives</li> </ul>	<ul style="list-style-type: none"> <li>• Related documents - Maintenance records/Log books</li> </ul>	<ul style="list-style-type: none"> <li>• Sample Evidence of home audits/social drives conducted</li> </ul>
	<ul style="list-style-type: none"> <li>• Photographs of clean toilets</li> </ul>		<ul style="list-style-type: none"> <li>• Any Other</li> </ul>

**2.1.3 The School Library facilitates effective delivery/implementation of its educational programmes.** (Where an exclusive school library is not possible, the school has set up or has access to community/institutional libraries in the neighbourhood and/or to libraries in convergence with the provisions of other departments)

<b>2.1.3.1 - Level I - Inceptive</b>	<b>2.1.3.2 - Level II – Transient</b>	<b>2.1.3.3 - Level III – Stable</b>	<b>2.1.3.4 - Level IV- Dynamic Evolving</b>
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<ul style="list-style-type: none"> <li>• School has a separate library room as per affiliation norms.</li> <li>• The school has adequate shared Library resources as per norms.</li> </ul>	<ul style="list-style-type: none"> <li>• The school librarian maintains records of borrowing and return.</li> <li>• The books are carefully selected to ensure that the content respects the sentiments of all gender, race, religion or community.</li> <li>• The school Library resources are utilized by both, teachers and students.</li> <li>• At-least 50% of Students in the schools are issued library books.</li> </ul>	<ul style="list-style-type: none"> <li>• Library has separate reference section and a Reading Room.</li> <li>• Books are regularly updated to meet the developmental needs of learners of both the genders and all age groups.</li> <li>• The Library is used as a resource for alternative modes of learning and teaching.</li> <li>• At-least 75% of Students in the schools are issued library books.</li> <li>• There is a book club/book reading/book appreciation sessions/book review/story-telling (oral as well as written) activity in all grades.</li> <li>• A special room with appropriate signage is provided for people with hearing or vision impairment who need assistance while reading.</li> </ul>	<ul style="list-style-type: none"> <li>• The library provides access to internet, e-library and various digital media to both teachers and students.</li> <li>• Students' views and suggestions are taken to procure relevant and age-appropriate books.</li> <li>• The Library is accessible to parents also.</li> <li>• Regular review of the needs of students and staff and appropriate action plan is evidenced.</li> <li>• All Students in the schools are issued library books.</li> </ul>
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<b>Guiding Principles/Policies</b> NEP 2020, RTE Act, Circulars issued by the Relevant School Board, Guidelines on Library Management issued by the Relevant School Board			
<b>Suggested documents as evidences that can be reviewed</b>			
• Photograph	• Process of Procurement of books reflecting students' and staff suggestions – principal's account	• Sample Book Club activity	• Innovative techniques to encourage reading habits – Teacher's account
	• Consolidated time table showing Library time	• Number of children enrolled in school versus number issued library books in last three months	
	• Number of children enrolled in school versus number issued library books in last three months		

<b>2.1.4 Laboratories are available to support learning activities in the areas of Science, Maths, etc.</b>			
<b>2.1.4.1 - Level I - Inceptive</b>	<b>2.1.4.2 - Level II - Transient</b>	<b>2.1.4.3 - Level III- Stable</b>	<b>2.1.4.4 - Level IV- Dynamic Evolving</b>

<ul style="list-style-type: none"> <li>The school has a Science and Mathematics laboratory/ies as per norms.</li> </ul>	<ul style="list-style-type: none"> <li>The school has equipped Science and Mathematics laboratory(ies).</li> <li>School has a full-time Lab Assistant.</li> <li>Written safety norms have been displayed in all laboratories.</li> <li>Students with various disabilities are paired or grouped with other students who can compensate, allowing students extra time, to complete laboratory work if possible.</li> </ul>	<ul style="list-style-type: none"> <li>All safety and security compliances are met with as per the State/NCERT/Relevant School Board's and NCPCR norms and guidelines.</li> <li>Teachers and students are adequately trained to demonstrate safe and careful use of equipment.</li> <li>The Laboratories are well equipped to meet the desired learning</li> </ul>	<ul style="list-style-type: none"> <li>The School Plan with regard to the effective usage of Laboratories is in place.</li> <li>The multipurpose lab facilities are optimally utilized by all students.</li> <li>Resources are added based on teacher and student feedback.</li> <li>On-going review of resources and subsequent action plan is evidenced as per the school policy.</li> </ul>
		outcomes of students.	
<b>Guiding Principles/Policies</b> NEP 2020, NCF/SCF, Lab Manuals			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
<ul style="list-style-type: none"> <li>As certified by CRC/BRC visit</li> </ul>	<ul style="list-style-type: none"> <li>Lab usage registers</li> </ul>	<ul style="list-style-type: none"> <li>Photographs/Evidence of display of charts on safety measures in the laboratory</li> </ul>	<ul style="list-style-type: none"> <li>School Plan to use laboratories</li> </ul>
	<ul style="list-style-type: none"> <li>Consolidated time table</li> </ul>	<ul style="list-style-type: none"> <li>Details of training of teachers, including on NCPCR Norms</li> </ul>	<ul style="list-style-type: none"> <li>Sample student feedback</li> </ul>
	<ul style="list-style-type: none"> <li>Qualifications of Lab Assistant</li> </ul>		



<b>2.1.5 Computer and other ICT facilities are available to support learning and different administrative activities in the school.</b>			
<b>2.1.5.1 - Level I - Inceptive</b>	<b>2.1.5.2 - Level II - Transient</b>	<b>2.1.5.3 - Level III - Stable</b>	<b>2.1.5.4 - Level IV- Dynamic Evolving</b>
<ul style="list-style-type: none"> <li>Computers are available in the school as per State/Relevant School Board's norms.</li> <li>There is evidence of a time table for computer learning.</li> </ul>	<ul style="list-style-type: none"> <li>Computer and ICT facilities are available which are used by teachers as well as students.</li> <li>There is an evidence of computer aided learning.</li> </ul>	<ul style="list-style-type: none"> <li>Computer and ICT facilities for updating School's Management Information System are available.</li> <li>Facilities are regularly upgraded and effectively utilized.</li> <li>Integration of ICT (Digital and online tools) with the learning design of some subjects and activities is evidenced.</li> </ul>	<ul style="list-style-type: none"> <li>There is a well-defined Plan for Technology Integration and Digital literacy in school with a robust Blue Print.</li> <li>There are adequate computers for a given class with internet facility.</li> <li>Student Learning outcomes are clearly visible in their integration of ICT through a variety of digital platforms.</li> <li>Parents are oriented towards digitalization of school processes.</li> <li>On-going review of equipment and facilities is evidenced together with an action plan for improvement.</li> <li>Access to assistive technology (such as a laptop with specialist software) to help CWSNs manage their learning processes.</li> </ul>

<b>Guiding Principles/Policies</b> NEP 2020, NCF/SCF, Lab Manuals, Circulars/Advisory issued by Ministry of Education/State/UT/NCERT/School Boards			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
<ul style="list-style-type: none"> <li>School Timetable</li> </ul>	<ul style="list-style-type: none"> <li>Consolidated Time Table of all classes</li> </ul>	<ul style="list-style-type: none"> <li>ICT content taught to students</li> </ul>	<ul style="list-style-type: none"> <li>School Plan</li> </ul>
<ul style="list-style-type: none"> <li>Number of PCs in ICT lab and age of PCs</li> </ul>	<ul style="list-style-type: none"> <li>Attendance Registers maintained for computer class for the students of different classes</li> </ul>	<ul style="list-style-type: none"> <li>School website and SMS system or any other evidence of usage of ICT and computers for disseminating information to all its stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Records of orientation programmes for stakeholders</li> </ul>
<ul style="list-style-type: none"> <li>Number of PCs available for teaching-learning and number available for administrative work</li> </ul>		<ul style="list-style-type: none"> <li>Teachers' Diary - integration of ICT in teaching learning process related with scholastic and co-scholastic aspects</li> </ul>	<ul style="list-style-type: none"> <li>Sample student work with the aid of computers</li> <li>Sample teacher work with the aid of computers</li> </ul>

**2.1.6 The school has adequate rooms or space/s for art education, such as for, art, sculpture, music, dance, theatre, Topic circles/clubs, etc.**

<b>2.1.6.1 - Level I - Inceptive</b>	<b>2.1.6.2 - Level II - Transient</b>	<b>2.1.6.3 - Level III - Stable</b>	<b>2.1.6.4 - Level IV- Dynamic Evolving</b>
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<ul style="list-style-type: none"> <li>School has room(s) which are used as activity rooms.</li> </ul>	<ul style="list-style-type: none"> <li>School has room(s) together with a multi-purpose space which is utilized for activities.</li> <li>Activity rooms are well designed and equipped to meet the diverse interests and needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>School has activity rooms for art, sculpture, music, dance, theatre, Topic circles/clubs, etc.</li> <li>All the activity rooms are well utilized.</li> <li>Students who have intellectual or learning disabilities are benefitting from a well- designed approach that reduces visual and auditory distractions like students passing through nearby corridors and from noisy sports or music activities.</li> </ul>	<ul style="list-style-type: none"> <li>The School Plan for development of Aesthetics, Art and Culture in students is well in place.</li> <li>Open spaces are well utilized to develop a culture of art and aesthetics.</li> <li>Age-appropriate equipment is available</li> <li>Equipment for all the activities is effectively utilized and well maintained.</li> </ul>
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### Guiding Principles/Policies

NEP 2020, Circulars/Advisory issued by Ministry of Education/State/UT

### SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> <li>Photographic Evidence</li> </ul>	<ul style="list-style-type: none"> <li>Photograph</li> </ul>	<ul style="list-style-type: none"> <li>Testimonial by parents and students</li> </ul>	<ul style="list-style-type: none"> <li>School Plan</li> </ul>
	<ul style="list-style-type: none"> <li>Maintenance Record</li> </ul>		<ul style="list-style-type: none"> <li>Evidence of availability of equipment</li> </ul>
			<ul style="list-style-type: none"> <li>Use of various forms of art by student and teachers to change the aesthetics of the school infrastructure</li> </ul>

2.2 Principal's Office, Staff Room and Administration Offices			
2.2.1 The school has sufficient space for Principal, Staff and Administration as per requirements.			
2.2.1.1 - Level I - Inceptive	2.2.1.2 - Level II - Transient	2.2.1.3 - Level III - Stable	2.2.1.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> <li>The school has a Principal's Office.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a space for Administrative Staff.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to the Principal and Administrative Offices, a separate Staff Room is available for teachers.</li> </ul>	<ul style="list-style-type: none"> <li>The school has clean, aesthetically and functionally designed offices.</li> <li>The school office is equipped with relevant ICT facilities for Principal, teaching staff and Administrative Staff as well as for non-teaching staff.</li> <li>Review of infrastructure and aesthetics as per school plan is evidenced at regular intervals.</li> </ul>
<b>Guiding Principles/Policies</b> NEP 2020, Circulars/Advisory issued by Ministry of Education/State/UT			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
<ul style="list-style-type: none"> <li>Photographs</li> </ul>	<ul style="list-style-type: none"> <li>Photographs</li> </ul>	<ul style="list-style-type: none"> <li>Photographs</li> </ul>	<ul style="list-style-type: none"> <li>School Plan</li> </ul>

2.3 Infirmary and Health Management Facilities			
2.3.1 The school has effective preventive health care and health management facilities & provision of Incinerators and Sanitary Pad vending Machines.			
2.3.1.1 - Level I - Inceptive	2.3.1.2 - Level II - Transient	2.3.1.3 - Level III - Stable	2.3.1.4 - Level IV - Dynamic Evolving

<ul style="list-style-type: none"> <li>• School has a first aid kit with necessary medicines and other supplies for emergency which are within the expiry period.</li> <li>• School follows all statutory requirements and Emergency protocols.</li> <li>• Emergency medical care numbers are displayed at prominent places in the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual health check-ups are conducted.</li> <li>• All teachers and students are trained in first aid.</li> <li>• Preventive Health Check-ups of students are conducted.</li> <li>• The school has provision of Incinerators and Sanitary Pad vending Machines.</li> </ul>	<ul style="list-style-type: none"> <li>• Reports of regular Preventive Health Check-ups are shared with the parents.</li> <li>• Relevant medical records of all students are updated with parental support.</li> <li>• Health Cards/ABHA IDs of all students are maintained with special focus on immunization.</li> <li>• School has proper counselling mechanism for Mental Health and Well-Being in place.</li> </ul>	<ul style="list-style-type: none"> <li>• The Plan for a Health Promoting School is in place and implemented.</li> <li>• School has a Health and Wellness Club which is the focal point of school health promotion.</li> <li>• Collaborations with parents and the community are evidenced.</li> <li>• School has an infirmary/sick room.</li> <li>• Either Nurse is available to attend to the needs of the students or school has tied up with a local nearest hospital.</li> <li>• The school medical room is equipped to handle medical emergencies, or school has tied up with a local nearest hospital to meet emergency needs.</li> </ul>
<p align="center"><b>Guiding Principles/Policies</b></p> <p align="center">NEP 2020, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT/School Boards</p>			
<p align="center"><b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b></p>			

<ul style="list-style-type: none"> <li>Record of First Aid Box</li> </ul>	<ul style="list-style-type: none"> <li>Sample Health Cards of Students</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of students with ABHA ID</li> </ul>	<ul style="list-style-type: none"> <li>Emergency Protocols : Tie up with a nearby Hospital and provision of an Ambulance</li> </ul>
<ul style="list-style-type: none"> <li>Illustrative List of Medicines</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of teachers and students trained on first Aid</li> </ul>	<ul style="list-style-type: none"> <li>Timetable showing availability of counsellor for individual counselling (online or offline); Manodarpan Tele-counselling services may also be used</li> </ul>	<ul style="list-style-type: none"> <li>Records of tie-up or provision of nurse</li> </ul>
<ul style="list-style-type: none"> <li>Evidence of Display of Emergency Contacts</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Evidence of functional and active Health and Wellness Clubs</li> </ul>

2.4 Water, Sanitation facilities and Waste Management			
2.4.1 The school fosters a culture of cleanliness and hygiene.			
2.4.1.1 - Level I - Inceptive	2.4.1.2 - Level II - Transient	2.4.1.3 - Level III - Stable	2.4.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>The school fosters a culture of cleanliness and hygiene and waste management</li> </ul>	<ul style="list-style-type: none"> <li>Waste bins are available at a few places in the school.</li> <li>Water conservation, waste management, sanitation and hygiene are part of curricula at all stages.</li> </ul>	<ul style="list-style-type: none"> <li>Waste bins for segregating wet/dry waste available in school</li> </ul>	<ul style="list-style-type: none"> <li>Sufficient group hand washing facilities are available and are easily scalable.</li> <li>There is no water logging in the drinking area and in the toilets.</li> <li>Water Harvesting System / Soak pit is available in the School</li> </ul>
Guiding Principles/Policies			



NEP 2020, Sanitation Policy, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT/School Boards			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> <li>School activities around cleanliness and sanitation</li> </ul>	<ul style="list-style-type: none"> <li>Certificate of safe drinking water from Competent Authority</li> </ul>	<ul style="list-style-type: none"> <li>Sanitation Inspection/CRC/ BRC visit reports Reports</li> </ul>	<ul style="list-style-type: none"> <li>CRC/BRC visit report on cleanliness and general hygiene</li> <li>Parent testimonials on clean toilets/hand wash area/waste management</li> </ul>

2.4.2 The school provides safe drinking water and adequate sanitation facilities.			
2.4.2.1 - Level I - Inceptive	2.4.2.2 - Level II - Transient	2.4.2.3 - Level III - Stable	2.4.2.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> <li>The school has adequate and separate functional toilets for boys and girls.</li> <li>Hand washing facility is available.</li> <li>Schools has the Potable Water Facility</li> </ul>	<ul style="list-style-type: none"> <li>Toilets are kept clean.</li> <li>Hand washing facility with soap dispensers.</li> <li>There is provision of proper lighting in the toilets.</li> <li>The school has a drainage system.</li> <li>Environment Friendly dust bins are available in the school.</li> </ul>	<ul style="list-style-type: none"> <li>There is regular supply of cleaning materials, soap, disinfectants, brooms, brushes, buckets etc.</li> <li>All disinfectants and cleaning materials are kept away from the reach of the children.</li> <li>There are working locks on the toilet doors.</li> <li>There is provision of proper lighting, exhaust fans and dust bins in the toilets.</li> <li>There is provision of separate and clean toilets for male and female staff.</li> </ul>	<ul style="list-style-type: none"> <li>The School Plan for Sanitation, Personal and Public Hygiene is in place.</li> <li>Menstrual hygiene management facilities are available.</li> <li>Toilet(s) for Divyang with necessary provisions is/are available.</li> <li>Provision of Sanitary Pad dispenser in girls' toilets.</li> <li>Regular/daily inspection of water and sanitation facilities by a committee</li> </ul>

		<ul style="list-style-type: none"> <li>Water quality is tested periodically.</li> </ul>	<p>/person appointed for the task.</p> <ul style="list-style-type: none"> <li>There is facility for safe drinking water with adequate number of water taps for all the students, located at a convenient point.</li> <li>Convergence with local Gram Panchayat/ ULBs for providing facilities for safe drinking water; adequate sanitation and waste management.</li> </ul>
<p align="center"><b>Guiding Principles/Policies</b></p> <p>WHO Guidelines on Health and Hygiene, Health Guidelines for Hostels, SOPs released by the Government from time to time, Advisories and Guidelines by the State/UT/School Board</p>			
<p align="center"><b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b></p>			
<ul style="list-style-type: none"> <li>Photographic Evidence</li> </ul>	<ul style="list-style-type: none"> <li>Certificate of safe drinking water from Competent Authority</li> </ul>	<ul style="list-style-type: none"> <li>Sanitation Inspection Reports</li> </ul>	<ul style="list-style-type: none"> <li>School Plan</li> </ul>
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>List of Supplies</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of convergence with local Gram Panchayat/ ULBs</li> </ul>
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Water quality Report</li> </ul>	<ul style="list-style-type: none"> <li>Photographic Evidence</li> </ul>
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Listing in Swachchata rankings</li> </ul>

<b>2.5.1 The school has adequate, safe, comfortable, age appropriate and aesthetically designed furniture.</b>			
<b>2.5.1.1 - Level I - Inceptive</b>	<b>2.5.1.2 - Level II - Transient</b>	<b>2.5.1.3 - Level III – Stable</b>	<b>2.5.1.4 - Level IV- Dynamic Evolving</b>
<ul style="list-style-type: none"> <li>School ensures availability of Furniture in classrooms as per the strength of students and staff.</li> </ul>	<ul style="list-style-type: none"> <li>Furniture is safe, adequate, comfortable and age appropriate.</li> <li>No paint containing lead is used on furniture</li> </ul>	<ul style="list-style-type: none"> <li>Additional furniture is visible in order to engage students in multiple activities and enhance their skills.</li> <li></li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Aesthetically designed, age appropriate and safe furniture is available in the school.</li> <li>Appropriate furniture is available for differently-abled students.</li> <li>The infrastructure is periodically reviewed and changes made as per requirements.</li> </ul>
<b>Guiding Principles/Policies</b> NEP 2020, Recommendations for Basic Requirements of School Building, 2006, National Building Code			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
<ul style="list-style-type: none"> <li>Photographic Evidence</li> </ul>	<ul style="list-style-type: none"> <li>Photographic Evidence</li> </ul>	<ul style="list-style-type: none"> <li>Photographic Evidence of activity rooms, learning spaces</li> </ul>	<ul style="list-style-type: none"> <li>Photographic Evidence for furniture for disabled children</li> </ul>

<b>2.6 Safety provisions and Disaster Preparedness</b>			
<b>2.6.1 The school ensures lighting and ventilation</b>			
<b>2.6.1.1 - Level I - Inceptive</b>	<b>2.6.1.2 - Level II - Transient</b>	<b>2.6.1.3 - Level III - Stable</b>	<b>2.6.1.4 - Level IV- Dynamic Evolving</b>

<ul style="list-style-type: none"> <li>Classrooms have adequate lighting system.</li> <li>All the light points are working.</li> <li>Training sessions for school staff and other stakeholders on safety related matters</li> </ul>	<ul style="list-style-type: none"> <li>Natural lighting and cross ventilation is a part of building design.</li> <li>The window panes are clean.</li> </ul>	<ul style="list-style-type: none"> <li>There are windows in classroom for natural lighting and cross ventilation.</li> <li>The classrooms are painted in white or light non-glossy paint to improve the light quality in the rooms.</li> </ul>	<ul style="list-style-type: none"> <li>The School Plan with regard to the provision of conducive and enabling environment to students is in place.</li> <li>The entire school building is well lit as per norms.</li> <li>Entire school building is ventilated for learning and working as per norms.</li> </ul>
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#### Guiding Principles/Policies

NEP 2020, Circulars and Guidelines issued by the Relevant School Board and other Govt. Organisations, Disaster Management Books by NCERT, Guidelines by NCPDR, NDMA Guidelines 2016, Safety Checklist (given as annexure 4), Guidelines issued by Ministry of Education

#### SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> <li>Photographic Evidence</li> </ul>	<ul style="list-style-type: none"> <li>Copy of Building Design</li> </ul>	<ul style="list-style-type: none"> <li>Verification through onsite visit by CRC/BRC</li> </ul>	<ul style="list-style-type: none"> <li>Evidences of tie up with local agencies for handling electrical emergencies</li> </ul>
<ul style="list-style-type: none"> <li>Evidences of sessions for school staff and other stakeholders on electric safety related matters</li> </ul>			

#### 2.6.2 School ensures Fire Safety Measures as per statutory requirements and as per DoSEL guidelines

<b>2.6.2.1 - Level I - Inceptive</b>	<b>2.6.2.2 - Level II - Transient</b>	<b>2.6.2.3 - Level III - Stable</b>	<b>2.6.2.4 - Level IV- Dynamic Evolving</b>
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<ul style="list-style-type: none"> <li>School ensures Fire Safety Measures</li> </ul>	<ul style="list-style-type: none"> <li>Fire Extinguisher in place and in working condition.</li> <li>Directions to Use Fire Extinguisher placed on the walls.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers, Staff, and Students are well trained in the use of the Fire Extinguisher.</li> </ul>	<ul style="list-style-type: none"> <li>School has adopted all fire safety measures and no inflammation causing material is left unchecked.</li> </ul>
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### Guiding Principles/Policies

NEP 2020, , Circulars and Guidelines issued by the Relevant School Board and other Govt. Organisations, Disaster Management Books by NCERT, Guidelines by NCPCR, NDMA Guidelines 2016, Safety Checklist (given as annexure 4), Guidelines issued by Ministry of Education

### SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> <li>Action plan for dealing with Fire Safety</li> </ul>	<ul style="list-style-type: none"> <li>School Fire Safety Certificate</li> </ul>	<ul style="list-style-type: none"> <li>Evidences of training sessions for school staff and other stakeholders on safety related matters</li> </ul>	<ul style="list-style-type: none"> <li>Verification through onsite visit</li> </ul>
<ul style="list-style-type: none"> <li>Action plan or annual calendar for conducting mock drills throughout the year</li> </ul>			<ul style="list-style-type: none"> <li>Evidences of mandatory infrastructural safety provisions/requirements as per norms</li> </ul>

### 2.6.3 Effective measures are also in place for Disaster Management; School has its own Disaster preparedness plan which is displayed prominently in the school and every classroom

2.6.3.1 - Level I - Inceptive	2.6.3.2 - Level II - Transient	2.6.3.3 - Level III - Stable	2.6.3.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> <li>School has developed a plan for Disaster Management;</li> </ul>	<ul style="list-style-type: none"> <li>School has displayed its own Disaster preparedness plan prominently in the school and every classroom.</li> </ul>	<ul style="list-style-type: none"> <li>School conducts disaster preparedness mock drill at least twice every year</li> <li>Teachers, Staff, and Students are</li> </ul>	<ul style="list-style-type: none"> <li>School has a full proof plan for disaster management with identified and trained first responders.</li> </ul>

	<ul style="list-style-type: none"> <li>School conducts periodically disaster management awareness program.</li> </ul>	well equipped with disaster preparedness and response measures.	
<p align="center"><b>Guiding Principles/Policies</b></p> <p>NEP 2020, Circulars and Guidelines issued by the Relevant School Board and other Govt. Organisations, Disaster Management Books by NCERT, Guidelines by NCPCR, NDMA Guidelines 2016, Safety Checklist (given as annexure 4), Guidelines issued by Ministry of Education</p>			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
<ul style="list-style-type: none"> <li>Action plan for Disaster Management</li> </ul>	<ul style="list-style-type: none"> <li>Safety certificates</li> </ul>	<ul style="list-style-type: none"> <li>Principal's account of mock drills conducted</li> </ul>	<ul style="list-style-type: none"> <li>School Plan</li> </ul>
	<ul style="list-style-type: none"> <li>Photographic Evidence</li> </ul>	<ul style="list-style-type: none"> <li>Evidences of training sessions for school staff and other stakeholders on safety related matters</li> </ul>	<ul style="list-style-type: none"> <li>Evidences of mandatory infrastructural safety provisions/requirements as per norms</li> </ul>

<b>2.7 Eco-friendly Orientation, Aesthetics, Lawns and Green Plants</b>			
<b>2.7.1 The school follows eco-friendly/green practices and Conduct Workshops/ Orientation Programs for Students, Teachers, Staff, Community, Parents on study of traditions/practises related to protection of environment, climate change related hackathons and awareness generation to incorporate organic lifestyle.</b>			
<b>2.7.1.1 - Level I - Inceptive</b>	<b>2.7.1.2 - Level II - Transient</b>	<b>2.7.1.3 - Level III - Stable</b>	<b>2.7.1.4 - Level IV – Dynamic Evolving</b>
<ul style="list-style-type: none"> <li>The school premises are eco-friendly and aesthetically maintained with lawns and green plants.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>School has an eco-club.</li> <li>Students participate in different eco club activities.</li> <li>School has compost pits.</li> <li>Environmental awareness activities are</li> </ul>	<ul style="list-style-type: none"> <li>School conducts age appropriate eco club activities for all levels of classes (primary to secondary) to create awareness on traditional practises related to protection of environment,</li> </ul>	<ul style="list-style-type: none"> <li>The School Plan on Eco-friendly/Green Practices is in place.</li> <li>School conducts various eco-friendly activities which help in reducing the carbon footprint.</li> </ul>



	embedded in the lesson plans.	climate change related hackathons and awareness generation to incorporate organic lifestyle.	<ul style="list-style-type: none"> <li>• Audit of garbage created by school is conducted regularly by students.</li> <li>• "lights-off" hour once per week is practiced.</li> <li>• The eco-friendly practices in the school are an example for the wider community.</li> <li>• School assesses impact of eco-friendly practices on students periodically and make changes accordingly.</li> </ul>
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#### Guiding Principles/Policies

NEP 2020, RTE Act, Environment Manuals, Guidelines and Advisories issued by the Relevant School Board, Guidelines by Centre for Science and Environment

#### SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

• Photographs	• Report of Eco-Club Activities	• Teacher's account of eco-club activities to create awareness related to environment issues	• School Plan
	• Waste Management Practices	• Photographic Evidences	• School Report
	• Lesson plans		• Report by CRC/BRC

**2.7.2 School Follows Energy efficient/LED lighting//solar power; school has Waste Management/recycling, rainwater harvesting, water conservation/auditing, and is plastic-free.**

2.7.2.1 - Level I - Inceptive	2.7.2.2 - Level II - Transient	2.7.2.3 - Level III - Stable	2.7.2.4 - Level IV – Dynamic Evolving
<ul style="list-style-type: none"> <li>School supports Green Initiatives in School Premises.</li> <li>The school uses energy saving and energy efficient electrical equipment.</li> </ul>	<ul style="list-style-type: none"> <li>School Contributes Green Initiatives in Nearby Areas of the School Premises.</li> <li>School conducts energy/water/waste audit by students, as a part of experiential learning for students</li> </ul>	<ul style="list-style-type: none"> <li>School uses solar power to generate electricity</li> <li>School Conducts Awareness Workshops and Programs such as Nukkad Natak with the involvement of Community / Alumni etc.</li> </ul>	<ul style="list-style-type: none"> <li>School Follows Energy efficient/solar power/adoption of organic life style, Water, Sanitation Facilities, Waste Management/recycling, plastic free, Safety Provisions, rainwater harvesting &amp; water conservation/auditing, kitchen/nutritional garden.</li> <li>School conducts study of traditions/practices related to protection of environment, climate change related hackathons and awareness generation to incorporate organic lifestyle</li> </ul>
<p align="center"><b>Guiding Principles/Policies</b> NEP 2020, Circulars/Advisory issued by Ministry of Education/State/UT/School Boards</p>			
<p align="center"><b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b></p>			
<ul style="list-style-type: none"> <li>School Action Plan for Green Initiatives</li> </ul>	<ul style="list-style-type: none"> <li>Records of community outreach programmes to create</li> </ul>	<ul style="list-style-type: none"> <li>Scanned photographs of Workshops and Programs conducted</li> </ul>	<ul style="list-style-type: none"> <li>Reports of Study on traditional practices related to protection of environment</li> </ul>

	awareness related to environment issues in the community		
			<ul style="list-style-type: none"> <li>School Energy/waste/water Audit Report</li> </ul>

2.7.3 School has a kitchen/nutritional garden where children learn organic/natural farming practices.			
2.7.31.1 - Level I - Inceptive	2.7.3.2 - Level II - Transient	2.7.3.3 - Level III - Stable	2.7.3.4 - Level IV – Dynamic Evolving
<ul style="list-style-type: none"> <li>School has a kitchen/nutritional garden.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Teachers and staff are trained about the organic/natural farming practices.</li> <li>Students regularly visit to the kitchen/nutritional garden.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Students are made aware about the benefits of nutritional plants.</li> <li>Students are given hands-on experience on organic and natural farming practices.</li> </ul>	<ul style="list-style-type: none"> <li>School engages parents and community for learning &amp; promoting organic and natural farming practices.</li> <li>Gram Panchayats/ULBs are engaged for development of kitchen/nutritional garden and for learning &amp; promoting local plant products and organic and natural farming practices.</li> </ul>
Guiding Principles/Policies			
FSSAI Manual for Food Safety, Safety and Security Guidelines by MoE			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> <li>Photographs of kitchen/nutritional garden.</li> </ul>	<ul style="list-style-type: none"> <li>Awareness and Capacity Building of teachers and Staff</li> </ul>	<ul style="list-style-type: none"> <li>Awareness Programs and hands-on training for students conducted –</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of engagement of Parents, Community, Gram</li> </ul>

		Teacher's account	Panchayats/, ULBs for learning & promoting organic and natural farming practices – through testimonials.
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2.8 Playground and Sports Facilities			
2.8.1 Indoor and/or outdoor sports/yoga facilities/equipment are available and support Divyang.			
2.8.1.1 - Level I - Inceptive	2.8.1.2 - Level II - Transient	2.8.1.3 - Level III - Stable	2.8.1.4 - Level IV – Dynamic Evolving
<ul style="list-style-type: none"> <li>School has its own playground</li> <li>School has an alternate arrangement for a playground like that of neighbourhood school or a community space.</li> <li>School has sports material/equipment as per the requirements.</li> </ul>	<ul style="list-style-type: none"> <li>Playgrounds are aesthetically designed and regularly maintained.</li> <li>Sports and games equipment is maintained and made available as and when required.</li> <li>Playground activities are supervised.</li> <li>Records of equipment's are maintained.</li> </ul>	<ul style="list-style-type: none"> <li>School facilities are optimally used for multiple sports and other activities including yoga.</li> <li>Inter school and intra school sports events are organized and conducted in the school.</li> </ul>	<ul style="list-style-type: none"> <li>School Sports Plan is in place.</li> <li>Provision of multi courts and diverse sports and games facilities.</li> <li>Facility for coaching or special training for sports is available.</li> <li>School has a provision of sports facilities for Divyang.</li> </ul>
Guiding Principles/Policies			
NEP 2020, Circulars/Advisory issued by Ministry of Education/State/UT			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> <li>Photographic Evidences</li> </ul>	<ul style="list-style-type: none"> <li>Records of equipment's</li> </ul>	<ul style="list-style-type: none"> <li>School timetable</li> </ul>	<ul style="list-style-type: none"> <li>School Sports Plan</li> </ul>
<ul style="list-style-type: none"> <li>List of Sports Material/Equipment's</li> </ul>	<ul style="list-style-type: none"> <li>Annual Calendar of and Sports/games activities</li> </ul>	<ul style="list-style-type: none"> <li>Inter and intra school events conducted</li> </ul>	<ul style="list-style-type: none"> <li>Verification through onsite visit</li> </ul>

•	•	• Student Book	Year	• Annual report	School
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## 2.9 Hostels (Only for Residential Schools and separate for Boys and Girls)

**2.9.1 School has sufficient rooms/dormitories, recreational spaces, washrooms, drinking areas, residence of warden, residence of staff, visitors' room, laundry room, storage room for food items (perishable and non-perishable ) and additional bedding, and common room.**

2.9.1.1 - Level I - Inceptive	2.9.1.2 - Level II - Transient	2.9.1.3 - Level III - Stable	2.9.1.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> <li>Guidelines for infrastructural facilities for boarding are available.</li> <li>Number of Toilets bathing rooms, wash basins, urinal pots exist in proportion to the number of students in the dorms-1:10.</li> <li>There is a separate wing for boys and girls.</li> <li>Dormitories are available for boarders.</li> <li>Potable water, Kitchen and dining, Washrooms are available.</li> <li>Furniture available in the dormitories.</li> </ul>	<ul style="list-style-type: none"> <li>Number of Toilets, bathing rooms, wash basins, urinal pots exist in proportion to the number of students in the dorms-1:8.</li> <li>There is provision for Visitors' room and common room for guests and boarders.</li> <li>Water and other facilities like soap etc. is available in the washrooms at all times.</li> <li>There is provision for back up facility for electricity.</li> <li>Safety and security guidelines are available for maintaining the infrastructure.</li> <li>The infrastructural</li> </ul>	<ul style="list-style-type: none"> <li>Guidelines for maintenance and governance of Hostel infrastructure with clearly laid out roles and responsibilities are in place.</li> <li>There is provision in the infrastructure for individual and common recreational spaces.</li> </ul>	<ul style="list-style-type: none"> <li>Boarding has a recreational/common room with a library, TV corner and games.</li> <li>There is a resource room with internet facility for academic use.</li> <li>Visitor's room, laundry and other daily need facilities are available.</li> <li>All facilities are in working condition.</li> </ul>

	requirements are repaired and maintained on a regular basis.		
<b>Guiding Principles/Policies</b> POSCO ACT, SOP for Residential Schools, Circulars issued by the Affiliating Board, Safety and Security Guidelines by MoE			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
• Residential School Guidelines	• Verification through On-Site Visit	• Scanned photographs	• Photographic evidence
• Photographic Evidences	• Availability of Safety and Security Guidelines	• Maintenance Register	• Visitors Log Books
• Principal's certification of toilets to students ratio	• Inventory of Infrastructural Requirements	• Photographic evidence	
	• House Keeping Schedule Register	• Availability of guidelines for maintenance and governance of Hostel infrastructure	



**2.9.2 The hostel fosters a culture of cleanliness and hygiene. Girls' hostel has sanitary pad vending machine as well as incinerators.**

<b>2.9.2.1 - Level I - Inceptive</b>	<b>2.9.2.2 - Level II - Transient</b>	<b>2.9.2.3 - Level III – Stable</b>	<b>2.9.2.4 - Level IV- Dynamic Evolving</b>
<ul style="list-style-type: none"> <li>• Water tanks are cleaned regularly.</li> <li>• Clean water supply is available throughout the year.</li> <li>• There is a schedule for cleaning of dormitories, recreational spaces, visitors' room, corridors, toilets, bathing rooms, kitchen and dining areas.</li> <li>• Surrounding areas of drinking water, bathing area, laundry area, drying of clothes, utensils area, are scrubbed on regular basis.</li> <li>• Surprise checks are organized.</li> <li>• Potable water is tested once in a year.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• There is a housekeeping maintenance schedule (daily/ weekly/ monthly) for monitoring cleanliness of dormitories, recreational spaces, visitors' room, offices, drinking water areas, wash basins, urinals, sanitary fittings, tiles, floors, walls, corners, dustbins, doors, windows, ventilators, plumbing pipes, laundry areas, kitchen and dining areas, storage facilities- food and clothing etc.</li> <li>• The Maintenance schedule is prepared and followed.</li> <li>• Roles and responsibilities are charted.</li> </ul>	<ul style="list-style-type: none"> <li>• Safe and clean hot water is available during winters.</li> <li>• Water is tested at least three times a year to provide clean drinking water to staff &amp; students.</li> <li>• The maintenance schedule is adhered to, and monitored and reviewed by a safety &amp; security committee on a regular basis.</li> <li>• Provision for disposal of menstrual waste in girls' washroom.</li> <li>• Housekeeping staff is trained and wears protective gear.</li> <li>• Eco friendly practices are followed for waste management.</li> </ul>	<ul style="list-style-type: none"> <li>• The Residential school has a policy with regard to Cleanliness and Hygiene with scope for feedback, monitoring and reviewing.</li> <li>• The staff and students undergo orientation programs on importance of eco-sanitation.</li> <li>• The staff, including housekeeping staff, and students collaborate to introduce strategies and activities that involve all stakeholders in maintaining cleanliness and hygiene in the surroundings.</li> <li>• Cleanliness and maintenance schedules are displayed prominently in the designated areas.</li> </ul>

Guiding Principles/Policies			
FSSAI Manual for Food Safety, Safety and Security Guidelines by MoE			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> <li>SOP for Cleanliness and Hygiene</li> </ul>	<ul style="list-style-type: none"> <li>Daily Cleaning Schedule and Supervisor's Report</li> </ul>	<ul style="list-style-type: none"> <li>Stock Register of equipment and cleaning material</li> </ul>	<ul style="list-style-type: none"> <li>Issue Register</li> </ul>
<ul style="list-style-type: none"> <li>Maintenance Register</li> </ul>	<ul style="list-style-type: none"> <li>Health Check-up records of Housekeeping staff</li> </ul>	<ul style="list-style-type: none"> <li>Briefing reports of the house keeping</li> </ul>	<ul style="list-style-type: none"> <li>Feedback forms from stakeholders</li> </ul>
	<ul style="list-style-type: none"> <li>Capacity building program for housekeeping staff</li> </ul>	<ul style="list-style-type: none"> <li>Orientation and sensitization program for students and staff</li> </ul>	<ul style="list-style-type: none"> <li>Display of cleanliness and maintenance schedules - evidence</li> </ul>
	<ul style="list-style-type: none"> <li>Roles and Responsibilities of Hostel Staff</li> </ul>		

2.9.3 School ensures safety and security of students in residential facilities.			
2.9.3.1 - Level I – Inceptive	2.9.3.2 - Level II - Transient	2.9.3.3 - Level III - Stable	2.9.3.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>The hostel campus is enclosed and secured</li> <li>Permanent boundary walls with 24X7 security guards available at entry and exit gates.</li> <li>Entry to the hostels restricted to authorized personal only.</li> <li>Fire Extinguishers and First Aid kits are centrally</li> </ul>	<ul style="list-style-type: none"> <li>Visitors have the access to the area designated by the school by using a visitors' pass.</li> <li>Routine health check-ups of students are conducted and health cards are maintained.</li> <li>Availability of an ambulance on campus, or School has tie up with a nearby</li> </ul>	<ul style="list-style-type: none"> <li>The school has a policy for safety and security of students.</li> <li>Registered parents/ guardians (with the Id card issued by the school) can only visit the students.</li> <li>There is regular monitoring of health status of students.</li> <li>There is a mechanism to redress issues of</li> </ul>	<ul style="list-style-type: none"> <li>The school has a clear policy for safety and health with Emergency Protocols in place with scope for feedback, monitoring and reviewing.</li> <li>Security Guards at entry and exit gates maintain records of all visitors.</li> <li>CCTV Camera are installed at prominent places.</li> </ul>

located in the hostel. • The hostel has the provision of infirmary with full time doctor and nurse or School has tie up with a nearby Hospital for emergencies. • Emergency medical care numbers are displayed in the hostel. • Evacuation plan is displayed in the hostel building. • POCSO training and CPC committees as per statutory norms.	Hospital for emergencies. • Fire Extinguishers and First Aid kits are available at appropriate places. • Evacuation plan from each room and the building displayed in all rooms and corridors and regularly practiced through mock drill. • Isolated areas of the school are well lit and under frequent invigilation. •	bullying, harassment and abuse. • All staff and students are trained to deal with common medical emergencies.	• School has viable communication system in place. • Police verification is done before hiring of teaching, non-teaching contractual, voluntary and other staff. • The dormitory warden uses design thinking in collaboration with students, staff, parents and alumni to ensure safety and security of students.
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#### Guiding Principles/Policies

POCSO Act, NEP 2020, Guidelines and Advisories issued by the Affiliating Board, Life Skills and Health Manual developed/referred by the Relevant School Board, Safety and Security Checklist by MoE, UNICEF and UNESCO Documents on health and well-being, NCPCR Guidelines

#### SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

• School Safety and Security Plan	• Visitor's Register	• Registered Parents/Guardians' List	• Camera Recordings
• Snap shots of the fire and evacuation drills	• Health files and record of all boarders together with follow ups	• Training & infirmary records	• Records of POCSO and CPC Committees (If any)
• Infirmary inventory	• Guard duty register/documents	• Evidences of involvement of stakeholders in ensuring safety and security of	• Documents related to statutory compliance

		students in hostels	
<ul style="list-style-type: none"> <li>Maintenance checklists</li> </ul>	<ul style="list-style-type: none"> <li>Records of disposal expired medicines</li> </ul>	<ul style="list-style-type: none"> <li>Communication system</li> </ul>	
<ul style="list-style-type: none"> <li>Evidence of tie-up with the hospital</li> </ul>	<ul style="list-style-type: none"> <li>Hostel evacuation plan</li> </ul>		
	<ul style="list-style-type: none"> <li>Evidence of tie-up with the hospital</li> </ul>		

<b>2.9.4 Students' physical, mental, socio-emotional and intellectual well-being is taken care of by intensive pastoral care programmes.</b>			
<b>2.9.4.1 - Level I - Inceptive</b>	<b>2.9.4.2 - Level II - Transient</b>	<b>2.9.4.3 - Level III - Stable</b>	<b>2.9.4.4 - Level IV- Dynamic Evolving</b>
<ul style="list-style-type: none"> <li>The hostel has the provision of infirmary with full time doctor and nurse or School has tie up with a nearby Hospital for emergencies.</li> <li>Routine health check-ups of students are conducted.</li> <li>Routine schedules are followed by students and monitored by dorm teacher.</li> <li>Schedules for physical activities before and after classes are monitored.</li> </ul>	<ul style="list-style-type: none"> <li>Regular preparatory classes by campus teachers to build the academic competencies and life skills in the resident students.</li> <li>Physical and cultural activities are conducted for the resident students.</li> <li>Buddy system is encouraged.</li> <li>Counsellor is available to the students.</li> </ul>	<ul style="list-style-type: none"> <li>Boarders are assigned Mentors (teachers on campus) to help them in their academic and personal life.</li> <li>Sessions on life skills, values, health and well-being are organized for and by the students.</li> <li>Student counselor plans preventive sessions to identify any symptoms of mental/emotional health issues and counsels students in times of need.</li> </ul>	<ul style="list-style-type: none"> <li>The residential school has a policy regarding pastoral care, with scope for feedback, monitoring and reviewing.</li> <li>Full time trained dorm guardians/wardens to foster collaboration, care, support, safety, positivity, Self-dependence (routine) &amp; self-care in ratio as per norms/guidelines</li> <li>Teacher cum dorm guardian in ratio as per norms/guideline.</li> </ul>

<ul style="list-style-type: none"> <li>Academic routine is conducted as per schedule.</li> <li>In case of behavioural or academic issue, student is referred to the counsellor.</li> <li></li> </ul>		<ul style="list-style-type: none"> <li>Career counselling is available to senior students.</li> <li>Staff and Students are made aware about the Anti-Bullying Policy.</li> </ul>	<ul style="list-style-type: none"> <li>Organized health checkups at regular intervals and collaborate with students and staff to introduce new activities and strategies that focus on healthy lifestyle and physical well-being.</li> <li>Career counselling and coaching facility by the school staff or online faculty for preparing for competitive examinations in different fields is available.</li> </ul>
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#### Guiding Principles/Policies

Guidelines and Advisories issued by the Affiliating Board, SOP for Residential Schools

#### SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

Residential School Plan	Evidence of Learning Enhancement Programmes for Boarders	School Anti Bullying Policy	School Health and Wellness Policy
Evidence of maintenance of Boarders' Individual Files	Number of group and individual Counselling Sessions held	Mentors' report(s)	Boarding Council Records
Dorm/Boarding Leaders' records	Health cards of students and staff – ABHA ID	Schedule and Reports of general meetings between students, wardens, caretakers and mentors	Activities and strategies conducted in the hostel to promote health and well being

<ul style="list-style-type: none"> <li>List of Dorm teachers and number of their wards</li> </ul>		<ul style="list-style-type: none"> <li>Evidence of maintenance of Boarders' individual files</li> </ul>	<ul style="list-style-type: none"> <li>Suggestion Boxes</li> </ul>
<ul style="list-style-type: none"> <li>Evidences of action taken on complaints/suggestions</li> </ul>		<ul style="list-style-type: none"> <li>List of capacity building programmes</li> </ul>	

## 2.10 School Canteen (For Day Schools, wherever applicable)

### 2.10.1 The school has a well-managed, clean, hygienic and safe canteen.

2.10.1.1 - Level I - Inceptive	2.10.1.2 - Level II - Transient	2.10.1.3 - Level III - Stable	2.10.1.4 - Level IV – Dynamic Evolving
<ul style="list-style-type: none"> <li>The school canteen is managed as per contract.</li> <li>Canteen displays the menu and price list.</li> <li>Food is stored and displayed on clean and hygienic counters.</li> <li>All the safety measures as per the standard norms are periodically checked. (pest control, separate gas cylinder storage area, fire alarm, fire extinguishers and food and water)</li> </ul>	<ul style="list-style-type: none"> <li>School Canteen is well ventilated and illuminated sufficient space and adequate furniture for cooking and serving area.</li> <li>There are adequate numbers of cooking vessels and serving counters.</li> <li>Cooking, serving and cleaning staff is available.</li> <li>There is a storage facility for raw/cooked food and dairy products.</li> <li>Availability of fresh, clean water for cooking and drinking and</li> </ul>	<ul style="list-style-type: none"> <li>The school canteen is either self-managed /outsourced with all standard operating procedures.</li> <li>Trained and well-groomed cooking, serving and cleaning staff.</li> <li>The school provides nutritious beverages kept in safe and temperature-controlled environment.</li> <li>Food items and beverages are served in biodegradable cups and plates.</li> </ul>	<ul style="list-style-type: none"> <li>The school policy for establishing and running a canteen is in place with scope for feedback, monitoring and reviewing.</li> <li>Bi-annual health checkups of employees working in kitchen and dining area.</li> <li>Regular training of staff regarding personal hygiene and cleanliness.</li> <li>School canteen has a waste management and no plastic policy.</li> <li>Staff and students are involved in designing</li> </ul>



	hand wash both in canteen. Separate hand wash area.	<ul style="list-style-type: none"> <li>Procurement, storing, cooking and handling of food is safe, healthy and hygienic as per FSSAI norms.</li> </ul>	<p>strategies to create nutritious and tasty menu that encourages healthy life style.</p> <ul style="list-style-type: none"> <li>Students are involved in running the canteen as part of their entrepreneurial curriculum.</li> </ul>
<b>Guiding Principles/Policies</b> Guidelines issued by FSSAI			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
<ul style="list-style-type: none"> <li>Photographic Evidence</li> </ul>	<ul style="list-style-type: none"> <li>Material Procurement process</li> </ul>	<ul style="list-style-type: none"> <li>Training Records of Manpower</li> </ul>	<ul style="list-style-type: none"> <li>Stock Register</li> </ul>
<ul style="list-style-type: none"> <li>Daily Menu Cards sample reflecting innovative and healthy food</li> </ul>	<ul style="list-style-type: none"> <li>Water/Food Test Reports</li> </ul>	<ul style="list-style-type: none"> <li>Inventory of equipment</li> </ul>	<ul style="list-style-type: none"> <li>Payment/Salary Register</li> </ul>
	<ul style="list-style-type: none"> <li>Photographic evidence of storage areas</li> </ul>	<ul style="list-style-type: none"> <li>Digital tools used to conduct surveys and measure nutritional value of food items</li> </ul>	<ul style="list-style-type: none"> <li>Copy of the contract (with Outside Agency)</li> </ul>
		<ul style="list-style-type: none"> <li>Eco friendly practices</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring and reviewing practices of School Canteen</li> </ul>

<b>2.11 ICT infrastructure</b>			
<b>2.11.1 The school has ICT labs/Smart class facilities to support educational activities. School ensures pre-loaded tablet and access to digital library</b>			
<b>2.11.1.1 - Level I - Inceptive</b>	<b>2.11.1.2 - Level II - Transient</b>	<b>2.11.1.3 - Level III - Stable</b>	<b>2.11.1.4 - Level IV – Dynamic Evolving</b>

<ul style="list-style-type: none"> <li>The school has ICT labs/Smart class facilities to support educational activities.</li> </ul>	<ul style="list-style-type: none"> <li>School ensures pre-loaded tablet and access to digital library.</li> <li>Schools ensures student access to digital library and know how to use it.</li> </ul>	<ul style="list-style-type: none"> <li>At least 50% of teachers/Students have access to Digital Devices for teaching-learning</li> </ul>	<ul style="list-style-type: none"> <li>At least 100% of teachers/Students have access to Digital Devices for teaching-learning</li> <li>All the ICT devices are inclusive and are having assistive technology.</li> </ul>
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### Guiding Principles/Policies

NEP 2020, NCF/SCF, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT/School Boards, Student Learning Enhancement Guidelines by NCERT

### SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> <li>Photographic Evidence</li> </ul>	<ul style="list-style-type: none"> <li>Consolidated Time Table of all classes</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of usage of ICT and computers for teaching-learning</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of students access to the Digital Devices for teaching-learning</li> </ul>
	<ul style="list-style-type: none"> <li>Orientation of students on access to educational content in digital library.</li> </ul>	<ul style="list-style-type: none"> <li>Records of orientation programmes for stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>List of assistive technologies being used in school</li> </ul>
	<ul style="list-style-type: none"> <li>Teachers' Diary - integration of ICT in teaching learning process related with scholastic and co-scholastic aspects</li> </ul>		

### 2.11.2 Ensure availability of seamless internet connection to access the resources & contents.

<b>2.11.2.1 - Level I - Inceptive</b>	<b>2.11.2.2 - Level II - Transient</b>	<b>2.11.2.3 - Level III - Stable</b>	<b>2.11.2.4 - Level IV – Dynamic Evolving</b>
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<ul style="list-style-type: none"> <li>School ensures the availability of seamless internet connection to access the resources &amp; contents.</li> </ul>	<ul style="list-style-type: none"> <li>The School is connected to the Services of FTTH (Fibre to the Home) / WIFI facility.</li> </ul>	<ul style="list-style-type: none"> <li>School provides minimum speed of internet at 10 Mbps</li> </ul>	<ul style="list-style-type: none"> <li>School provides minimum speed of internet at 20 Mbps</li> <li>Students and teachers are using the internet facility to access the resources &amp; contents.</li> </ul>
<p align="center"><b>Guiding Principles/Policies</b></p> <p align="center">NEP 2020, NCF/SCF, Circulars issued by the Relevant School Board, Student Learning Enhancement Guidelines by NCERT</p>			
<p align="center"><b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b></p>			
<ul style="list-style-type: none"> <li>Evidence of Internet Connection</li> </ul>			<ul style="list-style-type: none"> <li>Evidence of students and teachers using the internet facility to access the resources &amp; contents</li> </ul>

2.12 School accessibility			
2.12.1 School has student and teacher registry and tracking of enrolment of every child, particularly SEDGs			
2.12.1.1 - Level I - Inceptive	2.12.1.2 - Level II - Transient	2.12.1.3 - Level III- Stable	2.12.1.4- Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>School maintains physical records for all enrolments in the school.</li> </ul>	<ul style="list-style-type: none"> <li>School has developed plans for developing child-wise tracking system.</li> <li>Teachers are oriented for Child Tracking System</li> </ul>	<ul style="list-style-type: none"> <li>School has Implemented IT based student tracking system</li> </ul>	<ul style="list-style-type: none"> <li>School has mapped and created database of each enrolled child for individual tracking of each and linked it to national IT platform.</li> <li>Systematic tracking in place in order to mainstream the children who are</li> </ul>

			identified as Out of School, particularly SEDGs
<b>Guiding Principles/Policies</b> NEP 2020, NCF/SCF, Circulars/Advisory issued by Ministry of Education/State/UT			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
<ul style="list-style-type: none"> <li>Evidence of School physical records</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of Child tracking System</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of IT-based Child tracking System</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of Systematic tracking Out of School Children</li> </ul>
<ul style="list-style-type: none"> <li>Attendance Registers maintained for students of different classes</li> </ul>	<ul style="list-style-type: none"> <li>Records of orientation programmes for teachers stakeholders</li> </ul>		<ul style="list-style-type: none"> <li>Updated database on national and state Vidya Sameeksha Kendra</li> </ul>

2.12.2 School maintains zero dropout rate and 100% transition rate in all grades			
2.12.2.1 – Level I – Inceptive	2.12.2.2 – Level II – Transient	2.12.2.3 – Level III- Stable	2.12.2.4- Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>School provides 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</li> <li>Provides regular trained teachers at each stage, special care taken to ensure that no school remains deficient</li> </ul>	<ul style="list-style-type: none"> <li>School prepares Fact Sheets about the actual status of Drop Outs, Total School Going Children (SEDG-wise, Stage-wise etc.) to analyse the causative factors leading to dropout and take remedial action.</li> </ul>	<ul style="list-style-type: none"> <li>School employs/ collaborates for deploying teachers/volunteers with knowledge of the local language to areas with high dropout rates</li> <li>School has overhauled the curriculum to make it more engaging and useful.</li> </ul>	<ul style="list-style-type: none"> <li>Counsellors or well-trained social workers connected to schools/school complexes and teachers continuously work with students and their parents and travel through and engage with communities to ensure that all school-age children are attending and learning in school.</li> </ul>

on infrastructure support.			<ul style="list-style-type: none"> <li>Acquisition of real-life skills by students</li> <li>School maintains zero dropout rate and 100% transition rate in all grades.</li> </ul>
<b>Guiding Principles/Policies</b> NEP 2020, Circulars/Advisory issued by Ministry of Education/State/UT			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
<ul style="list-style-type: none"> <li>Teacher Training SOPs</li> </ul>	<ul style="list-style-type: none"> <li>Records of orientation programmes for teachers stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Trained and qualified social workers from civil society organizations/departments of Social Justice and Empowerment and government functionaries dealing with empowerment of Persons with Disabilities at the State and district level, are connected to school</li> </ul>	<ul style="list-style-type: none"> <li>Continuous engagement programme with local community</li> </ul>
	<ul style="list-style-type: none"> <li>Sample fact sheets</li> </ul>		<ul style="list-style-type: none"> <li>Evidence of tracking OoSC and mainstreaming them</li> </ul>
			<ul style="list-style-type: none"> <li>UDISE+ report on transition rate per class, drop out rate per class</li> </ul>

**2.12.3 School gives access to education in all stages – Foundational, Preparatory, Middle and Secondary – either within same campus or in nearby and accessible campus.**

2.12.3.1 - Level I - Inceptive	2.12.3.2 - Level II - Transient	2.12.3.3 - Level III- Stable	2.12.3.4- Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>School provides access to education for all school age going children in its vicinity.</li> </ul>	<ul style="list-style-type: none"> <li>In case the school doesn't have a specific infrastructure of its own for transition to higher grades, it actively approaches educational and institutions in the vicinity to facilitate access for its students.</li> </ul>	<ul style="list-style-type: none"> <li>Schools has developed plan on how nearby schools can have access of its infrastructure for nurturing their students and these plans are available on school's website (if any)</li> </ul>	<ul style="list-style-type: none"> <li>School has entered into collaborative agreements with the nearest innovation labs, science parks, business incubators, higher education institutes/ Institution's Innovation Council (IIC), professional bodies/firms, micro, small and medium-sized enterprises (MSMEs), social enterprises, Government sponsored Incubators and Scientific Labs (like ISRO, CSIR, DRDO, DIO), etc. to provide diverse exposure to its students and teachers.</li> </ul>
<p align="center"><b>Guiding Principles/Policies</b></p> <p align="center">NEP 2020, Circulars/Advisory issued by Ministry of Education/State/UT</p>			
<p align="center"><b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b></p>			
<ul style="list-style-type: none"> <li>Number of students enrolled from school's vicinity</li> </ul>	<ul style="list-style-type: none"> <li>Evidences of 100% transition to nearby school</li> </ul>	<ul style="list-style-type: none"> <li>Records of orientation programmes for teachers stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Copy of the MOU with other institutions (if any)</li> </ul>



**2.12.4 Number of students completing secondary education and accessing/joining tertiary education is increasing every year**

2.12.4.1 - Level I - Inceptive	2.12.4.2 - Level II - Transient	2.12.4.3 - Level III- Stable	2.12.4.4- Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>• The school spreads awareness of the benefits of acquiring higher educational qualifications during school assemblies.</li> <li>• Teachers conduct aptitude tests to support students in identifying their interest/competency areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers dedicate time to aid students in applying to higher education institutions.</li> <li>• Teachers share important application deadlines to students.</li> </ul>	<ul style="list-style-type: none"> <li>• Student parents and alumni can be invited as mentors for senior/graduating students.</li> <li>• Information specific to different educational interests is shared with senior students.</li> <li>• Regular career counselling sessions are organised.</li> </ul>	<ul style="list-style-type: none"> <li>• The school maintains healthy relations with higher education institutions and invites them to conduct seminars and talks.</li> <li>• School maintains industry tie ups and invites key stakeholders to share their experiences with students.</li> <li>• Student parents and alumni can be invited as mentors for senior/graduating students.</li> <li>• School counsellors can conduct informational talks regarding career/education opportunities.</li> <li>• Teachers dedicate time to aid students in applying to higher education institutions.</li> </ul>
<p align="center"><b>Guiding Principles/Policies</b></p> <p align="center">NEP 2020, Circulars/Advisory issued by Ministry of Education/State/UT</p>			
<p align="center"><b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b></p>			
<ul style="list-style-type: none"> <li>• Record of aptitude tests</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of sessions</li> </ul>	<ul style="list-style-type: none"> <li>• School events calendar</li> </ul>	<ul style="list-style-type: none"> <li>• Record of sessions</li> </ul>

	dedicated to aiding student applications		conducted by counsellors/higher educational institutions/mentors
	<ul style="list-style-type: none"> <li>Document of deadline information</li> </ul>	<ul style="list-style-type: none"> <li>Documents of relevant information</li> </ul>	<ul style="list-style-type: none"> <li>Record of sessions dedicated to aiding student applications</li> </ul>

2.12.5 School maintains Alumni details and follows up on their school to work transition			
2.12.5.1 - Level I - Inceptive	2.12.5.2 - Level II - Transient	2.12.5.3 - Level III- Stable	2.12.5.4- Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>The school has a record of all students enrolled in the school and graduating students.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>A registry of alumni students is maintained upon graduation.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Alumni are invited to the school to share their experiences and career development journey.</li> </ul>	<ul style="list-style-type: none"> <li>The school maintains an alumni portal/social media group which allows for registration of alumni students and gathering information about their career progression.</li> <li>The portal/social media group allows alumni to interact with each other and contact the school regarding relevant education/work opportunities and act as mentors.</li> <li>The alumni network is leveraged to conduct</li> </ul>

			<p>workshops/event s/reunions.</p> <ul style="list-style-type: none"> <li>• The alumni network is able to share experiences and feedback with the school.</li> <li>• Annually, schools register their graduating students as alumni.</li> <li>• The school makes efforts to publish an annual "placements/admissions" report based on alumni information.</li> </ul>
<p align="center"><b>Guiding Principles/Policies</b></p> <p align="center">NEP 2020, Circulars/Advisory issued by Ministry of Education/State/UT</p>			
<p align="center"><b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b></p>			
• Student registry	• Alumni registry	• School events calendar	• Alumni network portal/social media group
	• School alumni events calendar		• Alumni newsletters/place ment report

## DOMAIN 3: HUMAN RESOURCES AND SCHOOL LEADERSHIP

### DOMAIN OVERVIEW

School Leadership and Staff forms an integral part of any school and is responsible for ensuring student learning outcomes in all curricular areas and is responsible for the connect between parents, students and school. This domain first adheres to the major boundaries of recruitment of adequate number of staff and then moves on to mandate Service Rules and Records, Recruitment Practices, Academic Supervision and Continuing Professional Development. School staff refers to all employees both teaching and non-teaching. Policies and practices for staff that are conducive to a working environment, nurturing in nature, promote and encourage innovation and collaboration - are the hall marks of a learning organization.

The involvement of stakeholders and family and community partnerships with schools are instrumental in ensuring that students attain their specific and targeted goals.

SUB-DOMAINS	STANDARDS
<b>3.1 School Staff – teaching and non-teaching</b>	<p>3.1.1. The school has qualified and competent staff (teaching and non-teaching) that is sufficient in number to support fulfilment of school mission and objectives. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p> <p>3.1.2. The school has an induction policy in place or has access to the state/district/block/cluster level induction programme for the new employees. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p> <p>3.1.3. The school/cluster/block conducts staff appraisal. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p> <p>3.1.4. The school in consultation with CRC/BRC/DIET/Regional office carries out staff development programmes and capacity building of teachers. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p> <p>3.1.5. The school provides staff recognition and appreciation for its innovative/effective contributions. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p> <p>3.1.6. The school has a well-developed mechanism or has access to a state/district/CRC/BRC level mechanism of online and offline mentoring of teachers. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p>

<b>3.2 Pedagogical Leadership</b>	3.1.1. The school leader has a clear Vision and Direction to take the school forward. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i>
<b>3.3 Collaborative Leadership</b>	3.1.1. The school leaders demonstrate effective communication, cross-functional collaborations and build relationships. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i>
<b>3.4 Systems for ongoing change and quality management</b>	2.1.1. School Management, School Principal and School. Staff in charge of decision-making and managing schools develop transformational roles guiding the on-going changes and review on a regular basis. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i>
<b>3.5 Teacher Professional development/capacity building</b>	<p>3.5.1. Teacher Educators undergone capacity building &amp; professional development &amp; collaboration with professional institutions by SCERTs/DIETs/BITEs. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p> <p>3.5.2. Percentage of school time spent by teachers on teaching. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p> <p>3.5.3. Academic skill of teachers is par excellence – as evidenced by student feedback of teacher’s classroom transactions. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p>

## DOMAIN 3: HUMAN RESOURCES- PERFORMANCE INDICATORS

3.1 School Staff – Teaching and Non- Teaching			
3.1.1 The school has qualified and competent staff (teaching and non-teaching) that is sufficient in number to support fulfilment of school mission and objectives.			
3.1.1.1 - Level I - Inceptive	3.1.1.2 - Level II - Transient	3.1.1.3 - Level III - Stable	3.1.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>The school employs qualified and competent staff as per the requirement.</li> </ul>	<ul style="list-style-type: none"> <li>School reviews the teacher requirements before the commencement of every session.</li> <li>School adopts Recruitment process as per extant policy/guidelines</li> </ul>	<ul style="list-style-type: none"> <li>School employs sufficient number of staff (teaching and non-teaching).</li> <li>The school assigns duties and other responsibilities as per staff's professional competence.</li> <li>School appoints staff (teaching and non-teaching) from diverse backgrounds reflecting inclusion and equity.</li> </ul>	<ul style="list-style-type: none"> <li>The school employs sufficient staff for academic and non-academic activities; administrative; housekeeping; security etc.</li> <li>The school appoints full time counsellor (s) and special educator(s) in optimal ratio with number of students.</li> <li>Schools employs counsellors/sports coaches/art teachers etc as per extant policy/guidelines</li> </ul>
Guiding Principles/Policies			
NEP 2020, RTE Act, RTE Model Rules, Norms and Regulations by NCTE			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> <li>List of staff with their qualification</li> <li>SOP and criteria for recruitment of employees,</li> </ul>	<ul style="list-style-type: none"> <li>List of members in the interview panel</li> </ul>	<ul style="list-style-type: none"> <li>Minutes of Staff Selection Panel, if any</li> <li>Staff Records and Staff Personal Files (The Assessing</li> </ul>	<ul style="list-style-type: none"> <li>List of counsellors/sports coaches/art teachers etc as per extant policy/guidelines</li> </ul>



including ad hoc, if any		Team may also see the advertisements for recruitment of staff; list of applicants, if applicable)	<ul style="list-style-type: none"> <li>• Work Load of all staff (Teaching and Non-Teaching)</li> </ul>
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<b>3.1.2 The school has an induction policy in place or has access to the state/district/block/cluster level induction programme for the new employees.</b>			
<b>3.1.2.1 - Level I - Inceptive</b>	<b>3.1.2.2 - Level II - Transient</b>	<b>3.1.2.3 - Level III - Stable</b>	<b>3.1.2.4 - Level IV - Dynamic Evolving</b>
<ul style="list-style-type: none"> <li>• New staff members learn their job on their own.</li> </ul>	<ul style="list-style-type: none"> <li>• New staff members are briefed by the concerned H.O.D./Principal/Manager regarding their duties, activities.</li> </ul>	<ul style="list-style-type: none"> <li>• The school conducts an orientation programme which is mandatory for all staff to attend.</li> <li>• New staff members are introduced to the school staff.</li> <li>• New staff members are familiarized with their roles, duties, responsibilities and value system of the school.</li> <li>• School assigns a mentor to each new member recruited for a certain period of time.</li> </ul>	<ul style="list-style-type: none"> <li>• School Induction Plan for its new employees is in place.</li> <li>• School's core purpose, values, ethos and the vision are shared with the employees.</li> <li>• Employees are encouraged to contribute to the realization of school's vision.</li> <li>• The principal assigns work/responsibilities to the staff as per their knowledge, competencies and skills.</li> <li>• A road map for the personal and professional growth of the employees is generated with mutual consensus. Mentoring, Monitoring and Reviewing at</li> </ul>

			regular intervals is demonstrated.
<b>Guiding Principles/Policies</b> NEP 2020, Circulars issued by the Relevant School Board, Norms and Regulations by NCTE			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
	<ul style="list-style-type: none"> <li>List of staff members along with the duties assigned to them after briefing</li> </ul>	<ul style="list-style-type: none"> <li>Written records or minutes of orientation or induction meetings of new teaching staff with the HOD/ Principal / Manager</li> <li>Mentoring and Coaching Record</li> <li>Staff Handbook</li> </ul>	<ul style="list-style-type: none"> <li>Mentoring, Monitoring and Reviewing Practices</li> <li>School Induction plan</li> </ul>

<b>3.1.3 The school/cluster/block conducts staff appraisal.</b>			
<b>3.1.3.1 - Level I - Inceptive</b>	<b>3.1.3.2 - Level II - Transient</b>	<b>3.1.3.3 - Level III - Stable</b>	<b>3.1.3.4 - Level IV- Dynamic Evolving</b>

<ul style="list-style-type: none"> <li>Appraisal of the teaching staff is done.</li> </ul>	<ul style="list-style-type: none"> <li>School conducts an appraisal of all categories of staff based on pre-defined criteria known to the staff.</li> </ul>	<ul style="list-style-type: none"> <li>Guidelines for staff appraisal are made in consultation with the staff on pre-defined criteria and shared with them.</li> <li>School conducts 360-degree appraisal of its staff.</li> <li>Periodic appraisals assist the staff in setting their goals.</li> <li>Staff is mentored and coached over a period of time.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a clear Policy for Staff Appraisal which includes Professional Development Measures and Motivation and Retention of employees.</li> <li>The Principal/HR Head schedules one to one discussion with staff at regular intervals over a period of a year wherein a SWOT analysis is done.</li> <li>The teaching staff is also encouraged to do self-assessment using PINDICS (Performance Indicators) published by NCERT.</li> <li>Staff shares their satisfaction or concern areas with the school authorities.</li> <li>School provides support and assistance wherever required by the staff.</li> </ul>
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			<ul style="list-style-type: none"> <li>• Opportunity is given to the staff to discuss the result of their appraisal as per norms.</li> <li>• The school authorities take appropriate constructive action after analysing the results of the appraisal of the staff as per norms.</li> </ul>
<b>Guiding Principles/Policies</b> NEP 2020, RTE Act, Circulars issued by the Relevant School Board, PINDICS, NCERT Standards for Teachers			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
<ul style="list-style-type: none"> <li>• School Policy</li> <li>• Staff Appraisal Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Process of Staff Appraisal</li> <li>• Evaluation forms or feedback report</li> <li>• Sample Self-Evaluated</li> <li>• Forms of Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Minutes of Meeting conducted to apprise staff of the various criteria for appraisal</li> <li>• Job description (dynamic) with Key Responsibility Areas (KRAs)</li> <li>• Teacher's portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Mentoring practices</li> <li>• Individual plan for growth</li> <li>• Number of teachers using PINDICS</li> </ul>

<b>3.1.4 The school in consultation with CRC/BRC/DIET/Regional office, carries out staff development programmes and capacity building of teachers.</b>			
<b>3.1.4.1 - Level I - Inceptive</b>	<b>3.1.4.2 - Level II - Transient</b>	<b>3.1.4.3 - Level III - Stable</b>	<b>3.1.4.4 - Level IV - Dynamic Evolving</b>
Only a few senior teachers are given the opportunity for attending some Capacity Building Programmes.	<ul style="list-style-type: none"> <li>Some Teachers are sent for Capacity Building Programmes.</li> <li>There is Teachers' Development Report including their involvement in activities other than teaching.</li> </ul>	<ul style="list-style-type: none"> <li>The Principal along with the teaching staff are periodically involved in self and team-development and management programmes.</li> <li>Equal opportunities are provided to all the staff members.</li> <li>The process of implementation of key learnings by the staff members from the Capacity Building Programmes is monitored regularly in a non-threatening environment.</li> <li>The impact on students as an outcome of implementation of new ideas is recorded.</li> </ul>	<ul style="list-style-type: none"> <li>The school has plan for the Capacity Building of its principal, teachers and other staff members as per their need.</li> <li>The school ensures that all teachers have gone through Knowledge, Skill and Competencies based workshops over a period of one year based on 'Professional Development Identification' needs.</li> <li>The school ensures that the staff implements the takeaways of the Capacity Building Programmes attended. The staff is mentored at regular intervals.</li> <li>The school collaborates with the schools in its</li> </ul>

			<p>hub/cluster/neighbourhood and/or other partners to enhance capacity building of its teachers.</p> <ul style="list-style-type: none"> <li>• Other than identifying training needs in curricular areas, the school also encourages self-up gradation in those domains or areas which go beyond the classroom.</li> <li>• All teachers are trained as per extent policy/guidelines of professional development</li> </ul>
<p align="center"><b>Guiding Principles/Policies</b></p> <p align="center">NEP 2020, RTE Act, RTE Model Rules, NCF Teacher Education, Circular(s), Training Policy of the Relevant School Board</p>			
<p align="center"><b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b></p>			
<ul style="list-style-type: none"> <li>• Evidence of capacity building of teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Action Plan/Policy for the professional development of Principals and Teachers</li> <li>• Certificates of participation of the Principal and all the teachers in the Professional Development Programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Need Analysis</li> <li>• Reports of Self-up gradation done by staff members</li> </ul>	<ul style="list-style-type: none"> <li>• Mentoring, Monitoring and Reviewing Practices</li> <li>• Evidences of collaboration with Hubs/Clusters</li> <li>• Principal's certification that all teachers have undergone minimum 50</li> </ul>



	<ul style="list-style-type: none"> <li>Annual Training Calendar for each teacher- 50 hours</li> </ul>		hours of CPD in last one year
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3.1.5 The school provides staff recognition and appreciation for its innovative/ effective contributions.			
3.1.5.1 - Level I - Inceptive	3.1.5.2 - Level II - Transient	3.1.5.3 - Level III - Stable	3.1.5.4 - Level IV- Dynamic Evolving
The teaching staff is appreciated either verbally or through letters of appreciation.	Staff members (teaching and administrative) provided incentives in some form or the other – letters, certificates, opportunities for training, opportunities to participate in workshops/seminars at cluster/district/state/n ational level, field visits, etc.	<ul style="list-style-type: none"> <li>Best staff member of the month policy is in place.</li> <li>Best staff member of the quarter/year is in place</li> </ul>	<ul style="list-style-type: none"> <li>Effective implementation of plan for provision of incentives and appreciation to teaching and non-teaching staff is evidenced.</li> <li>Staff at Leadership position gives feedback regularly to all staff members for overall enhancement.</li> <li>Innovative practices to motivate staff for good performance are embedded in the system.</li> </ul>
Guiding Principles/Policies			
NEP 2020, RTE - 2009 (Section 23.3), RTE Model Rules			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> <li>Records of incentives and appreciations awarded to the teaching and non-teaching staff</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of incentive provided to staff members.</li> </ul>	<ul style="list-style-type: none"> <li>School policy for providing monthly/quart erly/yearly incentives</li> </ul>	<ul style="list-style-type: none"> <li>Sample Feedback forms</li> </ul>

<b>3.1.6 The school has a well-developed mechanism or has access to a state/district/CRC/BRC level mechanism of online and offline mentoring of teachers.</b>			
<b>3.1.6.1 - Level I - Inceptive</b>	<b>3.1.6.2 - Level II - Transient</b>	<b>3.1.6.3 - Level III - Stable</b>	<b>3.1.6.4 - Level IV- Dynamic Evolving</b>
<ul style="list-style-type: none"> <li>The teachers report to the Principal/School Head and discuss challenging areas.</li> </ul>	<ul style="list-style-type: none"> <li>There is an online and offline mentoring schedule and programme in place.</li> </ul>	<ul style="list-style-type: none"> <li>A mentoring programme with proper agenda scheduled every month with CRC/BRC/DIETs.</li> <li>Issues of teachers related to teaching learning process are discussed in mentoring programme.</li> <li>Mentor-mentee meetings are held periodically with an agenda to discuss improvement in various school processes and any issues faced by the teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Action Plan for improvement is made with mutual consensus between mentor and mentee.</li> <li>The Plan is monitored and reviewed at regular intervals, and changes made accordingly.</li> <li>Solutions are found through a collaborative approach in the mentoring programme.</li> </ul>
<b>Guiding Principles/Policies</b>			
NEP 2020, Circulars and Advisories issued by the Relevant School Board, NCF/SCF			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
<ul style="list-style-type: none"> <li>Principal's account of mentoring</li> </ul>	<ul style="list-style-type: none"> <li>Records of Online and Offline Departmental and Staff Meetings with mentors outside school</li> </ul>	<ul style="list-style-type: none"> <li>Sample Teacher's feedback on mentoring by CRC/BRC/DIETs</li> </ul>	<ul style="list-style-type: none"> <li>Minutes of Online or Offline Subject Committee Meetings</li> </ul>
			<ul style="list-style-type: none"> <li>Action Plan for mentoring of teachers.</li> </ul>

3.2 Pedagogical Leadership			
3.2.1 The school leader has a clear Vision and Direction to take the school forward.			
3.2.1.1 - Level I - Inceptive	3.2.1.2 - Level II - Transient	3.2.1.3 - Level III - Stable	3.2.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>The principal shares his/her decisions with the school staff.</li> </ul>	<ul style="list-style-type: none"> <li>School Head guides teaching staff on lesson plans and pedagogies and ensures allocation of tasks to the staff members.</li> <li>School employees learn by doing, by trying strategies in their teaching-learning work.</li> <li>Teachers are included in management of routine tasks.</li> </ul>	<ul style="list-style-type: none"> <li>The principal leads the development of an annual pedagogical plan for all the grades and all the subjects.</li> <li>The school's improvement plan, vision and mission are discussed during staff meetings.</li> <li>School leaders engage in learning forums, research, or similar practices to keep in touch with latest practices in teaching and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>The School Annual Pedagogical Plan is implemented and monitored by school leadership.</li> <li>The Principal/Head of School mentors staff to become pedagogical leaders in their own roles.</li> <li>The school has adopted a handbook of practices and processes to enhance student learning outcomes.</li> <li>The vision and mission statements of the school are discussed during the SMC meetings and parent orientations.</li> <li>School staff meet at frequent intervals to review and reflect on progress of students at all levels.</li> </ul>

Guiding Principles/Policies			
NEP 2020, Circulars/Advisory issued by Ministry of Education/State/UT/School Boards			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> <li>Records of Sessions between the principal and the school employees</li> </ul>	<ul style="list-style-type: none"> <li>Task allocations to each staff member</li> <li>All activities records of students and staff</li> </ul>	<ul style="list-style-type: none"> <li>Annual pedagogical plan</li> <li>Hands on approach of leader in supporting and mentoring teachers on designing lesson plans, their execution and developing improvement plans in collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Anecdotal record of implementation of annual pedagogical plan – prepared by teachers</li> </ul>

3.3 Collaborative Leadership			
3.3.1 The school leaders demonstrate effective communication, cross-functional collaborations and build relationships.			
3.2.1.1 - Level I - Inceptive	3.2.1.2 - Level II - Transient	3.2.1.3 - Level III - Stable	3.2.1.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> <li>The Principal ensures that there are interactions with school stakeholders.</li> <li>The school is an active member of school cluster/complex/neighbourhood/group</li> </ul>	<ul style="list-style-type: none"> <li>Important information is shared with parents and other stakeholders.</li> <li>Communication with stakeholders takes place as per need.</li> <li>The school leaders solicit active participation</li> </ul>	<ul style="list-style-type: none"> <li>Students are exposed to Empowerment programs.</li> <li>There is high retention in the school.</li> <li>Leaders and teams at all levels (staff/students/parents/community) are empowered to</li> </ul>	<ul style="list-style-type: none"> <li>The school leaders are responsible for cultivating strong relationships using innovative strategies to build teams and to connect with the stakeholders.</li> <li>The school leaders partner with CSO (Civil Society Organisations)</li> </ul>

	of parents and community in decision making.	take on responsibilities.	and NGOs (Non-Governmental Organisations/ Philanthropic Organisations) to provide students with quality learning experiences. <ul style="list-style-type: none"> <li>• The leaders reflect, review, respond and rate their school in order to build a school improvement plan.</li> <li>• Feedback and suggestions are received from diverse stakeholders.</li> <li>• The school leadership adopts neighbourhood school(s) to mentor them in achieving quality standards.</li> </ul>
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### Guiding Principles/Policies

NEP 2020, Circulars/Advisory issued by Ministry of Education/State/UT/School Boards

### SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> <li>• Records of participation in school cluster/complex/neighbourhood/group/hubs of learning</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback mechanisms</li> <li>• Communication Tree</li> <li>• Testimonials from parents</li> </ul>	<ul style="list-style-type: none"> <li>• Visible outcomes of relationship management</li> <li>• Participation of school in community events</li> <li>• Formal and informal</li> </ul>	<ul style="list-style-type: none"> <li>• School Improvement Plan based on Reflect, Review, Respond and Rate</li> <li>• Evidence of Partnership</li> </ul>
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		feedback from stakeholders	with CSOs and NGOs <ul style="list-style-type: none"> <li>Evidences of Adoption and Mentoring of neighbourhood school(s)</li> </ul>
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3.4 Systems for ongoing Change and Quality Management			
3.4.1 School Management, School Principal and School Staff in charge of decision-making and managing schools develop transformational roles guiding the on-going changes and review on a regular basis.			
3.4.1.1 - Level I - Inceptive	3.4.1.2 - Level II - Transient	3.4.1.3 - Level III - Stable	3.4.1.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> <li>School adopts Systems for ongoing change and quality management</li> </ul>	<ul style="list-style-type: none"> <li>Capacity building of staff is done as and when needed.</li> </ul>	<ul style="list-style-type: none"> <li>Staffs are assigned works according to their competencies.</li> <li>Feedback is taken on regular basis.</li> </ul>	<ul style="list-style-type: none"> <li>School leaders have engaged in learning forums, research or similar practices to keep in touch with latest practices in teaching and assessment.</li> <li>School Management, School Principal and School Staff in charge of decision-making and managing schools develop transformational roles guiding the on-going changes and review on a regular basis</li> </ul>
Guiding Principles/Policies			



NEP 2020, RTE Act, Circulars/Advisory issued by Ministry of Education/State/UT/School Boards			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> <li>Evidence of adoption of National Education Policy and NCF/SCF/innovative pedagogies/ use of technology for teaching-learning.</li> <li>Learning Outcomes for all classes</li> </ul>	<ul style="list-style-type: none"> <li>CBPs on Latest pedagogical and assessment practices</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Observation Records</li> <li>Performance Analysis of students' performance and remedial plans</li> </ul>	<ul style="list-style-type: none"> <li>Evidences of inclusivity - differentiated teaching, accommodation and modifications in lesson plans</li> <li>Feedback mechanisms</li> </ul>

3.5 Teacher Professional development/capacity building			
3.5.1 Teacher Educators undergo capacity building & professional development & collaboration with professional institutions by SCERTs/DIETs/BITEs			
3.5.1.1 - Level I - Inceptive	3.5.1.2 - Level II - Transient	3.5.1.3 - Level III - Stable	3.5.1.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> <li>School focuses on Innovation in the teacher Professional development/ capacity building.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are assigned subjects and grades according to their competencies.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's works are evaluated from time to time and school undertakes development work thereafter.</li> </ul>	<ul style="list-style-type: none"> <li>All Teacher Educators undergone capacity building &amp; professional development &amp; collaboration with professional institutions by SCERTs/DIETs/BITEs.</li> </ul>
Guiding Principles/Policies			
NEP 2020, Circulars/Advisory issued by Ministry of Education/State/UT/School Boards			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			

<ul style="list-style-type: none"> <li>Action Plan for the professional development of Principals and Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Training Need Analysis</li> <li>Annual Training Calendar</li> </ul>	<ul style="list-style-type: none"> <li>Certificates of participation of the Principal and all the teachers in the Professional Development Programmes of SCERTs/DIE Ts/BITEs/others</li> </ul>	<ul style="list-style-type: none"> <li>All teachers and teacher educators undergone at least 50 hrs of Continuous Professional Development.</li> <li>All teachers completed relevant NISHTHA modules</li> </ul>
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3.5.2 Percentage of school time spent by teachers on teaching			
3.5.2.1 - Level I - Inceptive	3.5.2.2 - Level II - Transient	3.5.2.3 - Level III - Stable	3.5.2.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> <li>The school has a well-thought out plan for teaching as well as non-teaching activities.</li> </ul>	<ul style="list-style-type: none"> <li>The school reviews time spent on teaching and takes steps to remediate wherever required</li> </ul>	<ul style="list-style-type: none"> <li>School reviews time spent on teaching and employs sufficient number of staff (teaching and non-teaching).</li> <li>School enriches teaching-learning with peer learning, and assistance of counsellors, volunteers, alumni, retired teachers, etc.</li> </ul>	<ul style="list-style-type: none"> <li>The school employs sufficient staff for academic and non-academic activities; administrative; housekeeping; security etc.</li> </ul>
<b>Guiding Principles/Policies</b> NEP 2020, Circulars/Advisory issued by Ministry of Education/State/UT/School Boards			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			

<ul style="list-style-type: none"> <li>Time Table</li> </ul>	<ul style="list-style-type: none"> <li>Remediation document</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of time spent on various non-teaching activities</li> <li>Record of additional support from parents and community</li> </ul>	UDISE+ records related to PTR, etc.
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3.5.3 Academic skill of teachers is par excellence – as evidenced by student feedback of teacher’s classroom transactions			
3.5.3.1 - Level I - Inceptive	3.5.3.2 - Level II - Transient	3.5.3.3 - Level III - Stable	3.5.3.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>All teachers have undergone the requisite training / capacity building programmes.</li> </ul>	<ul style="list-style-type: none"> <li>Parents attendance of PTMs is high and they express satisfaction at the pedagogies and classroom transactions</li> </ul>	<ul style="list-style-type: none"> <li>Suggestion box is kept for taking student feedback on teachers and classroom transactions</li> </ul>	<ul style="list-style-type: none"> <li>Student’s feedback is taken regularly by school head and acted upon.</li> </ul>
Guiding Principles/Policies			
NEP, Circulars/Advisory issued by Ministry of Education/State/UT/School Boards			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> <li>Annual Training Calendar</li> <li>Action Plan for the professional development of Principals and Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Testimonials by parents</li> </ul>	<ul style="list-style-type: none"> <li>Sample scanned copy of feedback received in suggestion box</li> </ul>	<ul style="list-style-type: none"> <li>Principal/Head Teacher’s account</li> </ul>

## DOMAIN 4: INCLUSIVE PRACTICES, GENDER & EQUITY

### DOMAIN OVERVIEW

The school must bring about a fundamental change in its systems and processes in order to support and address the individual needs of each child, particularly those belonging to SEDG. They must adopt effective model of inclusive education and create such an environment in which all students have an opportunity or opportunities to flourish. Inclusive schools value all students as equal members of the school community; engage all students irrespective of their abilities in wide range of activities – both academic and non-academic. The major thrust of Programme will be on providing inclusive education to all children with special needs in general schools.

SUB-DOMAINS	STANDARDS
<b>4.1 Barrier free environment</b>	<p>4.1.1 The school provides barrier free access in terms of physical environment (ramps, Handrails, Disabled friendly toilets) to the Divyang and students from all socio-economic backgrounds. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p> <p>4.1.2 The school provides barrier free access in terms of curriculum to Divyang. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p> <p>4.1.3 The school provides barrier free access in terms of teaching and assessment to Divyang. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p>
<b>4.2 Games, Sports and other Recreational Facilities</b>	4.1.1 Adequate and appropriate indoor and outdoor games, sports and other recreational facilities are provided to Divyang. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i>
<b>4.2 Transportation Facilities (in case of schools which provide transportation facilities as per norms)</b>	4.2.1 The school provides adequate transportation facilities to Divyang. <i>(Middle &amp; Secondary)</i>
<b>4.3 Overcoming Attitudinal Barriers</b>	4.4.1 Training and sensitization programmes are conducted for all stakeholders by the school with respect to Divyang and students from all socio-economic backgrounds. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i>
<b>4.4 Zero drop out school</b>	4.5.1 Child tracking through student registry. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i>

<b>4.5 Special Educators for CWSN</b>	4.6.1 School has Special Educators and supports them in Capacity Building. ( <i>Foundational, Preparatory, Middle &amp; Secondary</i> )
<b>4.6 Guidance and mentoring of gifted/talented children in the Area of Science, Technology, Arts, Sports etc.</b>	4.7.1 The school provides Guidance, mentoring to gifted/talented children from diverse socio-economic backgrounds in the Area of Science, Mathematics, Technology, Arts, Sports etc. ( <i>Foundational, Preparatory, Middle &amp; Secondary</i> )
<b>4.7 Teaching Learning Material available in languages spoken by the children</b>	4.8.1 The School provides Teaching Learning Material to teachers in the local/regional language. ( <i>Foundational, Preparatory, Middle &amp; Secondary</i> )
<b>4.8 School participates in Block level/school level screening camps for disability</b>	4.9.1 School organises and participates in Block level/school level screening camps for disability on regular basis. ( <i>Foundational, Preparatory, Middle &amp; Secondary</i> )
<b>4.9 School provides equal opportunities for girls in all areas of holistic education</b>	4.10.1 The School provides sports facilities, STEM opportunities, art education, vocational education, self-defence training, etc. to girls without discrimination and tracks their retention and transition very closely. ( <i>Foundational, Preparatory, Middle &amp; Secondary</i> )
<b>4.11 Special Equity Projects</b>	4.11.1 Improvement in Learning Outcomes of all categories of SEDG. ( <i>Foundational, Preparatory, Middle &amp; Secondary</i> )

## DOMAIN 4: INCLUSIVE PRACTICES & GENDER EQUITY – PERFORMANCE INDICATORS

4.1 Barrier free Environment			
4.1.1 The school provides barrier free access in terms of physical environment (ramps, Handrails, Disabled friendly toilets) to the Divyang and students from all socio-economic backgrounds.			
4.1.1.1 - Level I - Inceptive	4.1.1.2 - Level II - Transient	4.1.1.3 - Level III - Stable	4.1.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>All students are provided access to clean toilets and drinking water irrespective of their caste, class, religion and gender.</li> <li>Schools have barrier-free access (Ramps with railing, CWSN, Friendly toilets)</li> </ul>	<ul style="list-style-type: none"> <li>The school has accessible toilets and drinking water outlets for Divyang.</li> <li>The path from the gate to the school building and playground is clear and levelled.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate visual signage and signage in Braille have been placed at readable height for the use of Divyang.</li> <li>Student friendly furniture and arrangement are present in the classroom as per the needs of the students.</li> </ul>	<ul style="list-style-type: none"> <li>School Plan for Inclusion and Inclusive practices is in place.</li> <li>Enrolment, Transition and Retention of CWSN is monitored closely.</li> <li>There is a regular and on-going mechanism to review the safety procedures and infrastructure.</li> </ul>
Guiding Principles/Policies			
NEP 2020, RTE Act, RPwD ACT 2016, Guidelines/Handbook/Circulars/Advisories on Inclusive Education issued by the Ministry of Education/ State/UT/CBSE/NIOS/NCERT/School Board			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> <li>Photographic Evidence of access to barrier-free infrastructural facilities.</li> </ul>	<ul style="list-style-type: none"> <li>Photographs</li> </ul>	<ul style="list-style-type: none"> <li>Photographs</li> </ul>	<ul style="list-style-type: none"> <li>System of monitoring enrolment, retention and transition – Head Teacher Principal's account</li> </ul>



<b>4.1.2 The school provides barrier free access in terms of curriculum to Divyang.</b>			
<b>4.1.2.1 - Level I - Inceptive</b>	<b>4.1.2.2 - Level II - Transient</b>	<b>4.1.2.3 - Level III - Stable</b>	<b>4.1.2.4 - Level IV- Dynamic Evolving</b>
<ul style="list-style-type: none"> <li>Divyang and students from all socio-economic background s participate in the classroom transactions.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are encouraged to use different apps and resources (like BARKHA and other tools) for Divyang.</li> <li>Teachers are sensitized towards different learning styles of all the children.</li> <li>Teachers are instructed to give extra time to Divyang for finishing their class work/assignments.</li> </ul>	<ul style="list-style-type: none"> <li>The school has plan for setting learning goals and suggests changes in teaching processes, assessment procedures, etc.</li> <li>Counsellors and trained staff to handle Divyang are appointed in the school.</li> <li>Teachers use appropriately adapted curriculum material for example in large print, audio tapes or braille for students with impairments.</li> <li>Vocational courses or skill-based activities are offered as per need for each student.</li> <li>Parents and Community feedback is taken regarding barrier free access of curriculum and acted upon.</li> </ul>	<ul style="list-style-type: none"> <li>The school has plan for Equity and Inclusion and procedure(s) for identifying the abilities/ learning needs/styles of the students at the time of admission in order to determine the educational needs of the child.</li> <li>Curriculum is made flexible in terms of time, teaching/learning resources, methodology, mode of access, and presentation in order to meet the identified needs of Divyang in both cognitive and non-cognitive areas,aiming at their holistic development.</li> <li>The counsellors, teachers and</li> </ul>

			<p>parents work in collaboration to formulate Individual Education Plans for the students.</p> <ul style="list-style-type: none"> <li>The student learning outcomes are regularly monitored and reviewed and action plan made based on the analysis.</li> </ul>
<p align="center"><b>Guiding Principles/Policies</b></p> <p>NEP 2020, RTE Act, RPwD ACT 2016, Guidelines/Handbook/Circulars/Advisories on Inclusive Education issued by the Ministry of Education/ State/UT/CBSE/NIOS/NCERT/School Board</p>			
<p align="center"><b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b></p>			
<ul style="list-style-type: none"> <li>Parent testimonials</li> </ul>	<ul style="list-style-type: none"> <li>School document and procedure for identifying the abilities/learning needs/styles of these children</li> </ul>	<ul style="list-style-type: none"> <li>List of vocational courses or skill-based activities offered to the Divyang students and number of students registered in it</li> </ul>	<ul style="list-style-type: none"> <li>Regular monitoring of learning outcomes.</li> </ul>
		<ul style="list-style-type: none"> <li>Curriculum plan and assessment practices</li> </ul>	<ul style="list-style-type: none"> <li>Parent testimonials</li> </ul>

4.1.3 The school provides barrier free access in terms of teaching and assessment to Divyang.			
4.1.3.1 - Level I - Inceptive	4.1.3.2 - Level II - Transient	4.1.3.3 - Level III - Stable	4.1.3.4 - Level IV- Dynamic Evolving

<ul style="list-style-type: none"> <li>Teachers teach and assess Divyang along with other students.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers make use of differentiated teaching learning practices.</li> <li>Teachers organize the classroom and seat the children to optimize opportunities for communication, interaction and learning.</li> <li>The teachers give extra time to students to complete their class work and assessments as per their ability and organize remedial classes as per their needs.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers make use of a range of teaching approaches including thematic and cross curricular approaches.</li> <li>Teachers use formative and diagnostic assessments to recognize the teaching learning needs of Divyang.</li> <li>School refers children with complex needs (whose progress is inadequate despite planned interventions) to external professionals.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers make use of need based assistive devices in the classroom as per the needs of students.</li> <li>Teachers work in close collaboration with special educators, parents/guardians, other teachers, therapists, counsellors and administrators.</li> <li>Teachers evaluate the academic, social, emotional and physical development (progress) of the student on the basis of their individual learning plans.</li> <li>There is a regular and on-going program for mentoring, monitoring and reviewing the process as well as the progress of students.</li> </ul>
<p align="center"><b>Guiding Principles/Policies</b></p> <p align="center">NEP 2020, RTE Act, RPwD ACT 2016, Circulars and Advisories issued by the Ministry of Education/ State/UT/CBSE/NIOS/School Board, Handbook on Inclusive Education</p>			
<p align="center"><b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b></p>			
<ul style="list-style-type: none"> <li>School Plan</li> </ul>	<ul style="list-style-type: none"> <li>Record/Account of working in collaboration</li> </ul>	<ul style="list-style-type: none"> <li>List of referred cases</li> <li>Assessment Strategies along with</li> </ul>	<ul style="list-style-type: none"> <li>Mentoring, Monitoring and</li> </ul>

	with other teachers, special educators, parents, therapists	Assessment worksheets or other modes of assessment	Reviewing Practices <ul style="list-style-type: none"> <li>Evidence of engagement of special educators.</li> </ul>
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4.2 Games, Sports and other Recreational Facilities			
4.2.1 Adequate and appropriate indoor and outdoor games, sports and other recreational facilities are provided to Divyang.			
4.2.1.1 - Level I - Inceptive	4.2.1.2 - Level II - Transient	4.2.1.3 - Level III - Stable	4.2.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>Students with different abilities participate in school's indoor and outdoor games, sports and other recreational activities.</li> </ul>	<ul style="list-style-type: none"> <li>Medical Report and consent is taken from the parent to ascertain if the child is medically fit enough to play the desired game(s) or sport.</li> <li>Indoor and outdoor games and sports facilities are available for Divyang and are modified to suit their needs, if required.</li> </ul>	<ul style="list-style-type: none"> <li>Parents of Divyang are counselled to encourage and allow their children to participate in games and sports.</li> <li>Physical Education teachers are sensitized about the needs of Divyang and make participation in sports a safe and healthy experience for them.</li> </ul>	<ul style="list-style-type: none"> <li>The school appoints special coaches for Divyang or trains its teachers for it.</li> <li>Teachers have knowledge of the abilities of the child and accordingly the games and sports facilities or other recreational facilities are provided.</li> <li>Mechanism to mentor, monitor and review the process is in place.</li> <li>Progress of students is regularly monitored on pre-defined criteria.</li> </ul>
Guiding Principles/Policies			
NEP 2020, RTE Act, RPwD ACT 2016, Circulars and Advisories issued by the Ministry of Education/ State/UT/CBSE/NIOS/School Board			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> <li>School Plan</li> </ul>	<ul style="list-style-type: none"> <li>Sample Student growth chart</li> </ul>	<ul style="list-style-type: none"> <li>Records/account of counselling of parents</li> </ul>	<ul style="list-style-type: none"> <li>Mentoring Monitoring and Reviewing Practices</li> </ul>

	<ul style="list-style-type: none"> <li>Stock Register of games and sports on offer in school</li> </ul>	<p>encouraging them to allow their children to participate in games and sports</p> <ul style="list-style-type: none"> <li>Record of orientation programme for Physical Education teacher(s)</li> </ul>	<ul style="list-style-type: none"> <li>List of special coaches or record of training of teachers</li> </ul>
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4.3 Transportation Facilities (in case of schools which provide transportation facilities as per norms)			
4.3.1 The school provides adequate transportation facilities to Divyang.			
4.3.1.1 - Level I - Inceptive	4.3.1.2 - Level II - Transient	4.3.1.3 - Level III - Stable	4.3.1.4 - Level IV – Dynamic Evolving
<ul style="list-style-type: none"> <li>Transportation facilities as provided to the other children in school are provided to Divyang.</li> </ul>	<ul style="list-style-type: none"> <li>Attendants accompany Divyang in the school bus, if applicable.</li> </ul>	<ul style="list-style-type: none"> <li>Transportation related training is given to Divyang, peers and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Regular monitoring and reviewing of the implementation process is evidenced.</li> </ul>
Guiding Principles/Policies			
NEP, RTE Act, RPwD ACT 2016, Circulars and Advisories issued by the Ministry of Education/ State/UT/CBSE/NIOS/School Board			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> <li>Onsite verification</li> </ul>		<ul style="list-style-type: none"> <li>Record of orientation or sensitization programme for drivers, attendants and students with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>Mentoring, Monitoring and Reviewing Practices</li> </ul>

4.4 Overcoming Attitudinal Barriers			
4.4.1 Training and sensitization programmes are conducted for all stakeholders by the school with respect to Divyang and students from all socio-economic backgrounds.			
4.4.1.1 - Level I - Inceptive	4.4.1.2 - Level II - Transient	4.4.1.3 - Level III - Stable	4.4.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>Head of school/Principal undergoes capacity building programmes on equity, inclusion and inclusive strategies.</li> </ul>	<ul style="list-style-type: none"> <li>All teachers and heads are oriented on Inclusive Education.</li> </ul>	<ul style="list-style-type: none"> <li>Principals, Parents, Community Members, SMCs are oriented on disability.</li> <li>School ensures Capacity building of General Teachers on Cross Disability.</li> <li>All teachers are sensitised to the context and cultural background of students, and make sure that there is no discrimination on any grounds.</li> </ul>	<ul style="list-style-type: none"> <li>School is known for its inclusive practises and its celebration of diversity.</li> <li>School has a repository of knowledge material on diversity and inclusion that can be used by teachers.</li> <li>School encourages parents from diverse backgrounds to participate in school activities.</li> </ul>
Guiding Principles/Policies			
NEP 2020, RTE Act, RPwD ACT 2016, Circulars and Advisories issued by the Ministry of Education/ State/UT/CBSE/NIOS/School Board			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> <li>Capacity Building Programmes on equity, inclusion and inclusive strategies for</li> </ul>	<ul style="list-style-type: none"> <li>Records of orientation and awareness programs for all staff, students and parents on</li> </ul>	<ul style="list-style-type: none"> <li>Records of involvement of stakeholders in different activities planned for Divyang and other students</li> </ul>	<ul style="list-style-type: none"> <li>Mentoring, Monitoring and Reviewing Practices</li> </ul>



Heads of school/Principal	gender identities, socio-cultural identities, socio-economic conditions and Divyang	from diverse socioeconomic backgrounds	
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4.5 Zero Drop-out School			
4.5.1 Child tracking through student registry			
4.5.1.1 - Level I - Inceptive	4.5.1.2 - Level II - Transient	4.5.1.3 - Level III - Stable	4.5.1.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> <li>Schools to ensure Child tracking through student registry on regular interval.</li> <li>School to carry out Enrolment Drives.</li> </ul>	<ul style="list-style-type: none"> <li>School to bring back Out of School Children (OoSC) into the educational fold as early as possible</li> <li>School to take steps to prevent students from dropping out – such as, frequent communication with parents, annual health check-ups, childwise tracking of learning, using the language spoken by the child in class, ensuring functional basic</li> </ul>	<ul style="list-style-type: none"> <li>At-least 50% of identified OoSC are mainstreamed in the school as per the Student Registry.</li> <li>All enrolled children are retained and 100% transition to the next grade.</li> </ul>	<ul style="list-style-type: none"> <li>All identified Out of School Children (OoSC) are mainstreamed and enrolled in the school as per the Student Registry.</li> <li>Teachers and peers are very alert to their students/peers not attending school and school intervenes immediately.</li> </ul>

	amenities of washrooms, drinking water, etc.		
<b>Guiding Principles/Policies</b> NEP 2020, RTE Act, RPwD ACT 2016, Circulars and Advisories issued by the Ministry of Education/ State/UT/NCERT/ CBSE/School Board			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
<ul style="list-style-type: none"> <li>Admission and Withdrawal Records/Register</li> </ul>	<ul style="list-style-type: none"> <li>Attendance Register of each class</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of transition as per Student Registry</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of mainstreaming as per PRABANDH</li> </ul>
<ul style="list-style-type: none"> <li>Evidence of identification of Out of School Children (OoSC)</li> </ul>		<ul style="list-style-type: none"> <li>Evidence of mainstreaming as per PRABANDH</li> </ul>	

4.6 Special Educators for Disabled learners			
4.6.1 School should have in place Special Educators and supports them in Capacity Building.			
4.6.1.1 - Level I - Inceptive	4.6.1.2 - Level II - Transient	4.6.1.3 - Level III - Stable	4.6.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>School to have in-place Special Educators and support them in Capacity Building</li> </ul>	<ul style="list-style-type: none"> <li>Schools ensures that all teachers are trained in pedagogy for Secondary Specializations such as Specific Learning Disabilities (SLD)</li> </ul>	<ul style="list-style-type: none"> <li>School ensures that classroom transactions of all teachers include pedagogies for the special requirements of Disabled children.</li> </ul>	<ul style="list-style-type: none"> <li>School ensures that regular sessions are held by the Special Educators to handhold school teachers.</li> </ul>

			<ul style="list-style-type: none"> <li>School has access to special e-content and other TLM for disabled learners.</li> </ul>
<b>Guiding Principles/Policies</b> NEP 2020, Inclusion Policy of the Relevant School Board, RTE Act, RPwD ACT 2016, Circulars and Advisories issued by the Ministry of Education/State/UT/NCERT/CBSE/School Board			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
<ul style="list-style-type: none"> <li>List of Special Educators and their capacity building plan</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of training of subject teachers for Secondary Specializations such as Specific Learning Disabilities</li> </ul>	<ul style="list-style-type: none"> <li>Testimonials from parents</li> </ul>	<ul style="list-style-type: none"> <li>Records of sessions taken by Special Educators</li> <li>Evidence of improvement in learning outcomes of students diagnosed with SLDs</li> </ul>
	<ul style="list-style-type: none"> <li>Special Educator's Diary</li> </ul>		<ul style="list-style-type: none"> <li>Head teacher/Principal account of use of TLM</li> </ul>

#### 4.7 Guidance and mentoring of gifted/talented children in the areas of Science,

**4.7.1 The school provides Guidance, mentoring to gifted/talented children from diverse socio-economic backgrounds in the Areas of Science, Mathematics, Technology, Arts, Sports etc.**

4.7.1.1 - Level I - Inceptive	4.7.1.2 - Level II - Transient	4.7.1.3 - Level III - Stable	4.7.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>Teachers take up the role of counsellors.</li> <li>The school uses various systems/methodologies/tools to identify gifted/talented children.</li> </ul>	<ul style="list-style-type: none"> <li>School makes available specific resources for support gifted/talented students of different ages and attainments with the help of online content.</li> </ul>	<ul style="list-style-type: none"> <li>Seminar, programmes and other discussions are organized for Gifted/talented children and their parents.</li> <li>School establishes Convergence of School with neighbourhood NGOs, CBOs and other Ministries for guidance, mentoring and support of Gifted/talented children.</li> <li>School ensures social access to Gifted/talented children through Parental training, Peer sensitization, Awareness building.</li> </ul>	<ul style="list-style-type: none"> <li>School involves community and parents to support Gifted/talented children.</li> <li>Learning aids; ICT facilities; specialist furniture, fittings and equipment and other assistive technologies are available in the school for Gifted/talented children and to children from diverse socio-economic backgrounds.</li> <li>School provides support services and resources to the students from diverse socio-economic backgrounds.</li> <li>Mentoring, monitoring and reviewing the process is demonstrated by the school at regular intervals and with changes made accordingly.</li> </ul>
<p align="center"><b>Guiding Principles/Policies</b></p> <p>NEP 2020, RTE Act, RPwD ACT 2016 , Circulars and Advisories issued by the Ministry of Education/ State/UT/NCERT/CBSE/School Board</p>			

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> <li>Account of tools/methodology/system used for identification of gifted/talented children</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of support to Gifted/talented children and children from diverse socio-economic backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>Student growth chart</li> <li>Evidence of convergence</li> </ul>	<ul style="list-style-type: none"> <li>Mentoring, Monitoring and Reviewing Practices</li> <li>Evidence of involvement of community and parents to support Gifted/talented children and children from diverse socio-economic backgrounds.</li> </ul>

4.8 Teaching Learning Material available in languages spoken by the children			
4.8.1 The School should provide Teaching Learning Material to teachers in the mother tongue/ local language.			
4.8.1.1 - Level I - Inceptive	4.8.1.2 - Level II - Transient	4.8.1.3 - Level III - Stable	4.8.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>The School provides Teaching Learning Material to teachers in local language/ regional language or in bilingual/tri lingual format at Foundatio nal stage.</li> </ul>	<ul style="list-style-type: none"> <li>At-least 25% of Teaching Learning Materials are in Local/regional languages at preparatory stage.</li> </ul>	<ul style="list-style-type: none"> <li>At-least 50% of Teaching Learning Materials are in Local/regional languages at preparatory stage.</li> </ul>	<ul style="list-style-type: none"> <li>All Teaching Learning Materials are in Local/regional languages in at least Foundational and Preparatory stages.</li> </ul>
Guiding Principles/Policies			
NEP 2020, NCF/SCF documents Guidelines, Circulars and Advisories issued by the Ministry of Education/ State/UT/NCERT/ CBSE/School Board			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			

<ul style="list-style-type: none"> <li>Evidence of availability of Teaching Learning Materials in local/regional language.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of availability of Teaching Learning Materials in local/regional language at Preparatory stage.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of availability of Teaching Learning Materials in local/regional language at preparatory stage.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of availability of Teaching Learning Materials in local/regional language Foundational and Preparatory stages and in other stages, wherever possible.</li> </ul>
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4.9 School participates in Block level/school level Screening Camps for Disability			
4.9.1 School organises and participates in Block level/school level screening camps for disability on regular basis.			
4.9.1.1 - Level I - Inceptive	4.9.1.2 - Level II - Transient	4.9.1.3 - Level III - Stable	4.9.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>School supports and participates in Block level/school level Screening Camps for Disability on regular basis.</li> </ul>	<ul style="list-style-type: none"> <li>School organises/participates in camps, workshops on yearly basis for <b>Screening</b> of Disability at school or school cluster level</li> </ul>	<ul style="list-style-type: none"> <li>School organises/participates in camps, workshops, seminars for capacity building of teachers on classroom tools for screening Disability at school or school cluster/block level</li> <li>School Involves Parents, Community for the Screening Camps for Disability.</li> </ul>	<ul style="list-style-type: none"> <li>Students with disabilities are counselled and teachers are skilled at building an inclusive atmosphere for teaching and learning in class and in the outdoors.</li> </ul>
Guiding Principles/Policies			
NEP 2020, RTE Act, RPwD 2016 Guidelines, Circulars and Advisories issued by the Ministry of Education/State/UT/NCERT/CBSE/RCI			



SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> <li>Camp attended – report by head teacher/Principal</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of organisation/participation of screening camps/workshop</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of capacity building workshops</li> <li>Parents testimonials</li> </ul>	<ul style="list-style-type: none"> <li>Teacher account of inclusion strategy – sample</li> <li>CRC/BRC report</li> </ul>

4.10 The school provides equal opportunity to girls in all areas of holistic education			
4.10.1 The School provides sports facilities, STEM opportunities, art education, vocational education, self-defence training, etc. to girls without discrimination and tracks their retention and transition very closely			
4.10.1.1 - Level I – Inceptive	4.10.1.2 - Level II - Transient	4.10.1.3 - Level III - Stable	4.10.1.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> <li>The School has a plan for promoting equal opportunity to girls in all areas of holistic education.</li> </ul>	<ul style="list-style-type: none"> <li>School provides various facilities for promotion of sports education, such as, indoor and outdoor sports equipment, yoga mats, yoga teacher, chess teacher, sports teacher, etc.</li> <li>Capacity Building of teachers, staff on integration in classroom practices of</li> </ul>	<ul style="list-style-type: none"> <li>School conducts Self Defence training for girls to ensure retention and transition.</li> <li>School conducts activities for girl students in areas of holistic education such as STEM, art education, vocational education, self-defence training, sports, yoga, etc.</li> </ul>	<ul style="list-style-type: none"> <li>School ensures retention and transition of girl students by having definite policies in place and implementing them through close monitoring.</li> </ul>

	various concepts for promoting equal opportunities to girls in areas of holistic education such as STEM, art education, vocational education, self-defence training, etc.		
<b>Guiding Principles/Policies</b> NEP 2020, Circulars and Advisories issued by the Ministry of Education			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
<ul style="list-style-type: none"> <li>School Plan</li> </ul>	<ul style="list-style-type: none"> <li>Capacity Building of teachers on STEM opportunities, art education, vocational education, self-defence training, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of Self Defence Training for Girls during summer and Winter Seasons, STEM, art education, vocational education, sports, yoga, etc..</li> </ul>	<ul style="list-style-type: none"> <li>Principal's account and parent testimonials.</li> </ul>
<b>Guiding Principles/Policies</b> NEP 2020, RTE Act, Circulars and Advisories issued by the Ministry of Education/State/UT/NCERT/CBSE/NCVT/PSSCIVE			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
<ul style="list-style-type: none"> <li>Evidence of display Learning Outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Records of orientation and awareness programs for</li> </ul>	<ul style="list-style-type: none"> <li>Self Defence Training camps/programmes etc.</li> </ul>	<ul style="list-style-type: none"> <li>Improvement in Learning outcome of girls</li> </ul>

	staff, students and parents on Learning Outcomes and Self-defence training of girls.		
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4.11 Special Equity Projects			
4.11.1 Improvement in Learning Outcomes of all categories of SEDGs			
4.11.1.1 - Level I - Inceptive	4.11.1.2 - Level II - Transient	4.11.1.3 - Level III - Stable	4.11.1.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> <li>School has displayed Learning Outcome in School Premises</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>The school uses TLM drawn from the cultural context of all category of students.</li> <li>School has organised awareness/orientation programmes for Parents/Teachers /Students on Learning Outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Parents/Teacher s/Students are aware of Learning Outcomes.</li> <li>Discussion of LOs in PTM</li> <li>Teachers are exclusively using the learning Outcome displayed in teaching learning Process to prepare their lesson plans and teach.</li> <li>Teachers track progress of each child through an IT based mechanism and provide additional/extra support to those SEDG learners who are falling behind.</li> </ul>	<ul style="list-style-type: none"> <li>There is evidence of improvement in Learning Outcomes of SEDG learners.</li> <li>Girls are extensively participating &amp; fully satisfied with Self Defence Training</li> <li>Engagement of parents/families/ community for improvement in Learning Outcomes in SEDGs.</li> <li><b>SEDG learners are participating in various competitions at district/state/national level.</b></li> </ul>

<b>Guiding Principles/Policies</b> NEP 2020, RTE Act, Circulars and Advisories issued by the Ministry of Education/State/UT, Teacher's Resource for Achieving Learning Outcomes by CBSE			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
<ul style="list-style-type: none"> <li>Evidence of display of Learning Outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Records of orientation and awareness programs for staff, students and parents on Learning Outcomes and Self-defence training of girls.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of chld tracking for progress in learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Improvement in Learning outcome of SEDGs in key stages, that is, grades 3, 5, 8 and 10</li> </ul>

## DOMAIN 5: MANAGEMENT, MONITORING AND GOVERNANCE

### DOMAIN OVERVIEW

Leadership starts with a Vision which has been made in collaboration with stakeholders. Effective Management and Governance ensures that processes and practices are aligned with the vision and embedded in the system. Core Values and Beliefs of the school form a culture of the school wherein everyone speaks and breathes the same value and belief. Policies for institutional planning, conservative use of resources, financial management, interconnectedness within school to ensure efficiency, etc. are made but tempered with human values of care and compassion.

School leadership is an influential driver in the realization of school mission and fostering student learning and development. The potential role of the Principals/School Heads is in providing instructional leadership to their respective schools. In order to understand how learning occurs, a visionary leader creates plausible situations conducive to learning, views knowledge as personal experiences constructed in the shared context of teaching learning, rather than embedded in the external reality of textbooks. A leader is sensitive to the social, professional and administrative contexts needed to operate and develops appropriate competencies to be able to create actual situations for scaffolding. Apart from developing mental faculties of the students, an effective leader also develops an artistic and aesthetic sense in students and addresses the learning needs of all children, including those who are marginalized and differently abled. A leader always strives for bringing innovation in different practices and activities and provides every possible support for innovation to happen. A leader views appraisal as a continuous educative process.

SUB-DOMAINS	STANDARDS
<b>5.1 Vision and Mission Statement</b>	5.1.1 The school is guided by clear vision and mission statements and a set of standard operating procedures. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i>
<b>5.2 Institutional Planning Mechanism</b>	5.2.1 The school has both long term and short-term plans commensurate with its vision and mission statement for institutional planning. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i>
<b>5.3 Effective Coordination</b>	5.3.1 The leadership/management ensures effective co-ordination within the school and with outside community. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i>
<b>5.4 Resource Management</b>	5.4.1 There is a rationale for resource management and mechanisms are in place. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i> 5.4.2 Proper mechanism for monitoring growth of schools in terms of their effectiveness in reducing

	resource wastage. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i>
<b>5.5 Relationship Management</b>	<p>5.5.1 There is a formal mechanism for relationship management (staff, parents, community, alumni, etc.) <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p> <p>5.5.2 Expenditure per child by the school is appropriate and effective. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p>
<b>5.6 Activity Management</b>	5.6.1 There is complete activity management mechanism available in the school. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i>
<b>5.7 Data and Record Maintenance</b>	5.7.1 There is complete data and record maintenance system. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i>
<b>5.8 Oral/Virtual/Online and Written Communication</b>	5.8.1 Effective and regular oral/virtual/online and written communication systems are in place. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i>
<b>5.9 Financial and Fee Administration (wherever applicable)</b>	5.9.1 There is a mechanism for financial and fee administration including record keeping, budget, audit, etc. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i>
<b>5.10 Admission Process</b>	<p>5.10.1 The school admission policy and process is non-discriminatory, rational, transparent and in consonance with prevalent guidelines and RTE Act guidelines and norms. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p> <p>5.10.2 The School follows regular Admission Drives in the Nearby Areas focusing on OoSC and Deprived communities such as SC/ST/OBC/Minorities. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p>
<b>5.11 Systems for On-going Quality and Change Management</b>	<p>5.11.1 The school leaders strive for continual improvement in the learning outcomes of students. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p> <p>5.11.2 The school leaders demonstrate capacity to improve systems in the school and ensure an ethos of responsibility and accountability. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p> <p>5.11.3 The school leaders promote innovation by introducing creative methods and techniques that equip students and the institution with 21<sup>st</sup> century skills. <i>(Preparatory, Middle &amp; Secondary)</i></p>
<b>5.12 School is uploading data for</b>	5.12.1 School should upload data for PRABANDH, UDISE+, SQAF and National and State Vidya



<b>PRABANDH, UDISE+ , SQAF and National and State VSK in a timely manner</b>	Sameeksha Kendra (VSK) in a timely manner through proper channel. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i>
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5.1 Vision and Mission Statement			
5.1.1 The school is guided by clear vision and mission statements and a set of standard operating procedures.			
5.1.1.1 - Level I - Inceptive	5.1.1.2 - Level II - Transient	5.1.1.3 - Level III - Stable	5.1.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>The school has written Vision and Mission statements.</li> <li>The statement encompasses values and opportunities for the cognitive and social development of the students.</li> </ul>	<ul style="list-style-type: none"> <li>The school's vision and Mission statement is communicated widely to its stakeholders.</li> <li>Policies are aligned to the vision and mission of the school.</li> </ul>	<ul style="list-style-type: none"> <li>The school's Vision and Mission statement is developed in collaboration with all its stakeholders.</li> <li>Monitoring system is in place to ensure that the guiding statements are supported by its stakeholders.</li> <li>Action Plans are corrective in nature.</li> </ul>	<ul style="list-style-type: none"> <li>The School Management and Leadership team ensure that the Vision is the guiding force behind planning for all academic and non-academic processes and the Mission Statement outlines the process by which the objectives are met.</li> <li>Effective implementation of the school processes is evidenced.</li> <li>Stringent Monitoring and Reviewing Practices are in place.</li> <li>Gap analysis is done at regular intervals to identify the gaps between planning and execution.</li> </ul>

			<ul style="list-style-type: none"> <li>Feedback is taken from the stakeholders.</li> <li>Corrective and Preventive measures are in place.</li> <li>Continual Improvement Plan and Action is evidenced.</li> </ul>
<b>Guiding Principles/Policies</b> NEP 2020, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NIEPA /School Boards			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
<ul style="list-style-type: none"> <li>School Vision and Mission Statement</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of communication of vision and mission to all stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Vision and Mission Statement displayed in the school</li> </ul>	<ul style="list-style-type: none"> <li>Mentoring, Monitoring and Reviewing Practices</li> </ul>
<ul style="list-style-type: none"> <li>Record of Vision Building exercise</li> </ul>			<ul style="list-style-type: none"> <li>Evidence of gap analysis and feedback</li> </ul>

<b>5.2 Institutional Planning Mechanism</b>			
<b>5.2.1 The school has both long term and short-term plans commensurate with its vision and mission statement for institutional planning.</b>			
<b>5.2.1.1 - Level I - Inceptive</b>	<b>5.2.1.2 - Level II - Transient</b>	<b>5.2.1.3 - Level III - Stable</b>	<b>5.2.1.4 - Level IV- Dynamic Evolving</b>
<ul style="list-style-type: none"> <li>Daily basis planning by the teachers under the guidance of Principal is evidenced.</li> </ul>	<ul style="list-style-type: none"> <li>The school has written /documented long term plans.</li> <li>Specific targets are set and roles assigned.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Short term and long-term goals are developed and designed by the management and the staff.</li> <li>The documented policies and procedures are shared amongst the management and the staff.</li> <li>Strategies and support material</li> </ul>	<ul style="list-style-type: none"> <li>Alumni, parents and other stakeholders were also involved in developing the short term and long-term goals for the school.</li> <li>Goals/Plans commensurate with the school's vision and mission</li> </ul>

		<p>required to achieve the goals have been defined.</p> <ul style="list-style-type: none"> <li></li> </ul>	<p>statements are defined in terms of utility after analyzing its financial and other resources.</p> <ul style="list-style-type: none"> <li>The implementation process is reviewed at regular intervals against the indicators of success and necessary changes made.</li> <li>School takes up a leadership/guide role for neighbourhood schools within 3 years.</li> </ul>
<p align="center"><b>Guiding Principles/Policies</b></p> <p align="center">NEP 2020, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/ NIEPA</p>			
<p align="center"><b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b></p>			
<ul style="list-style-type: none"> <li>Evidence of planning</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of Specific targets</li> </ul>	<ul style="list-style-type: none"> <li>List of Short term and long-term goals</li> </ul>	<ul style="list-style-type: none"> <li>Implementation process of long term and short-term goals</li> </ul>

5.3 Effective Coordination			
5.3.1 The leadership/management ensures effective co-ordination within the school and with outside community.			
5.3.1.1 - Level I - Inceptive	5.3.1.2 - Level II - Transient	5.3.1.3 - Level III - Stable	5.3.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>There is cooperative and effective working relationship between the</li> </ul>	<ul style="list-style-type: none"> <li>The school management ensures working relationship with the school head</li> </ul>	<ul style="list-style-type: none"> <li>The school management benchmarks and works in close collaboration with</li> </ul>	<ul style="list-style-type: none"> <li>The School Plan for establishing Effective Co-ordination within the school and</li> </ul>

Management/Governing Body and Head of the school.	and staff; has clearly defined their roles and responsibilities in the realization of its objectives.	<p>other educational institutions for the realization of its goals.</p> <ul style="list-style-type: none"> <li>• Group/Team/Individual goals are set within the school to ensure the teams work in tandem to ensure results.</li> <li>• School coordinates with community for attaining the vision and mission of the school.</li> </ul>	<p>with community is in place.</p> <ul style="list-style-type: none"> <li>• Dedicated time and support are provided to teachers for collaborative planning and reflection for the realization of its goals.</li> <li>• Interconnectedness is clearly visible.</li> <li>• Hubs of Learning/school clusters/groups assist in collaborative Learning.</li> <li>• Mentoring, Monitoring and Reviewing practices are evidenced.</li> </ul>
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### Guiding Principles/Policies

NEP 2020, RTE Act, Hubs of Learning Guidelines, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT/NIEPA

### SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> <li>• Evidence of effective working relationship between the Management/Governing Body and Head of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Roles and responsibilities of School head/management with regards to effective co-ordination within the school and with outside community</li> </ul>	<ul style="list-style-type: none"> <li>• Communication Records</li> </ul>	<ul style="list-style-type: none"> <li>• Record of participation in Hubs of Learning</li> </ul>
<ul style="list-style-type: none"> <li>• School Organization Chart</li> </ul>	<ul style="list-style-type: none"> <li>• Records of collaboration with outside agencies</li> </ul>		

## 5.4 Resource Management

### 5.4.1 There is a rationale for resource management and mechanisms are in place

5.4.1.1 - Level I - Inceptive	5.4.1.2 - Level II - Transient	5.4.1.3 - Level III - Stable	5.4.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>Principal ensures fee collection.</li> <li>Regular Monitoring and reporting by DIET/BRC/CRC.</li> </ul>	<ul style="list-style-type: none"> <li>Sustainable environment activities are undertaken in the assemblies like role plays, debates, etc.</li> <li>The school has corrective measures in place to conserve resources.</li> <li>Periodic monitoring and review of schools to observe the infrastructure and facilities and the administrative and academic aspects.</li> <li>Local Self Government/Parents/Students/Teachers/Community monitoring for enrolment/ dropouts/ attendance of students and teachers both.</li> </ul>	<ul style="list-style-type: none"> <li>The existing resources in the form of infrastructure and equipment are utilized and need analysis done before procuring new resources.</li> <li>For post-school hours the school resources are effectively utilised for community activities, such as, adult education, skilling girls/women, generating awareness in community about health and hygiene, digital literacy, community sports, etc.</li> <li>Steps to reduce, reuse and recycle are taken by the school leadership team as well as by the staff and students.</li> <li>Social Audit is carried out by the community and the entire Gram</li> </ul>	<ul style="list-style-type: none"> <li>School Plan for Conservation of Resources is in place.</li> <li>School resources are optimally utilized and augmented on the basis of need analysis.</li> <li>Monitoring practices are in place to avoid misuse and wastage of resources.</li> <li>Students are involved in innovating eco-friendly practices.</li> <li>There is culture of environmental awareness in the school.</li> <li>School management ensures convergence with other ministries</li> <li>Activities to bring about awareness on Conservation of Resources are embedded in the Integrated Annual Curriculum and</li> </ul>



		Sabha with the help of stakeholders like local authority, members of SMC/VEC, PTA, Self Help Groups (SHGs), youth clubs, Mahila Samooh and representatives of disadvantaged groups, etc.	Pedagogical Plan. • School has the proper mechanism for monitoring growth of schools in terms of their effectiveness in reducing wastage.
<b>Guiding Principles/Policies</b> NEP 2020, RTE - Model Rules, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT/NIEPA			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
• Fee Register	• Steps taken to optimize the use of resources	• Social Audit Report	• School Plan for Conservation of Resources
• Monitoring Reports of DIET/BRC/CRC	•	• Innovative Practices to conserve resources	• Water audit, energy audit, project-work, etc. as evidences of Culture of environmental awareness – waste disposal/recycling, water conservation, disposal of e-waste, fuel consumption, renewable energy, energy-efficient light bulbs, innovations by students for eco-friendly area
•		• Evidence of innovative use of	•

		school resources in the post-school hours.	
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<b>5.4.2 Proper mechanism for monitoring growth of schools in terms of their effectiveness in reducing Resource wastage</b>			
<b>5.4.2.1 - Level I - Inceptive</b>	<b>5.4.2.2 - Level II - Transient</b>	<b>5.4.2.3 - Level III - Stable</b>	<b>5.4.2.4 - Level IV- Dynamic Evolving</b>
<ul style="list-style-type: none"> <li>School has Proper mechanism for monitoring growth of schools in terms of their effectiveness in reducing Resource wastage</li> <li>Periodic monitoring and review of schools to observe the infrastructure and facilities and the administrative and academic aspects.</li> </ul>	<ul style="list-style-type: none"> <li>Sustainable environment activities are undertaken in the assemblies like role plays, debates, etc.</li> <li>The school has corrective measures in place to conserve resources.</li> <li>Local Self Government/Parents/Students/Teachers/Community monitoring for reducing Resource wastage.</li> </ul>	<ul style="list-style-type: none"> <li>The existing resources in the form of infrastructure and equipment are utilized and need analysis done before procuring new resources.</li> <li>Workshops/Seminars are organized for sensitizing Teachers/students for monitoring growth of schools in terms of their effectiveness in reducing Resource wastage.</li> </ul>	<ul style="list-style-type: none"> <li>Steps to reduce, reuse and recycle are taken by the school leadership team as well as by the staff and students.</li> <li>Effectiveness in reducing resource wastage is evidenced.</li> </ul>
<b>Guiding Principles/Policies</b> NEP 2020, RTE - Model Rules, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT/NIEPA			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
<ul style="list-style-type: none"> <li>Evidence of mechanism for monitoring growth of schools in terms of their effectiveness in reducing</li> </ul>	<ul style="list-style-type: none"> <li>Steps taken to reduce bills of electricity, water, stationery, diesel, petrol, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of Workshops/Seminars organized</li> </ul>	<ul style="list-style-type: none"> <li>List of steps taken to reduce, reuse and recycle by the school leadership team as well as by the staff and students</li> </ul>

Resource wastage			
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5.5 Relationship Management			
5.5.1 There is a formal mechanism for Relationship Management (Staff, Parents, Community, Alumni etc.)			
5.5.1.1 - Level I - Inceptive	5.5.1.2 - Level II - Transient	5.5.1.3 - Level III - Stable	5.5.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>The school staff accepts routine queries of the parents.</li> </ul>	<ul style="list-style-type: none"> <li>The school staff responds to routine and challenging queries of the parents.</li> <li>The school communicates either telephonically or face to face.</li> </ul>	<ul style="list-style-type: none"> <li>A record of communication with parents and staff is maintained.</li> <li>Follow ups are done and corrective actions are taken immediately.</li> <li>School Staff is trained on engaging with the stakeholders respectfully and within time.</li> </ul>	<ul style="list-style-type: none"> <li>Plan on Relationship Management is in place.</li> <li>Guidelines for dealing with stakeholders with underlying philosophy of mutual respect are in place and reviewed regularly by leadership team.</li> <li>All dealings and queries with and from stakeholders are documented, analyzed, followed up and satisfaction report generated.</li> <li>Strong Feedback Mechanism, Quick Response Time and the Open-Door Policy support the school in maintaining a healthy</li> </ul>

			relationship with stakeholders.
<b>Guiding Principles/Policies</b> NEP 2020, RTE - Model Rules, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT/NIEPA			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
<ul style="list-style-type: none"> <li>Communication Records from stakeholders- parents, community, staff (telephonic, SMS, website, online, WhatsApp, face to face, school diary, e-mail etc.)</li> </ul>	<ul style="list-style-type: none"> <li>PTM Records</li> </ul>	<ul style="list-style-type: none"> <li>Complaint/Suggestion Management</li> </ul>	<ul style="list-style-type: none"> <li>Structured Feedback from staff and parents and record of interactions with staff and parents</li> </ul>

<b>5.5.2 Expenditure per child by the school is appropriate and effective.</b>			
<b>5.5.2.1 - Level I - Inceptive</b>	<b>5.5.2.2 - Level II - Transient</b>	<b>5.5.2.3 - Level III - Stable</b>	<b>5.5.2.4 - Level IV- Dynamic Evolving</b>
<ul style="list-style-type: none"> <li>Financial data is recorded and maintained.</li> <li>School Plan for expenditure/spending is in place.</li> <li>All financial SOPs are available.</li> <li>Record of enrolled students is maintained.</li> <li>School charges fees as per extant policy.</li> </ul>	<ul style="list-style-type: none"> <li>The school computerizes the data of enrolment of students and corresponding spending on them.</li> <li>The data is accessible to the admin and finance team.</li> </ul>	<ul style="list-style-type: none"> <li>The school analyses Expenditure per child annually.</li> </ul>	<ul style="list-style-type: none"> <li>The school maintains digital records of financial spending and is transparent with the admin and finance department.</li> <li>The school publishes (for internal use and parents) information regarding per child spending, or declares or informs it as per policy of state/UT government.</li> </ul>
<b>Guiding Principles/Policies</b>			

NEP 2020, RTE - Model Rules, Circulars/Advisory issued by Ministry of Education/State/UT			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> <li>Yearly financial records</li> </ul>	<ul style="list-style-type: none"> <li>Digital databases for enrolment and finances</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of School Expenditure per child</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of publication/information of expenditure by school</li> </ul>
<ul style="list-style-type: none"> <li>Financial SOPs</li> </ul>			

5.6 Activity Management			
5.6.1 There is complete activity management mechanism available in the school.			
5.6.1.1 - Level I - Inceptive	5.6.1.2 - Level II - Transient	5.6.1.3 - Level III - Stable	5.6.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>School activities and annual calendar prepared.</li> </ul>	<ul style="list-style-type: none"> <li>School activities and annual calendar is prepared in consultation with the school staff.</li> <li>Guidelines for activity management are well in place.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>The school ensures that cognitive, affective and psychomotor domains of students are addressed in the integrated Annual Curriculum and Pedagogical Plan including all the activities.</li> <li>The responsibilities for execution of school activities are widely decentralized after meticulous planning and are systematically executed.</li> <li>Responsibilities are given to all the staff members.</li> </ul>	<ul style="list-style-type: none"> <li>The School Plan with regard to Activity Management is in place.</li> <li>Guidelines for planning, implementation, monitoring and reviewing are well documented.</li> <li>There is active participation of students, teachers, alumni, parents and community in planning, implementation, monitoring and reviewing of school activities.</li> <li>Activities cater to Cognitive, Affective and Psychomotor Domains of students,</li> </ul>

			parents, teachers and community. <ul style="list-style-type: none"> <li>• All safety and security norms are in place before, during and after the activities.</li> </ul>
<b>Guiding Principles/Policies</b> NEP 2020, Alternative Academic Calendar by NCERT, Safety and Security Norms by Relevant School Board/State/Ministry of Education/NCPCR			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
<ul style="list-style-type: none"> <li>• School activities and annual calendar</li> </ul>	<ul style="list-style-type: none"> <li>• Roles and Responsibilities of the staff</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of activities to ensure cognitive, affective and psychomotor domains of students</li> </ul>	<ul style="list-style-type: none"> <li>• Guidelines for planning, implementation, monitoring and reviewing of various activities.</li> </ul>
	<ul style="list-style-type: none"> <li>• School Activities list</li> </ul>	<ul style="list-style-type: none"> <li>• Sample HPC</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Security Policy</li> </ul>

<b>5.7 Data and Record Maintenance</b>			
<b>5.7.1 There is complete data and record maintenance system.</b>			
<b>5.7.1.1 - Level I - Inceptive</b>	<b>5.7.1.2 - Level II - Transient</b>	<b>5.7.1.3 - Level III - Stable</b>	<b>5.7.1.4 - Level IV - Dynamic Evolving</b>
<ul style="list-style-type: none"> <li>• Administrative data is recorded and maintained.</li> <li>• School Plan for data and record maintenance and usage is in place.</li> <li>• All relevant SOPs are available.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• The school computerizes the data of admissions and student assessment records.</li> <li>• The data is accessible to the staff and is utilized to enhance school processes and systems.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• All types of data and records are maintained and available either in electronic form or in traditional form.</li> <li>• The school computerizes the data of all types of records (students, teachers, finances, resources,</li> </ul>	<ul style="list-style-type: none"> <li>• Process Owners/ Concerned Staff are responsible for recording, storing, updating and retrieving information.</li> <li>• The process of data and record maintenance is monitored and reviewed at periodical intervals to</li> </ul>



		curricular and co-curricular activities, facilities, community involvement etc.)	<p>ensure its efficacy.</p> <ul style="list-style-type: none"> <li>• Action Plan to improve the school processes is evidenced after assessing the usage of data.</li> <li>• Technology tools and Data Management Systems are used to facilitate data management, its analysis and generation of reports for further improvement.</li> </ul>
<p align="center"><b>Guiding Principles/Policies</b></p> <p align="center">NEP 2020, Circulars and Advisories issued by the State/UTs, PRABANDH Portal, ICT, UDISE+ data, VSK</p>			
<p align="center"><b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b></p>			
<ul style="list-style-type: none"> <li>• School Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Computerized or manual records of registration, attendance, finances, results, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Reports of CRC/BRC visits regarding records of all types of data (students, teachers, finances, resources, curricular and co-curricular activities, facilities, community involvement etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Action Plan to improve the school processes</li> </ul>
<ul style="list-style-type: none"> <li>• SOP database for management</li> </ul>			

## 5.8 Oral/Virtual/Online and Written Communication

### 5.8.1 Effective and regular oral /virtual/online and written communication systems are in place.

5.8.1.1 - Level I - Inceptive	5.8.1.2 - Level II - Transient	5.8.1.3 - Level III - Stable	5.8.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>Oral communication is used to communicate with stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>The school has formal channels/modes to communicate with its stakeholders.</li> <li>The communication systems like written circulars, newsletters, SMS system, school website, PTM, school magazine, etc. are used.</li> </ul>	<ul style="list-style-type: none"> <li>The communication is two ways.</li> <li>The school has a mechanism to take feedback from stakeholders twice/thrice a year.</li> <li>The school has an effective horizontal and vertical communication system among its various sections.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>The School Plan for Effective Communication with stakeholders is in place.</li> <li>The school has a complete automated system or an online school management system which manages student information, engages parents, communicates important information to its stakeholders, manages school administration etc.</li> <li>The school uses the feedback provided by stakeholders to enhance efficacy of its processes as part of its continual improvement plan.</li> <li>Evidence that the two-way communication brings about progress in the students'</li> </ul>

			developmental continuum is clearly visible.
<b>Guiding Principles/Policies</b> NEP 2020, RTE Act, Circulars issued by Ministry of Education/State/UT			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
	<ul style="list-style-type: none"> <li>Evidence of communication</li> </ul>	<ul style="list-style-type: none"> <li>SMS and circulars</li> </ul>	<ul style="list-style-type: none"> <li>Complaint Management System</li> </ul>
	<ul style="list-style-type: none"> <li>Major announcements made</li> </ul>	<ul style="list-style-type: none"> <li>Time table to see the frequency or number of PTMs or Open Houses</li> </ul>	<ul style="list-style-type: none"> <li>Feedback Forms</li> </ul>
		<ul style="list-style-type: none"> <li>Website-communication with staff, parents, students and SMS circulars, Newsletters or Magazines and other modes of communication</li> </ul>	

<b>5.9 Financial and Fee Administration (wherever applicable)</b>			
<b>5.9.1 There is a mechanism for financial and fee administration including record keeping, budget, audit etc.</b>			
<b>5.9.1.1 - Level I - Inceptive</b>	<b>5.9.1.2 - Level II - Transient</b>	<b>5.9.1.3 - Level III - Stable</b>	<b>5.9.1.4 - Level IV - Dynamic Evolving</b>
<ul style="list-style-type: none"> <li>Financial transactions are made but partial records are maintained.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Fee is charged as per the approved heads of the concerned state govt. /policy.</li> <li>Sales and purchase procedures are followed; appropriate balance is maintained</li> </ul>	<ul style="list-style-type: none"> <li>The responsibility of overseeing and managing the finances is entrusted to a person with appropriate qualifications.</li> <li>The school has disclosed its fee structure on its website/notice board and the</li> </ul>	<ul style="list-style-type: none"> <li>Accounts are internally and externally audited and there is complete transparency.</li> <li>Income and expenditure is tracked, monitored and underpins the future planning of the budget.</li> </ul>

	between Income and Expenditure.	heads are as per norms.	<ul style="list-style-type: none"> <li>School budget is planned to meet all the operational expenses and improvement plans.</li> </ul>
<b>Guiding Principles/Policies</b> NEP 2020, RTE Act, Circulars/Advisory issued by School Authorities/State/UT			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
<ul style="list-style-type: none"> <li>Details of Financial transactions</li> </ul>	<ul style="list-style-type: none"> <li>Fee structure of the school</li> </ul>	<ul style="list-style-type: none"> <li>Internally and Externally Audited Accounts reports of at least last two years</li> </ul>	<ul style="list-style-type: none"> <li>Improvement Plans</li> </ul>

<b>5.10 Admission Process</b>			
<b>5.10.1 The school admission policy and process is non-discriminatory, rational, transparent and in consonance with prevalent guidelines and RTE Act guidelines and norms.</b>			
<b>5.10.1.1 - Level I - Inceptive</b>	<b>5.10.1.2 - Level II - Transient</b>	<b>5.10.1.3 - Level III - Stable</b>	<b>5.10.1.4 - Level IV- Dynamic Evolving</b>
<ul style="list-style-type: none"> <li>The School Admission Policy is in place and is non-discriminatory, rational, transparent and in consonance with prevalent guidelines and RTE Act guidelines and norms.</li> <li>Admissions are made without any distinction of religion, race, caste, creed, place of birth,</li> </ul>	<ul style="list-style-type: none"> <li>The admission for SC/ST/EWS students is governed by the Education Act/Rules applicable to the concerned State /UT.</li> <li>Records are maintained.</li> <li>The school facilitates the admission process.</li> <li>Students are admitted based on a transparent criterion.</li> </ul>	<ul style="list-style-type: none"> <li>The school's promotional material and activities present a realistic picture of the school and convey its objectives and programmes offered.</li> <li>The school admits students under the RTE Act 2010/ EWS / Sponsored category or special category as per guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>Special remedial classes and bridge courses are arranged to mainstream EWS and students from socially disadvantaged groups before they join school.</li> <li>School conducts the 12 weeks School readiness Module for all class 1 entrants.</li> <li>Information obtained from the parents regarding the student is evaluated and</li> </ul>

gender, abilities or any of them.	<ul style="list-style-type: none"> <li>Adequate information is available on the school Website/ notice board &amp; promotional material to ensure transparency.</li> </ul>	<ul style="list-style-type: none"> <li>All admission documentation is complete.</li> </ul>	<p>accordingly programmes/activities are offered to the child.</p> <ul style="list-style-type: none"> <li>Sensitization &amp; orientation programmes are conducted for students and staff to inculcate respect for diversity.</li> <li>Monitoring and reviewing of documents are a regular feature.</li> </ul>
<b>Guiding Principles/Policies</b> NEP 2020, RTE Act, NCF/SCF documents			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
<ul style="list-style-type: none"> <li>Admission Policy of the school</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of information on school Website, if any/ notice board &amp; availability of promotional material</li> </ul>	<ul style="list-style-type: none"> <li>Admission documentation</li> </ul>	<ul style="list-style-type: none"> <li>Records of sensitization and orientation programmes</li> </ul>
<ul style="list-style-type: none"> <li>Admission records</li> </ul>	<ul style="list-style-type: none"> <li>Diagnostic &amp; remedial records</li> </ul>		<ul style="list-style-type: none"> <li>Records of 12 weeks School readiness Module for all class 1 entrants</li> </ul>

<b>5.10.2 The School follows regular Admission Drives in the Nearby Areas focusing on OoSC and Deprived communities such as SC/ST/OBC/Minorities.</b>			
<b>5.10.2.1 - Level I - Inceptive</b>	<b>5.10.2.2 - Level II - Transient</b>	<b>5.10.2.3 - Level III - Stable</b>	<b>5.10.2.4 - Level IV- Dynamic Evolving</b>
<ul style="list-style-type: none"> <li>School conducts door to door survey for OoSC</li> </ul>	<ul style="list-style-type: none"> <li>Regular consultation and counselling session organised with community and</li> </ul>	<ul style="list-style-type: none"> <li>Drive taken with the help of Community/Parents/Gram Panchayats/ULBs/CSOs/Anganw</li> </ul>	<ul style="list-style-type: none"> <li>School mainstreamed all the OoSC.</li> <li>No children in the vicinity are out of School system</li> </ul>

	parents of OoSC and Deprived communities such as SC/ST/OBC/Min orities.	adi Workers in the Nearby Areas focusing on OoSC and Deprived communities such as SC/ST/OBC/Min orities	
<b>Guiding Principles/Policies</b> NEP 2020, RTE Act, NCF/SCF documents, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
<ul style="list-style-type: none"> <li>Survey Report of OoSC</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of consultation and counselling sessions</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of Admission Drive</li> </ul>	<ul style="list-style-type: none"> <li>PRABANDH - Record of mainstreamed OoSC</li> </ul>

5.11 Systems for Ongoing Quality and Change Management			
5.11.1 The School Leader/Headteachers strives for continual improvement in the learning outcomes of students.			
5.11.1.1 - Level I - Inceptive	5.11.1.2 - Level II - Transient	5.11.1.3 - Level III - Stable	5.11.1.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> <li>School leaders/headteachers have given clear directions that Textbooks and assessments are to be used to plan lessons.</li> </ul>	<ul style="list-style-type: none"> <li>School leaders/headteachers have ensured that capacity building of teachers is continuous and consistent.</li> </ul>	<ul style="list-style-type: none"> <li>School leaders/headteachers have ensured that assessment covers a wide range of student development indicators.</li> <li>School leaders/headteachers have guided teachers for learning plans/lesson plans to be created based on children's learning levels.</li> </ul>	<ul style="list-style-type: none"> <li>The School Plan on continual school improvement has been prepared under the guidance of the School leaders/headteachers.</li> <li>The school leader/headteacher demonstrates comprehensive and thorough knowledge of the curriculum.</li> <li>Leaders analyse data on a</li> </ul>



		<ul style="list-style-type: none"> <li>• Learning plans/lesson plans are inclusive of different learning styles.</li> <li>• School leaders/headteachers provide various opportunities to their teachers; therefore teachers attend various forums to understand latest research/practices in education.</li> </ul>	<ul style="list-style-type: none"> <li>• continuous basis and plan for improvement.</li> <li>• School leaders/headteachers encourage feedback; Feedback is taken on regular basis.</li> <li>• Individual Education Plan is prepared for each child</li> </ul>
<p align="center"><b>Guiding Principles/Policies</b></p> <p align="center">NEP 2020, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT/NIEPA/CBSE</p>			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
• Lesson Plan	• CBPs on Latest pedagogical and assessment practices	• Teacher Diary	• Evidences of inclusivity – differentiated teaching, accommodation and modifications in lesson plan
	• Integrated Annual Curriculum and Pedagogical Plan	• Classroom Observation Records	• Learning Outcomes for all classes
	• Time Table	• Performance Analysis of students' performance and remedial plans	• IEP record
			• Report from CRC/BRC/DIETs regarding initiatives of the School

			leaders/headteachers
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**5.11.2 The school leaders demonstrate capacity to improve systems in the school and ensure ethos of responsibility and accountability.**

<b>5.11.2.1 - Level I - Inceptive</b>	<b>5.11.2.2 - Level II - Transient</b>	<b>5.11.2.3 - Level III - Stable</b>	<b>5.11.2.4 - Level IV – Dynamic Evolving</b>
<ul style="list-style-type: none"> <li>Capacity Building of teachers to improve systems in the school and ensure an ethos of responsibility and accountability.</li> </ul>	<ul style="list-style-type: none"> <li>There are examples of improvements made in the school.</li> </ul>	<ul style="list-style-type: none"> <li>The improvement plan outlines strategies for effective implementation in the school.</li> <li>Feedback is collected from stakeholders on a regular basis.</li> <li>School leaders involve community/parents to improve systems in the school and ensure ethos of responsibility and accountability.</li> </ul>	<ul style="list-style-type: none"> <li>Leaders at all levels have analysed and documented their strengths and areas of improvement.</li> <li>Leaders at all levels assess the challenges to learning and growing.</li> <li>The improvement plan and strategy is regularly revisited to check progress, challenges, and plan ahead.</li> <li>School mentor other schools in capacity building and teaching-learning process</li> </ul>

**Guiding Principles/Policies**

NEP 2020, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT

**SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED**

<ul style="list-style-type: none"> <li>Capacity Building of teachers to improve systems in the school and ensure an ethos of responsibility</li> </ul>	<ul style="list-style-type: none"> <li>School Plan</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of involvement of community/parents to improve systems</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of review and revisiting of improvement plan and strategy</li> </ul>
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and accountability			
			<ul style="list-style-type: none"> <li>Evidence of School mentoring other schools in capacity building and teaching-learning process</li> </ul>

5.11.3 The school leaders promote innovation by introducing creative methods and techniques that equip students and the institution with 21 <sup>st</sup> century skills.			
5.11.3.1 - Level I - Inceptive	5.11.3.2 - Level II - Transient	5.11.3.3 - Level III - Stable	5.11.3.4 - Level IV – Dynamic Evolving
<ul style="list-style-type: none"> <li>School leaders/headteachers arrange for capacity Building of teachers to promote innovation by introducing creative methods and techniques that equip students and the institution with 21<sup>st</sup> century skills.</li> </ul>	<ul style="list-style-type: none"> <li>School leaders share new ideas in meetings/discussions.</li> <li>Feedback/suggestions are sought on school processes.</li> </ul>	<ul style="list-style-type: none"> <li>School leaders/headteachers encourage multi-stakeholder engagements; Different stakeholders have implemented innovative ideas in the school.</li> <li>Learning technologies are available in the school.</li> <li>School leaders/headteachers encourage teachers for developing low cost/ no cost innovative techniques that equip students and the institution with 21<sup>st</sup> century skills.</li> </ul>	<ul style="list-style-type: none"> <li>School plan for promoting innovation in all the domains/areas of school functioning.</li> <li>The plan for promoting innovation in the school is discussed with stakeholders by the School leaders/headteachers and action plan prepared.</li> <li>Innovations can be reflected in services provided, processes followed, products, incremental, outcome driven and</li> </ul>

			<p>breakthroughs achieved.</p> <ul style="list-style-type: none"> <li>• School leader strives to bring creativity and innovation to the processes in the school collaboratively, with all stakeholders.</li> <li>• Learning opportunities like exposure visits, capacity building sessions, etc. are provided to stakeholders.</li> </ul>
<p align="center"><b>Guiding Principles/Policies</b></p> <p align="center">NEP 2020, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT, NCVT/PSSCIVE</p>			
<p align="center"><b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b></p>			
<ul style="list-style-type: none"> <li>• Capacity Building of teachers to improve systems in the school and ensure an ethos of responsibility and accountability</li> </ul>	<ul style="list-style-type: none"> <li>• School Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of involvement of community/parents to improve systems</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of review and revisiting of improvement plan and strategy</li> </ul>
<ul style="list-style-type: none"> <li>• Capacity Building of teachers to promote innovation by introducing creative methods and techniques that equip students and the institution with 21st century skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback/ Suggestions - sample Feedback/suggestions acted upon – sample</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of teachers developing low cost/ no cost innovative techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Innovation Plan</li> </ul>

5.12 School is uploading data for PRABANDH, UDISE+ and National and State VSK in a timely manner			
5.12.1 School should upload data for PRABANDH, UDISE+ and National and State Vidya Sameeksha Kendra (VSK) in a timely manner through proper channel			
5.12.1.1 - Level I - Inceptive	5.12.1.2 - Level II - Transient	5.12.1.3 - Level III - Stable	5.12.1.4 - Level IV – Dynamic Evolving
<ul style="list-style-type: none"> <li>• School uploads data for PRABANDH, UDISE+ at least twice a year</li> </ul>	<ul style="list-style-type: none"> <li>• School uploads data for PRABANDH, UDISE+ more than two times a year, that is, on real-time basis at any time of the year, as and when previous data needs to be changed</li> <li>• School supports and uploads data for National and State Vidya Sameeksha Kendra (VSK) in a timely manner</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers and non-teaching Staff are given proper training for the activities undertaken for PRABANDH, UDISE+ and National and State VSK.</li> <li>• Feedback is taken on regular basis.</li> </ul>	<ul style="list-style-type: none"> <li>• The School has improved in terms of Infrastructure, Learning Outcomes as evidenced from VSK, UDISE+, PRABANDH</li> </ul>
Guiding Principles/Policies			
NEP 2020, Circulars and Advisories issued by the State/UTs, PRABANDH Portal, ICT, UDISE+ data, VSK			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> <li>• Evidence of data uploading on PRABANDH, UDISE+ and National and State VSK</li> </ul>	<ul style="list-style-type: none"> <li>• UDISE+, PRABANDH Data, VSK</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of training to BRCs/CRCs/Other Staff the activities undertaken for PRABANDH, UDISE+ and National and State VSK</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of improvement on PRABANDH, UDISE+ and National and State VSK</li> </ul>

## DOMAIN 6: BENEFICIARY SATISFACTION

### DOMAIN OVERVIEW

Schools shall be successful in meeting this standard when they carry the understanding, commitment and support of all stakeholders. School personnel need to seek opportunities for collaboration to help the institution become a hub of excellence. The school should foster effective communication and interpersonal skills which lead to better social skills. The benefits of involving all stakeholders in decision making are that schools can foster collaboration with community stakeholders to support student learning, have a formal channel to listen to and communicate and productively use the knowledge and skills to enhance the work of the school and improve student learning outcomes.

SUB-DOMAINS	STANDARDS
<b>6.1 Satisfaction of Students</b>	<p>6.1.1 The school allows students to express their opinions, views and suggestions on policies and develops a mechanism to involve them in the decision-making process. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p> <p>6.1.2 School provides a conducive environment for joyful learning. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p> <p>6.1.3 Students are regularly participating in safety audit, water and environmental conservation audit, and sanitation audit of the school. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p>
<b>6.2 Satisfaction of Teachers</b>	<p>6.2.1 The school creates a non-threatening and caring environment for the teachers to voice their feedback and develops a mechanism to review this feedback periodically and use it for improvement, planning and assessing teacher satisfaction. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p> <p>6.2.2 Teachers are well satisfied with the Teacher registry linked to training, awards, other activities. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p>
<b>6.3 Satisfaction of Office Staff</b>	<p>6.3.1 School provides opportunities to the Office Staff to express their opinion, views and suggestions regarding the policies and uses this feedback for improvement. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p>
<b>6.4 Satisfaction of Principal</b>	<p>6.4.1 The Management/Society/SMC/Regional Office provides a mechanism for the Principal to voice his/her suggestions, views and concerns and periodically reviews the same for continual improvement and also uses it to assess the Principal's satisfaction. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i></p>
<b>6.5 Satisfaction of Parents and Alumni</b>	<p>6.5.1 The school provides a platform for the parents and the alumni to share their feedback on the on-going processes of the school and review the same for improving</p>



	performance of the school and for assessing their satisfaction. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i>
<b>6.6 Satisfaction of Community</b>	6.6.1 The school principal charts relevant community outreach programmes (viz, cleanliness of surroundings, adult education, environment ambassadors, preserving the heritage, working with old age homes, preserving environment) and integrates them in the annual curriculum plan for all age groups. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i>
<b>6.7 Satisfaction of Management</b>	6.7.1 The management develops a mechanism for reviewing the vision and mission statement of the school and assesses it and uses it for developing a process of continual improvement. <i>(Foundational, Preparatory, Middle &amp; Secondary)</i>

## DOMAIN 6: BENEFICIARY SATISFACTION – PERFORMANCE INDICATORS

6.1 Satisfaction of Students			
6.1.1 The school allows students to express their opinions, views and suggestions on policies and develops a mechanism to involve them in the decision-making process.			
6.1.1.1 - Level I - Inceptive	6.1.1.2 - Level II - Transient	6.1.1.3 - Level III - Stable	6.1.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>The satisfaction of the students is being inquired by the school.</li> <li>School provides a conducive environment to express their opinions, views and suggestions on policies.</li> </ul>	<ul style="list-style-type: none"> <li>The school encourages and allows students to express their opinions, views and suggestions on policies and develops a mechanism to involve them in the decision-making process.</li> </ul>	<ul style="list-style-type: none"> <li>There is a documented method or process to assess the satisfaction of students with respect to the services and programmes being offered to them.</li> <li>School provides wide exposure to students through study tours, excursion, student exchange programme etc.</li> </ul>	<ul style="list-style-type: none"> <li>There is a school plan for ensuring the Satisfaction of Students.</li> <li>Strategic action planning and goal setting is demonstrated in terms of improvement on the basis of regular feedback received from students.</li> <li>Students opinions/Views/Suggestions are evidenced in decision making process.</li> <li>School provides ample opportunities for exploration, experimentation.</li> <li>School has the latest Technology &amp; digital facilities &amp; provides career counselling and well-being services.</li> </ul>
Guiding Principles/Policies			

NEP 2020, RTE Act, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> <li>Analysis of Student's Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>Sample evidence of student's opinions, views and suggestions on policies.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of study tours, excursions, student exchange programmes conducted by school</li> </ul>	<ul style="list-style-type: none"> <li>Sample evidence of decisions as per the students opinions/ Views/Suggestions</li> </ul>

6.1.2 School provides a conducive environment for joyful learning.			
6.1.2.1 - Level I - Inceptive	6.1.2.2 - Level II - Transient	6.1.2.3 - Level III - Stable	6.1.2.4 - Level IV – Dynamic Evolving
<ul style="list-style-type: none"> <li>School provides a conducive environment for joyful learning.</li> </ul>	<ul style="list-style-type: none"> <li>All students want to come to schools</li> </ul>	<ul style="list-style-type: none"> <li>Teacher encourage students to design their own learning plans</li> <li>School involves students in joyful learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>Students designs own learning plan</li> </ul>
Guiding Principles/Policies			
NEP, Guidelines/Manuals/Handbooks on joyful learning issued by NCERT/SCERT/State/UT			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> <li>Staff survey</li> </ul>	<ul style="list-style-type: none"> <li>Attendance records</li> </ul>	<ul style="list-style-type: none"> <li>List of joyful learning activities</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of students designed learning plans</li> </ul>

6.1.3 Students are regularly participating in safety audit, water and environmental conservation audit, and sanitation audit of the school			
6.1.3.1 - Level I - Inceptive	6.1.3.2 - Level II - Transient	6.1.3.3 - Level III - Stable	6.1.3.4- Level IV – Dynamic Evolving
<ul style="list-style-type: none"> <li>Safety audit, water and environmental conservation audit, and sanitation audit</li> </ul>	<ul style="list-style-type: none"> <li>School conducts safety audit, water and environmental conservation audit, and</li> </ul>	<ul style="list-style-type: none"> <li>Students are regularly participating in safety audit, water and environmental</li> </ul>	<ul style="list-style-type: none"> <li>School successfully carries out the Social Audit as per norms. Students also</li> </ul>

guideline are available in the school	sanitation audit of the school	conservation audit, and sanitation audit of the school	participate in social audit.
<b>Guiding Principles/Policies</b> NEP 2020, RTE Act, , Environment Manuals, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT Guidelines by Centre for Science and Environment			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
<ul style="list-style-type: none"> <li>Annual report of safety audit, water and environmental conservation audit, and sanitation audit of the school</li> </ul>	<ul style="list-style-type: none"> <li>Annual report of safety audit, water and environmental conservation audit, and sanitation audit of the school</li> </ul>	<ul style="list-style-type: none"> <li>Annual report of safety audit, water and environmental conservation audit, and sanitation audit of the school</li> </ul>	<ul style="list-style-type: none"> <li>Annual report of safety audit, water and environmental conservation audit, and sanitation audit of the school</li> </ul>

6.2 Satisfaction of Teachers			
<b>6.2.1 The school creates a non-threatening and caring environment for the teachers to voice their feedback and develops a mechanism to review this feedback periodically and use it for improvement, planning and assessing teacher satisfaction.</b>			
<b>6.2.1.1 - Level I - Inceptive</b>	<b>6.2.1.2 - Level II - Transient</b>	<b>- Level III - Stable</b>	<b>6.2.1.4- Level IV – Dynamic Evolving</b>
<ul style="list-style-type: none"> <li>Teachers are recruited through transparent recruitment policy.</li> <li>Teachers are given opportunities for their professional development.</li> </ul>	<ul style="list-style-type: none"> <li>There are informal methods of assessing overall satisfaction of teachers i.e. inquiring from the Principal/Heads/B RCs/CRCs.</li> <li>There is provision of teacher circles and other platforms for exchange of ideas &amp; best practices.</li> <li>Availability of latest Technology</li> </ul>	<ul style="list-style-type: none"> <li>There is a documented process or method to assess the professional satisfaction of teachers.</li> <li>Teachers' work is appreciated and certificates, appreciation letters, monetary or other rewards are given to them.</li> </ul>	<ul style="list-style-type: none"> <li>Review of the feedback received from teachers regarding their professional satisfaction is taken on a regular basis, need analysis done and appropriate action taken.</li> <li>Teachers are involved in school improvement</li> </ul>

	& digital facilities for teacher's use.		<p>planning or school development planning or are encouraged to give their opinion/views/suggestions on the policies/activities /programmes of the school.</p> <ul style="list-style-type: none"> <li>School has a grievance mechanism.</li> </ul>
<b>Guiding Principles/Policies</b> NEP 2020, RTE Act, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
<ul style="list-style-type: none"> <li>Records of Capacity Building Programmes for teachers</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of teacher circles and other platforms for exchange of ideas &amp; best practices</li> </ul>	<ul style="list-style-type: none"> <li>Records of teachers awards and appreciation</li> </ul>	<ul style="list-style-type: none"> <li>Feedback/ suggestions received.</li> </ul>

<b>6.2.2 Teachers are well satisfied with the Teacher registry linked to training, awards, other activities.</b>			
<b>6.2.2.1 - Level I - Inceptive</b>	<b>6.2.2.2 - Level II - Transient</b>	<b>6.2.2.3 - Level III - Stable</b>	<b>6.2.2.4 - Level IV – Dynamic Evolving</b>
<ul style="list-style-type: none"> <li>School provides conducive environment to teachers for their growth</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are aware about the various activities and development plan of the school</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are aware about various awards and other incentive schemes</li> <li>All the recorded data of teachers in official documents are shown/ known to them.</li> </ul>	<ul style="list-style-type: none"> <li>All teachers are happy and cooperate each other</li> <li>At-least one teacher has received some awards/certificate s at district/State/National level</li> </ul>
<b>Guiding Principles/Policies</b>			

NEP, RTE Act, , Advisories issued by the States/UTs, Advisories/Circulars/Regulations issued by NCTE, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
• Staff Survey	• School plan	• Staff Appraisal Records	• Record of awards/certificates received by the teachers
		• Records of Teacher's data	

<b>6.3 Satisfaction of Office Staff</b>			
<b>6.3.1 School provides opportunities to the Office Staff to express their opinion, views and suggestions regarding the policies and uses this feedback for improvement.</b>			
<b>6.3.1.1 - Level I - Inceptive</b>	<b>6.3.1.2 - Level II - Transient</b>	<b>6.3.1.3 - Level III - Stable</b>	<b>6.3.1.4 - Level IV - Dynamic Evolving</b>
• School has a grievance mechanism.	<ul style="list-style-type: none"> <li>• The Principal/Head oversees and co-ordinates all areas of administration.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Satisfaction of the office staff is assessed through informal and formal channels.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Management and the Principal/Head of School interacts periodically with the administrative staff to understand their level of job satisfaction.</li> <li>• Views/suggestions to improve the school are solicited from the staff and incorporated.</li> </ul>
<b>Guiding Principles/Policies</b> NEP 2020, RTE Act, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT			
<b>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</b>			
• Staff survey	• Evidence of communication	• Feedback mechanisms	• List of ideas/feedback of staffs



	between Head and staffs		incorporated in the development of school.
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#### 6.4 Satisfaction of Principal

**6.4.1 The Management/Society/SMC/Regional Office Staff provides a mechanism for the Principal/headteacher to voice his/her suggestions, views and concerns and periodically reviews the same for continual improvement and also uses it to assess the Principal's satisfaction.**

6.4.1.1 - Level I - Inceptive	6.4.1.2 - Level II - Transient	6.4.1.3 - Level III - Stable	6.4.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>There is a conducive environment for Headteacher/Principal.</li> </ul>	<ul style="list-style-type: none"> <li>Major decisions with regard to the functioning of the school are taken by the Principal/Headteacher.</li> <li>There is a collaborative working relationship between the principal and Teachers/SMCs/BRCs/CRCs/Management Committee/Administration etc.</li> </ul>	<ul style="list-style-type: none"> <li>The Principal avails of opportunities given for leadership programmes and national/international exchange programmes.</li> <li>School provides cooperation and support for teachers, students', parents and community. Opportunities for collaboration with other stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>The Principal/Headteacher of School is free to give suggestions/views on important school issues. Feedback is received, reviewed and appropriate action taken in a culture of collaboration and mutual respect.</li> <li>The Principal/Head of School takes proactive efforts for the school and feels accountable and responsible for the well-being of the school.</li> </ul>

#### Guiding Principles/Policies

NEP 2020, RTE Act, Advisories/Circulars/Regulations issued by NCTE, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT

#### SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

• Principal feedback	• Principal feedback	• Record of CBPs attended by the Principal	• Evidence of proactive actions taken by the principal/Head.
• Principal feedback	• Principal feedback	• Record of CBPs attended by the Principal	• Evidence of proactive actions taken by the principal/Head.

6.5 Satisfaction of Parents and Alumni			
<b>6.5.1 The school provides a platform for the parents and the alumni to share their feedback on the ongoing processes of the school and review the same for improving performance of the school and for assessing their satisfaction.</b>			
6.5.1.1 - Level I - Inceptive	6.5.1.2 - Level II - Transient	6.5.1.3 - Level III - Stable	6.5.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>• The school provides a non-threatening and safe environment for Parents.</li> <li>• There is an active and structured Parents and Alumni Association that meets with school management.</li> </ul>	<ul style="list-style-type: none"> <li>• School has a Parent Teacher Association/Council which meets at least once in a year.</li> </ul>	<ul style="list-style-type: none"> <li>• School has a Parent Teacher Association/Council which meets at least once in a quarter.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Parents and teachers meet at least once every two months.</li> <li>• Alumni members meet once a year.</li> <li>• The meetings with the Parents and Alumni Association are recorded.</li> <li>• The existing school practices are reviewed in the light of the feedback/suggestions received from the Parents and Alumni and further course of action is determined accordingly.</li> </ul>
<b>Guiding Principles/Policies</b> NEP 2020, RTE Act, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT			

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
• Minutes of Parent Teacher Association	• Parent Teacher Meetings		• Parent Teacher Meetings
			• Suggestions received from Parents/Alumni
			• Feedback Mechanisms

6.6 Satisfaction of Community			
<b>6.6.1 The school principal charts relevant community outreach programmes (viz, cleanliness of surroundings, adult education, environment ambassadors, preserving the heritage, working with old age homes, preserving environment) and integrates them in the annual curriculum plan for all age groups.</b>			
6.6.1.1 - Level I - Inceptive	6.6.1.2 - Level II - Transient	6.6.1.3 - Level III - Stable	6.6.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>The school principal plans and charts relevant community outreach programmes (viz, cleanliness of surroundings, adult education, environment ambassadors, preserving the heritage, working with old age homes, preserving environment) and integrates them in the annual curriculum plan for all age groups.</li> </ul>	<ul style="list-style-type: none"> <li>Community Outreach Programmes are conducted to address different social and environmental issues.</li> <li>School provides capacity building programmes and encourages teachers to integrate community outreach programmes in the annual curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>The community is involved in connecting the school with industry, educationists, alumni, volunteers, resources etc.</li> </ul>	<ul style="list-style-type: none"> <li>School has adopted at-least two sustainable projects.</li> <li>Relevant contextualized Community Outreach Programmes that assist in enhancing life skills of students are well integrated in the school curriculum and conducted on regular basis.</li> </ul>
Guiding Principles/Policies			

NEP 2020, RTE Act, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> <li>School Plans and charts of community outreach programmes</li> </ul>	<ul style="list-style-type: none"> <li>Integrated Annual Curriculum and Pedagogical Plan of all classes</li> </ul>	<ul style="list-style-type: none"> <li>Details of community outreach programmes being conducted by the school</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of sustainable project adopted by school</li> </ul>

6.7 Satisfaction of Management			
6.7.1 The management/SMC/regional office/CRC/BRC develops a mechanism for reviewing the vision and mission statement of the school and assesses it and uses it for developing a process of continual improvement.			
6.7.1.1 - Level I - Inceptive	6.7.1.2 - Level II - Transient	6.7.1.3 - Level III - Stable	6.7.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>School Management/SM C/Regional Office/CRC/BRC has a mechanism for reviewing the vision and mission statement of the school</li> </ul>	<ul style="list-style-type: none"> <li>Regular Meetings with stakeholders including leaders of the school, mutual respect for all, and feedback mechanisms provide a basis for the School Improvement Plan.</li> </ul>	<ul style="list-style-type: none"> <li>The School Management/SM C/Regional Office/CRC/BRC reviews and addresses the concerns of the beneficiaries (students, parents, teachers, principal, and community).</li> </ul>	<ul style="list-style-type: none"> <li>School Management/SM C/Regional Office/CRC/BRC provides support and resources to accomplish and achieve the school's Vision and Mission.</li> </ul>
Guiding Principles/Policies			
NEP 2020, RTE Act, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> <li>School annual plan for reviewing the vision and mission statement of the school</li> </ul>	<ul style="list-style-type: none"> <li>Minutes of Meetings with stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Feedback mechanisms</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of Support and resources provided to accomplish and achieve the school's Vision and Mission.</li> </ul>

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# RESOURCES



1	Alternative Academic Calendar. NCERT. <a href="https://ncert.nic.in/pdf/announcement/Learning_%20Enhancement_Guidelines.pdf">https://ncert.nic.in/pdf/announcement/Learning %20Enhancement Guidelines.pdf</a>
2	(2019). <i>Art Integration: Towards Experiential Learning</i> . CBSE. . Department of School Education and Literacy, Ministry of Education, Government of India. <a href="https://cbseacademic.nic.in/web_material/Circulars/2019/art_integration.pdf">https://cbseacademic.nic.in/web_material/Circulars/2019/art_integration.pdf</a> .
3	(2019). <i>Art Integrated Learning</i> . NCERT. Department of School Education and Literacy, Ministry of Education, Government of India. <a href="https://ncert.nic.in/pdf/notice/AIL-Guidelines-English.pdf">https://ncert.nic.in/pdf/notice/AIL-Guidelines-English.pdf</a> .
4	(2021). <i>Circular: Artificial Intelligence For All - A joint initiative by CBSE and Intel India</i> . Central Board of Secondary Education, Ministry of Education, Government of India. <a href="http://cbseacademic.nic.in/web_material/Circulars/2021/56_Circular_2021.pdf">http://cbseacademic.nic.in/web_material/Circulars/2021/56_Circular_2021.pdf</a>
5	<i>Comparing Assessment Tools &amp; Methods</i> . <a href="https://cetl.uconn.edu/resources/assessment-of-learning/assessment-design/comparing-assessment-tools-methods/">https://cetl.uconn.edu/resources/assessment-of-learning/assessment-design/comparing-assessment-tools-methods/</a> .
6	<i>COVID response in school education: action plan for access, retention, continuous learning, capacity building and stakeholder engagement</i> . Department of School Education and Literacy, Ministry of Education, Government of India. <a href="https://www.education.gov.in/sites/upload_files/mhrd/files/Covid_Action_Plan.pdf">https://www.education.gov.in/sites/upload_files/mhrd/files/Covid_Action_Plan.pdf</a>
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8	<i>Ek Bharat Shreshtha Bharat: Revised guidelines aligned to NEP 2020</i> . Department of School Education and Literacy, Ministry of Education, Government of India. <a href="https://dsel.education.gov.in/sites/default/files/ebsb_guidelines_updated.pdf">https://dsel.education.gov.in/sites/default/files/ebsb_guidelines_updated.pdf</a>
9	<i>Experiential Learning</i> . CBSE. Department of School Education and Literacy, Ministry of Education, Government of India.. <a href="http://cbseacademic.nic.in/web_material/Manuals/ExperientialLearning.pdf">http://cbseacademic.nic.in/web_material/Manuals/ExperientialLearning.pdf</a> .



10	<p><i>Exposure of Vocational Education at Upper Primary Level: More than 6000 schools approved in 2021-22.</i></p> <p>Department of School Education and Literacy, Ministry of Education, Government of India.</p> <p><a href="https://samagra.education.gov.in/vocational.html">https://samagra.education.gov.in/vocational.html</a></p>
11	<p><i>Gifted Students: Recommendations for teachers.</i> Education.udel.edu.</p> <p><a href="https://www.education.udel.edu/wp-content/uploads/2013/01/GiftedStudents.pdf">https://www.education.udel.edu/wp-content/uploads/2013/01/GiftedStudents.pdf</a>.</p>
12	<p>(2020). <i>Guidelines for Art-Integrated Education.</i> Central Board of Secondary Education, Ministry of Education, Government of India.</p> <p><a href="http://cbseacademic.nic.in/web_material/Circulars/2020/33_Circular_2020.pdf">http://cbseacademic.nic.in/web_material/Circulars/2020/33_Circular_2020.pdf</a></p>
13	<p>(2020). <i>Guidelines for States and UTs for continuing education of children of migrant labourers.</i> Department of School Education and Literacy, Ministry of Education, Government of India.</p> <p><a href="https://www.education.gov.in/sites/upload_files/mhrd/files/Migrant%20labour%20guideline.pdf">https://www.education.gov.in/sites/upload_files/mhrd/files/Migrant%20labour%20guideline.pdf</a></p>
14	<p>(2021). <i>Guidelines for the development of e-content for children with disabilities.</i> Education.gov.in. Department of School Education and Literacy, Ministry of Education, Government of India.</p> <p><a href="https://www.education.gov.in/sites/upload_files/mhrd/files/CWSN_E-Content_guidelines.pdf">https://www.education.gov.in/sites/upload_files/mhrd/files/CWSN_E-Content_guidelines.pdf</a>.</p>
15	<p>(2021). <i>Guidelines for identification and bringing back Out of School Children and addressing concerns on School Reopening.</i> Department of School Education and Literacy, Ministry of Education, Government of India.</p> <p><a href="https://www.education.gov.in/sites/upload_files/mhrd/files/guidelines_oosc.pdf">https://www.education.gov.in/sites/upload_files/mhrd/files/guidelines_oosc.pdf</a></p>
16	<p>(2020). <i>Guidelines for out of school children and mitigation of loss of learning.</i> Department of School Education and Literacy, Ministry of Education, Government of India.</p> <p><a href="https://www.education.gov.in/sites/upload_files/mhrd/files/guidelines_oosc.pdf">https://www.education.gov.in/sites/upload_files/mhrd/files/guidelines_oosc.pdf</a>.</p>

<b>17</b>	<p><i>Guideline for “Parent Participation in Homebased Learning during School closure and beyond”.</i> Department of School Education and Literacy, Ministry of Education, Government of India.</p> <p><a href="https://www.education.gov.in/sites/upload_files/mhrd/files/MoE_Home_Learning_Guidelines.pdf">https://www.education.gov.in/sites/upload_files/mhrd/files/MoE_Home_Learning_Guidelines.pdf</a></p>
<b>18</b>	<p><i>Guidelines for School reopening on Learning with Social Distancing.</i> Department of School Education and Literacy, Ministry of Education, Government of India.</p> <p><a href="https://www.education.gov.in/sites/upload_files/mhrd/files/SOP_Guidelines_for_reopening_schools.pdf">https://www.education.gov.in/sites/upload_files/mhrd/files/SOP_Guidelines_for_reopening_schools.pdf</a></p>
<b>19</b>	<p><i>Guidelines for Social Audit of Samagra Shiksha.</i> Department of School Education and Literacy, Ministry of Education, Government of India.</p> <p><a href="https://www.education.gov.in/sites/upload_files/mhrd/files/Guidelines_for_Social_Audit_of_Samagra_Shiksha_scheme.pdf">https://www.education.gov.in/sites/upload_files/mhrd/files/Guidelines_for_Social_Audit_of_Samagra_Shiksha_scheme.pdf</a></p>
<b>20</b>	<p>(2021). <i>Guidelines for the Development of e-Content for Children with Disabilities.</i> Ministry of Education, Government of India. <a href="https://dsel.education.gov.in/sites/default/files/2021-06/CWSN_E-Content_guidelines.pdf">https://dsel.education.gov.in/sites/default/files/2021-06/CWSN_E-Content_guidelines.pdf</a></p>
<b>21</b>	<p>(2021). <i>Guidelines on Reading Campaign.</i> Department of School Education and Literacy, Ministry of Education, Government of India.</p> <p><a href="https://www.education.gov.in/sites/upload_files/mhrd/files/Guidelines_on_Reading_Campaign.pdf">https://www.education.gov.in/sites/upload_files/mhrd/files/Guidelines_on_Reading_Campaign.pdf</a></p>
<b>22</b>	<p>(2021). <i>Guidelines on School Safety and Security.</i> Department of School Education and Literacy, Ministry of Education, Government of India.</p> <p><a href="https://dsel.education.gov.in/sites/default/files/2021-10/guidelines_sss.pdf">https://dsel.education.gov.in/sites/default/files/2021-10/guidelines_sss.pdf</a></p>
<b>23</b>	<p>(2021). <i>Guidelines on School safety and Security.</i> NCERT.</p> <p><a href="https://ncert.nic.in/pdf/notice/GuidelinesSchool%20SafetySecurity.pdf">https://ncert.nic.in/pdf/notice/GuidelinesSchool%20SafetySecurity.pdf</a></p>
<b>24</b>	<p><i>Guidelines to Teacher Education Institution (TEIs) to cope up with COVID-19 Pandemic Crisis.</i></p>

	<a href="https://ncte.gov.in/WebAdminFiles/RecentAnnouncement/0_20_08_2020_637335320672297662.pdf">https://ncte.gov.in/WebAdminFiles/RecentAnnouncement/0_20_08_2020_637335320672297662.pdf</a>
25	(2019). <i>Handbook for teachers</i> . CBSE. . Department of School Education and Literacy, Ministry of Education, Government of India. <a href="https://cbseacademic.nic.in/web_material/Manuals/Handbook_for_Teachers.pdf">https://cbseacademic.nic.in/web_material/Manuals/Handbook_for_Teachers.pdf</a> .
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31	(2021). <i>India Report Digital Education: Remote Learning Initiatives across India</i> . Department of School Education and Literacy, Ministry of Education, Government of India. <a href="https://www.education.gov.in/sites/upload_files/mhrd/files/irde_21.pdf">https://www.education.gov.in/sites/upload_files/mhrd/files/irde_21.pdf</a>

	<p>(2020). <i>India Report Digital Education: Remote Learning Initiatives across India</i>. Department of School Education and Literacy, Ministry of Education, Government of India.</p> <p><a href="https://www.education.gov.in/sites/upload_files/mhrd/files/India_Report_Digital_Education_0.pdf">https://www.education.gov.in/sites/upload_files/mhrd/files/India_Report_Digital_Education_0.pdf</a></p>
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# SQAF Annexures

## Annex: 1 - Implementation Guidelines

The guidelines are provided for preparatory steps before the assessment commences followed by steps to be taken during the assessment. When an assessment is complete, the team should have established the school's strengths and recommendations for improvement. It is very important to recognize what the school does well. It is also important to identify what should be done better. The recommendations made should become part of the school's formal development plan. Recommendations for development should be specific, realistic, and achievable within a clearly stated period.

### 1. Before School Assessment

#### 1.1. Preparing for the Pre-Assessment Briefing

- All assessors should be provided with the *School Quality Assessment Kit* in electronic form, which includes the *School Quality Assessment Framework* and the guidelines.
- School-specific documents should be provided to assessors; these will include the school's basic profile, academic results, attendance, timetables, development plans, organisation chart, etc.
- Previous surveys or school assessment reports should be shared with the team.
- Assessments should refrain from creating and using any personal appraisal documents.

#### 1.2. Leading the Pre-Assessment Briefing

- The primary purpose of the briefing is to develop an appropriate strategy for the assessment.
- The different roles of assessors should be agreed upon during this meeting.

- Team members should be deployed in ways that match their subject expertise.
- Team members should also be given responsibility for one or two quality indicators in addition to their subjects. For example, a science expert would also be responsible for assessing the quality of safety and health, with contributions from another team members.
- All quality indicators should be explicitly assigned to one team member, but team members should share their findings across all indicators during the daily team meetings.
- All available information should be used to focus the assessment upon the school's unique characteristics; for example, the lack of a permanent School Principal and the consequences of such a characteristic for the whole school.
- Lead Assessor should allow sufficient reading time for team members during the meeting.
- All team members should leave the Pre-Assessment Briefing with a clear understanding of their roles and responsibilities during the assessment, with a written plan for the first day.

## **2. During School Assessment**

### **2.1. General conduct of assessors**

- Switch your mobile phone to silent mode.
- Keep your discussions with all school personnel purposeful.
- Maintain the confidentiality of discussions with each school person.
- Team members should support the Lead Assessor and allow him/her to lead the team.

## 2.2. Responsibilities of the Lead Assessor

- Set a friendly, collegial tone with the team to get the assessment started well.
- Ensure that all necessary meetings are scheduled early, to not conflict with lessons.
- Monitor the quality of lesson observations by members of the team using joint observations, moderate inaccurate judgments when necessary.
- Observe lessons in a variety of subjects and to students of different ages.
- Meet with the Head to start the assessment and again at the end of each day.

## 2.3. Information Recording

- Complete the review of the basic data before leaving the lesson, interview, or site before moving to the next task.
- Make judgements immediately following observations, interviews, or analysis.
- Enter only one judgement at the end of each indicator that is judged. If score -1 is given to an indicator based on inadequacy that is final, after that the scoring must stop.
- Ensure that the judgements made of all the indicators support each other.
- Keep in mind that the aim is to assess the quality of school processes, systems and outcomes in the school.

## 3. Sources of information

SQAF process will use three basic sources of information: **observations, interviews, and documents** (Where possible and appropriate the assessors will triangulate the information using two or more methods)..The suggestive list of documents has already been given along with the standards in the framework.

### 3.1. Observations

#### Lesson observations

- Aim to spend at least 40 percent of your Assessment day in the classrooms.
- Aim for full lesson observations but be present for at least 30 minutes.
- When entering classrooms, assessors should acknowledge the teacher and follow their lead on greeting the students and where to be seated.
- If a lesson plan is not provided, ask for a copy at an opportune moment.
- It is extremely important to observe lessons with the quality indicators and make judgements in accordance with those quality indicators.
- Record your observations of teaching and the assessment of learning as these occur.
- Always thank the teacher and students as you leave their classroom.
- When necessary, make specific observations of Divyang students and record evaluative information about their achievement and progress and the support provided to them.

### **3.2. Informal discussions with teachers following lesson observations**

- Ask teachers what they thought of their lesson to begin the conversation.
- Confirm the teacher's self-assessment when possible, then add to it as necessary.
- Your comments should be clear, evaluative, sensitive, and brief – (two minutes or so)
- Celebrate what worked well and suggest what could be improved next time (if appropriate)
- Avoid sharing formal judgments with teachers.

### **3.3. Other forms of observation include:**

Assemblies and special events, walkabouts, displays of student work, recess breaks, scrutiny of the facilities such as the canteen, library, ICT lab, playground, toilets, etc. For these observations, please record them on other indicators under



respective domains such as physical facilities. Be as unobtrusive as possible, unless a situation requires that questions be asked.

### **3.4. Interviews**

#### **3.4.1. With students**

- Be sure to meet with students chosen at random, both formally and informally.
- Engage with them as much as possible during lessons, without being disruptive.
- Assess levels of achievement in their listening and speaking skills.
- Discover whether they are being appropriately challenged when learning the core subjects.
- Check whether they know how well they are doing in these subjects; press for details.
- Be sure to include some Divyang students.
- Strike up informal conversations with students during recess times or before lessons begin.

#### **3.4.2. With leaders and teachers**

- Leaders include the Head of the school and others with leadership responsibilities.
- Consult with other assessors as to the common issues to be discussed with subject leaders/HoD.
- Record the main points to be taken from a discussion and make judgements about them.
- Ask leaders to explain and describe things, rather than confirm or deny things.
- Adhere to the quality indicators but consider the unique characteristics of the school.

### **3.5. Records and Documents**

- School documents should be examined carefully.
- Assessors should assess the quality of the contents of the documents and the implications of their content for all aspects of the assessment.
- School documents on students' achievement and progress in the core subjects are important.
- Documents related to the school's development and management are important.
- Attendance records should be checked for overall attendance rates in the last full term.
- Compare the official attendance records with the actual attendance observed.
- Other important documents include examinations, employment contracts, records of special events, club rosters, certificates and awards, written complaints and replies to them, etc. The detailed list of documents as given in the framework may also be referred to while assessment.

#### **3.5.1. Samples of students' work**

- Scrutinise students' written work in languages, mathematics, sciences and social studies.
- Samples should come from all levels of schools (5+3+3+4); showing high, average, and low achievement levels.
- It is not necessary to collect all the books; rather, take two or three from each level.
- Judge the level of challenge to each group, using the curriculum planning documents as a guide.
- Evaluate the quality of assessment, including teachers' marking, suggestions for the students' next steps in learning, peer and self-assessment and any parents' comments.
- Make clear judgements on students' achievements and their progress over time.

- Make judgements on other aspects, such as their learning skills and any cross-curricular links.
- Take opportunities during lessons to circulate amongst students - check their work and determine the proportions of students above, at and below the expected achievement level.
- Check older work samples to help determine progress since (for example) the first term.

## Annex: 2 - REPORTING FORMAT

Date .....

1<sup>st</sup> time/2<sup>nd</sup> time/3<sup>rd</sup> time .....

### General Guidelines

1. Please answer all questions.
2. Unanswered questions or blank spaces left will mean that the activity was not carried out or the information is nil.
3. Information provided should belong to the current duration only, unless otherwise mentioned.
4. Completed SQAf should be submitted to DEO. One copy should be retained by the school.

Note: Ideally reporting and data capture of the School Assessment is to be done using a tablet for quicker analysis and dissemination of data for better tracking

Date:		Visit number:	1		2		3		4	
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### SCHOOL BACKGROUND INFORMATION

(to be pre-populated directly from UDISE and confirmed by Head Teacher at the time of school visit.)

School UDISE Code																								
School Name																								
District																								
Block																								
Head Teacher's Name and Phone Number																								
Type of management																								
Total number of working days in the last year																								
Timings of the school																								
Classes (tick boxes)	1		2		3		4		5		6		7		8		9		10		11		12	

### Subjects Offered

Subjects offered at secondary stage	Periods per Week Class IX	Periods per Week Class X
Language I		
Language II		
Language III		
Science		
Mathematics		
Social Sciences		
Health and Physical Education		
Arts and Aesthetics		
Library		
Computer lab		
Science lab		
Any other		

### Student strength per class

Class	Number of sections	Total number of students	Average student strength per section
IX			
X			

### Enrolment, Attendance<sup>1</sup> and Dropouts<sup>2</sup>

Category of student		Class IX			Class X			TOTAL		
		Enrolment	Attendance	Drop out	Enrolment	Attendance	Drop out	Enrolment	Attendance	Drop out
Male	SC									
	ST									

<sup>1</sup>Attendance: Percentages (in the last one month)

<sup>2</sup>Dropouts: as a percentage of enrolment (in the previous year)

	OBC									
	Others									
	Totals									
Female	SC									
	ST									
	OBC									
	Others									
	Totals									

### Divyang Students

Type of disability	Number of students					
	IX			X		
	Male	Female	Total	Male	Female	Total
Blindness						
Low vision						
Leprosy cured						
Hearing impairment						
Locomotor disabilities						
Mental retardation						
Mental illness						
Autism						
Cerebral Palsy						



Domain	Overall Assessment of the Domain	Way forward for School Planning
1. CURRICULUM, PEDAGOGY AND ASSESSMENT		
2. INFRASTRUCTURE: ADEQUACY, FUNCTIONALITY AND AESTHETICS		
3. HUMAN RESOURCES – SCHOOL LEADERSHIP	<div>The following is an illustrative example of comments expected post-Assessment</div>	
	<p>Sufficient number of teachers with reference to number of classes/sections are available in school. However, specialist teachers for all the subjects are not available. Among those all 100% of teachers have requisite qualification. The proportion of women teachers is less than 50% of the total number of teachers. 35% of teachers are on contract basis. Up to 25% teachers have some IT skills. Average attendance of teachers was more than 80% of school days in the last academic year. 50% percentage of teachers' performance was satisfactory.</p>	<p>getting requisite number of subject specialist teachers for all the subjects. Attempt must be made to hire more women teachers to have a 50% balance of men and women teachers. Also make efforts to get teachers with IT skills. While school has good presence of teachers, Hot needs to make efforts to improve performance of teachers by monitoring and guiding them.</p>
4. INCLUSIVE PRACTICES & GENDER EQUITY		

5. MANAGEMENT, MONITORING & GOVERNANCE		
6. BENEFICIARY SATISFACTION		

***NOTE: THE NUMBER OF STANDARDS FOR NON-RESIDENTIAL SCHOOLS AND SCHOOLS WITH NO SCHOOL CANTEEN AND TRANSPORTATION SERVICES WILL BE LESS AND ACCORDINGLY THE SCORE CAN BE GENERATED.***

### **SCHOOL GRADING AND PROVISION**

Following is the plan (mechanism) to incentivize effective and efficient school planning and implementation of all the domains given in the SQAF leading to higher student learning outcomes. The proposed plan/mechanism is presented below on the amount of funds a school can receive that is directly linked to the scores that the schools achieve on SQAF. It is expected that this mechanism will encourage schools to perform better on all the quality domains and on all indicators.

## Annex: 3 –Template for School Improvement/Development plan

<School Name>

YEAR \_\_\_\_\_

Core Domain/sub domain/Standard	Level of Maturity	Aspirational Level	Area of Improvement	Prioritized Area L/M/H	Proposed Action	Convenor/Team	Timeline for completion
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**Key –**

### **Prioritised Area –**

L-Low

M-Medium

H-High

### **Maturity Levels –**

IV-Dynamic-Evolving

III-Stable

II-Transient

I-Inceptive

## Annex: 4–Making Schools Safe and Secure – A comprehensive check-list

Sr. No.	Criterion	Satisfactory	Needs further Attention	Not taken up yet	NA	Remarks
<b>A</b>	<b>School Safety and Security Program</b>					
1.	Does your School Safety and Security Program include:					
a)	Monitoring of certificates for safety and fitness of school building					
b)	Natural or Man-made Disaster management and Safety Drills					
0c)	Zero Tolerance about weapons and illegal drugs in and around school premises <i>(For Adolescent)</i>					
d)	Measures for Student Conduct– including Attendance, Regularity, Punctuality, Respect, Tolerance, Helping Attitude and also other disruptive behaviors such as Bullying, Fighting, Violence, etc.					
e)	Measures for Teacher Conduct–Attendance, Regularity, Punctuality, Respectful and dignified behaviour to all					
f)	Mechanism against harassment, sexual or verbal abuse, or discrimination of any sorts.					
g)	Reporting mechanisms in case of any instance of harassment, abuse or discrimination. (Are parents and students aware of these policies?)					
h)	Issuing notification to authorities, parents, students and staff about security related events.					
i)	Measures for dealing with victim, perpetrator, parents, other stakeholders, police and media in case of any untoward incident					
j)	Clear norms on Acceptable and Unacceptable use of the internet in school premises					

k)	Norms on use of cell phones during school hours					
l)	Monitoring of building entrances, hall ways and classrooms before, during and after school hours					
m)	Emergency Evacuation Plan, its display and regular drills on this.					
n)	Police verification for hiring of teaching, non-teaching, contractual, voluntary and other staffs?					
o)	Performance reviews of employees in compliance with safety policies and preventive actions					
p)	Are the School Principals/HM, Teachers and Staff aware of standard Child Protection Mechanisms					
2.	Has the School implemented the Guidelines by National Disaster Management (NDMA) on School Safety and emergency preparedness?					
3.	Does the school have amiable communication system in place, e.g., landline phone, safety and Fire alarm, etc.?					
4.	Does your school have suggestion boxes/ question boxes/ grievance boxes or any other mechanism for students/ parents to inform or communicate about any safety concerns of their children?					
5.	Are Students/Teachers/Non-Teaching Staff oriented to deal with common medical emergencies?					
6.	Do you have the 'School Safety Pledge' prominently displayed in your school campus?					
<b>B. School Buildings, Grounds and Facilities</b>						
7.	Are the school's entrances, exits and doorways clearly marked (Signage)?					
8.	Are the school's entrances, exits and doorways free of obstruction?					
9.	Is there regular maintenance of the Entry-Exit log for parents/ visitors at the main gate?					

10.	Is there a Security guard/CCTV/ any other mechanism of surveillance in school?					
11.	Are the electric wires and cables insulated with proper earthing and beyond the reach of children?					
12.	Are exit signs marked on each floor (e.g., auditorium, laboratories, big classrooms, libraries, etc.) to show path ways during emergency?					
13.	Are the fire extinguishers suitably placed in the school?					
14.	Are these fire extinguishers regularly checked for expiry and functioning?					
15.	Are staff and students trained to the use of fire extinguishers?					
16.	Does the school have a Medical/ Sick Room with essential medicines and first aid equipment?					
17.	Does the school have a designated parking area?					
18.	Is the school building surrounded by a boundary wall or fence?					
19.	Are hazardous goods and substances appropriately labeled, stored and kept away from students' access?					
20.	Are all lighting fixtures securely mounted, and in working condition?					
21.	Are the isolated areas of the School well-lit and under frequent invigilation?					
22.	Is sufficient and safe drinking water available for the students?					
23.	Is regular cleaning and fogging of water tanks and storage facilities being done?					
24.	Are the water tanks and septic tanks well covered and access blocked for children?					
25.	Are separate and functional toilets available for boys and girls( <i>For Adolescent</i> )					
26.	Are separate and functional toilets available for other staff					



	members?					
27.	Does the school have a pre-primary class? If so, is it located on the ground floor?					
28.	Has the school implemented the NCPCR guidelines for physical and infrastructural safety for residential schools?					
29.	Is there any stagnant water anywhere on the premises?					
<b>C.</b>	<b>Psychosocial Safety and Support</b>					
30.	Does the School have access to qualified Counsellor on call, as per requirement?( <i>For Adolescent</i> )					
31.	Are the students especially from primary classes oriented on Personal Safety, e.g., the difference between 'Safe touch' and 'Un safe touch' ( <i>For Children</i> )					
32.	Does the school have a Students Council/ <i>Bal Sansad</i> that deals with students' issues and concerns?					
33.	Are students oriented on life skills, exam preparedness and coping skills to manage fear, anger, peer-pressure, bullying, etc.?( <i>For Adolescent</i> )					
34.	Does the school have regular orientation sessions with parents on common behavioural issues of children and adolescents?					
35.	Are there opportunities for parents apart from PTMs to interact with teachers and other appropriate authorities and inform about any safety concern?					
36.	The school addresses and does not tolerate issues of bullying, harassment and discrimination/ prejudice against students on basis of religion, caste, gender, language, physique or disability or any other factor?					
37.	Misconduct and inappropriate social behavior is strictly monitored and addressed like stealing/need less writing on the walls/harming another student physically or emotionally and displaying any antisocial behaviour					

<b>D Health and Physical Safety</b>						
38.	Does the School have a basic medicine box/ first aid kit?					
39.	Are the emergency medical care numbers displayed in the school?					
40.	Does the School conduct regular health check-ups and maintain comprehensive health cards of students?					
41.	Does the School orient the students on important health issues such as nutritious alternatives to junk food, importance of a balanced diet, etc.? ( <i>For Adolescent</i> )					
42.	Does the School maintain an updated contact list of parents/ guardians for every student of the school?					
43.	Are self-defense programmes conducted for the students?					
44.	Are School Safety posters displayed at prominent places in the school?					
45.	Is the school taking necessary steps for staff health and wellness promotion?					
46.	Does your school have a tie up for necessary referrals in case of common medical emergencies to nearby hospitals/ nursing homes?					
<b>E School Transportation</b>						
47.	Does the School keep a fitness certificate of all vehicles used to transport children to and from the school?					
48.	Do the vehicles used to transport children prominently display the school's name, address and telephone numbers?					
49.	Is there a staff member to make safe arrangements for boarding, de-boarding and accompanying children from these vehicles?					
50.	Are the driving licenses of all drivers verified before they are allowed to operate vehicles transporting students?					
51.	Is there a female attendant or teacher on board in all school buses?					

52.	Are the students oriented about rules of conduct on and around school vehicles?					
53.	Has the school marked designated boarding, de-boarding stops?					
54.	Are parents/ guardians informed about the nearby boarding and de-boarding bus stops?					
55.	Are first aid boxes with adequate, updated, necessary medicines placed in school buses? Are these medicines periodically checked for expiry?					
56.	Is the safe physical distancing and health norm maintained in transport vehicles?					
<b>F</b>	<b>Support for Divyang</b>					
57.	Does the School provide barrier free access for Divyang, e.g., Ramps, Hand Rails, warning blocks for steps, etc.?					
58.	Does the School have Divyang friendly toilets e.g., grabbars, outward or two way opening door, maneuvering space for the wheelchair, etc.?					
59.	Does the school have a sensitization program for students and teachers so as to accommodate and harmonize with Divyang?					
<b>G</b>	<b>Cyber Safety &amp; Policy</b>					
60.	Are the School authorities aware that School can now report incidents of cyber bullying and abuse through POCSO e-box or email or telephone?(For Adolescent)					
61.	Are students and parents oriented on reporting to the cyber-crime department of the concerned state in case of any incident of cyber bullying and abuse?					
62.	Is access to computer rooms and use of electronic and technological devices in the School supervised by teachers?(For Adolescent)					
<b>H</b>	<b>Orientation and Training</b>					
63.	Have the School Staff and Teachers been sensitized on Child Protection Policy and Child related legislations such					

	as POCSO, JJ Act, Cyber safety Act, Anti-Narcotics Act etc.?					
64.	Has any teacher in the School undertaken any professional course on skills in guidance and counseling?					
65.	Have the School Staff been oriented to be watchful towards irregularities in the surroundings (e.g. suspicious vehicles, containers, broken air vents, etc.),etc.					
<b>66</b>	Has the school conducted any orientation on ways to integrate safety, security and well – being in the classroom pedagogy?					

## Annex: 5–Constitution of School Safety Committee

The **suggested** constitution of the Committee is as follows

**(States/CRC/BRC/Regional offices/Schools are free to decide their own compositions. This is only suggestive):**

1. **Chairperson:** Head of institution (Principal or the Headmaster) as s/he is the key nodal person.
2. **Student Safety Officer (SSO) or Child Protection Officer (CPO):** The Head shall be assisted by a SSO/CPO, who may be nominated from amongst the teaching or non-teaching staff of the school. The CPO should not be a contract employee or a part-time employee. The CPO must be a permanent employee, if possible, with at least 5 years' service in the School and preferably, with a background in child psychology and counselling or experience of working with children and familiar with child protection concerns and procedures.
3. **Faculty representatives:** 2 or more representatives from the teaching or non-teaching staff, of which at least one should be a female staff.
  - One Management Representative
  - One faculty representative each from primary, middle and senior school
4. **Parent representatives:** 2 parents including where applicable one parent who is also a parent representative of the School Management Committee (SMC) or a Parent Teachers Association (PTA) or from appropriate SEDG depending on population concentration. In case there are any CWSN enrolled in the school, representatives should also include a person with disabilities. The parental membership must be rotational with their term not exceeding 01 years.
5. **Student representatives:** 2 from senior wing, preferably where possible one girl and one boy.
6. **Alumni representatives (optional):** 1-2 representatives from active alumni members who have passion for school development and could devote time

### **Functions:**

1. The SSC is to hold quarterly meetings, and minutes of the meeting are to be maintained and made available for the records.

2. SSC must undertake a Safety Walk' of the entire school premises once every quarter, in order to ensure compliance of standard safety measures. In addition to the students, all members of the School Safety Committee must be present during every safety walk, as far as possible.
3. Feedback/complaint boxes on safety measures must be maintained at one-two prominent locations in all schools and the same be opened during the school safety walk and action must be taken on queries/complaints/suggestions within 15 days of opening of the suggestion boxes.



## Annex: 6—Guidelines for integrating learning about safety in school education

### **Grade appropriate Learning about Safety of Schools: Check-list**

- In view of inculcating sensitivity towards safety of oneself and others, schools need to organize relevant activities and on regular basis.
- Teachers may design variety of activities in this regard e.g., School Safety Puzzle, School Safety Quiz, School Safety Role Play, School Safety Snake-Ladder Board Game, School Safety Puppet Show, Learning about School Safety, etc.
- These activities may be conducted as a group or individual activity. Learning about School Safety also needs to be conducted on a regular basis, preferably once in six months using following two approaches:
  - The Learning about School Safety Team of the School comprising students and teachers conduct a survey with students across the classes using tools developed by them.
  - Learning about School Safety as teaching-learning activity with in-built assessment by all the class students.

**Following is a suggestive approach to integrating Learning about School Safety in the education of children:**

#### **A. Safety Evaluation of the School by a team comprising Students and Teachers**

##### **Interview for Students**

The team can make arrangements to have a small group of students (four to eight) who represent a cross-section of the middle through secondary grades (in so far as possible 6 to 12) meet with the team at a time that is least disruptive to the instructional schedule. The responses need to be anonymized for protecting the interest of all students. Schedule approximately 15 minutes—no longer than 30 minutes—to conduct the following interview with students:

- a. Are there any places in this building or any times of the day when you feel unsafe? If so, explain.

- b. This school year, have you or your fellow students physically harmed, threatened or bullied at school? If so, what was the extent of injuries? What was the school's response to the situation?
- c. If you knew that there was the potential for danger or harm being done to yourself or others at this school would you tell some adult about this? If so, to whom would you go? If not, why not?
- d. Do the teachers and principals in this school encourage students to report incidents of harassment, bullying, threats, etc.? Is there a process in place for doing so?
- e. Are you aware of any gang activity at this school? If so, do you believe this presents any danger to yourself or to others at this school? Why or why not?
- f. Do students who get into fights get help in learning how to resolve conflicts without fighting?
- g. Are there programs in this school to help students whose grades are falling?
- h. Have students been encouraged to establish clubs and activities with a safety focus?
- i. Have students had any training in personal safety and how to avoid becoming victims of violence?
- j. Is there a safety or security issue that, in your opinion, is not being adequately addressed to eliminate the problem? What would you suggest to address the issue?

#### **B. Rating Scale for Preparatory and Middle Stage Students**

This may be a group/class survey activity. Children may be asked to give their views on the Rating Scale. These Rating Scales need to be developed involving students as per the context and location of the school. An exemplar rating scale is given below:

<b>At this school:</b>	<b>Always</b>	<b>Sometime</b>	<b>Never</b>	<b>Don't Know</b>
We take good care of the playgrounds.				
We keep the building and toilets clean.				
My classroom looks nice.				

Students help make decisions.				
Students can be in many different groups and activities.				
Teachers here are nice people.				
My teachers respect me.				
Teachers let me know when I'm doing a good job.				
I have good relationships with my teachers.				
Students respect the teachers.				
I'm comfortable talking to a teacher about my problems.				
I feel very safe.				
I feel safe on the way to school and on the way home.				
When students have an emergency, they know whom to approach				
You can trust most people.				
Adults care about students.				
Even people who are different are respected.				

Filled up Inspection Forms may be collected by the School Team and they can analyse the data and make a report to be submitted to school authorities for taking necessary steps.

### **C. Safety as Teaching-learning Activity in Foundational Years**

Learning about School Safety needs to be conducted for all the students at the four school stages, i.e., Foundational, Preparatory, Middle and Secondary. The levels may be decided accordingly, e.g., **for Foundational Stage Children**, it may be in the form of answering following questions:-

- a. When and why the child or his/her friends feel angry?
- b. When and why the child or his/her friends feel sad?

- c. Does the child feel happy and relaxed in the school?
- d. What thing does the child not like about the school?

#### **D. Safety Evaluation as Teaching-learning Activity/ Group Activity in a Classroom for older children**

Children at all the stages need to be motivated to develop their own questions regarding the evaluation. This may be conducted as a group activity in a classroom. Details of conducting this activity are given below;

**Group Work:** In order to do this activity with children of specific class, the teacher may divide them into groups with equal/proportionate number of children and assign the following task:

- **Group I.** To find out about safety of school infrastructure
- **Group II.** To explore points related to safe interpersonal interactions in and outside the school.
- **Group III.** To find out points related to emotional safety and security
- **Group IV.** To find out points related to cyber safety

**Likewise, if more groups are there, tasks may be repeated or teachers may assign smaller tasks to each of the groups**

**Observe and record:** The teacher may ask each group to divide the task amongst the group members for framing questions, take observations and record them. She may help children in the process. Some of the exemplar questions developed areas under:

##### **Infrastructure related Safety**

- a. Does your School building have a boundary wall or fence?
- b. Does your school provide sufficient and safe drinking water available for the students?
- c. Are ceiling fans fixed properly and in working condition?
- d. Number of doors/ windows/ventilators in the classroom
- e. Are the school's entrances, exits and doorways clearly marked (Signage)?
- f. Does your school have an Emergency Evacuation Plan on display and are regular drills conducted on this for staff and students?

- g. Does your school have a viable communication system in place in the school, e.g., landline phone, safety and fire alarm, etc.?
- h. Does your school have suitably placed fire extinguishers in the school?

### **Socio-emotional Safety**

- a. Have you noticed any child in your class who often gets angry?
- b. When you are feeling down, do you share our feelings with others?
- c. Does your teacher encourage students to talk about their feelings?
- d. Does your school provide access to a counsellor?
- e. Are students oriented on importance of personal safety, e.g., difference between 'good touch' and 'bad touch'?
- f. Does your school have a student council/Bal Sansad that deals with students' issues and concerns?

### **Health and Physical Safety**

- a. Do you have access to a basic medicine box/first aid kit in the school?
- b. Are regular health check-ups conducted in the school?
- c. Do you have access to a nurse/doctor in times of medical crisis?
- d. Does your school maintain comprehensive health cards for every student?
- e. Does your School have a Suggestion/ Complaint Box in place?
- f. Do you have a School Safety Pledge in the school?

### **Cyber Security**

- a. Do you have Internet facility in the School?
- b. Are mobile phones allowed in the Classroom?
- c. Is the access to computer rooms and use of electronic and technological devices in the school supervised by teachers?

### **Disaster response**

- a. Does your school have a disaster management plan?
- b. Have you seen and understood the disaster management plan for your classroom and school?
- c. Does your school have mock drills for disaster response?
- d. Have you participated in the drills and understood your responsibilities?

### **Think, Reflect and Act**

Teachers may also provide opportunities to think and reflect. Create opportunities for cross-age mentoring: Younger students are receptive to both the attention and leadership of older students, and likewise, the older students benefit from the added responsibility of modeling appropriate behaviors. Some questions in this regard are:

- a. How to make the school more safe and secure.
- b. Consider ways to redirect negative behaviors toward positive leadership opportunities; respect diversity; developing anger management skills; Peer support groups, etc.
- c. Explore ways to help the grievances/conflicts reach the authorities for timely and appropriate action.

### **Assessment**

The teacher may help children in the above. Each group presented the report before whole class, which followed discussions with other groups. Such activities can be assessed on three-point scale using rubrics that a teacher may design herself or involve children in doing so.

Criteria	Level I	Level II	Level III
Framing Questions	Frames questions with the help of peers	Frames new questions on her/his own and finalizes with the help Of teacher and peers	Frames questions independently

Data Collection	Asks questions and uses few probes	Ask questions with many probes	Probes deeply and even modifies or frames new questions On the spot
Data Recording	Recording the responses is not Organized	Systematically records the collected information	Systematically records and presents the information
Drawing conclusion	Makes some sense of The information	Draws appropriate meaning	Makes meaning and Explains logically
Reporting	Prepares report but unsure while presenting	Prepares report and presents with confidence	Prepares comprehensively articulated report and explains logically with confidence
Working Together	Difficulty in working with others sometimes	Works patiently in groups	Works patiently in groups and also helps others

**Level I-** For a given activity or outcome(s) child needs a lot of support from teacher/adult.

**Level II-** For a given activity or outcome(s) child is able to perform with proper feedback and support

**Level III-** For a given activity or outcome(s) child works independently with occasional support



## Annex: 7–School safety pledge

We, the teachers, parents and students of **(Name of School)** pledge to ensure that our School is a SAFE, SECURE and HAPPY place for all.

We pledge to support the Head of the School who shall-

- a. Leave the school building at the end of the school day only after ensuring that no child is left behind inside or outside the school premises.
- b. Ensure that students, teachers and staff stay back in school for various activities only with his/her permission.
- c. Meet and interact with all students and teachers regularly and at least once a week.
- d. Ensure that teachers are sensitive to the needs and concerns of students, especially those in the primary classes.
- e. Create a healthy, clean and non-threatening environment and curb bullying.
- f. Carry out evacuation drills regularly.
- g. Maintain a Suggestion/POCSO Box and check the comments shared by students regularly.

## Annex: 8–Constitution of Parent Teacher Association

As per section 21 of RTE Act, 2009, private schools are exempted from formulating SMCs. In such schools, PTA should be made mandatory as SMCs and PTAs are an important link in monitoring the safety and security measures in schools. The private schools defined under section 2 (n) (iv) of RTE Act, 2009 should have a Parent Teachers Association (PTA).

**The following is only a suggestive model for the same (States/Schools may decide their own composition).**

### ***Composition of Parents-Teachers Association (PTA)***

There may be only one PTA in every school.

- a. The PTA may be formed within one month of the beginning of the academic session and may be sensitised/oriented on NCPCR's Manual on Safety and Security of Children in Schools.
- b. Fifty per cent of members of such Committee can be women
- c. PTA may consist of two parent representatives from each stage (Foundational, Preparatory, Middle and secondary including parents of children with disability) such that three-fourth of members of such Committee may be parents or guardians.
- d. Out of the 3/4th member parents, 25 percent of the total strength of parent members could be reserved for parents or guardians of children admitted under section 12 (1) (c) of the RTE Act, 2009
- e. One teacher from each level of schooling i.e. pre-primary, elementary, secondary and senior secondary may be nominated by the principal
- f. One special invitee member with expertise in any school related fields that would impact the overall school development;
- g. One representative member of the School Management;
- h. Adequate representation of parents from disadvantaged categories may be ensured.

- i. In case, the ward of parent member leaves the school in between the academic session, another parent/guardian member from that class may be inducted into the PTA within one-month;
- j. The School Management may display/upload the names of PTA Member on their website and on the notice board.

**Terms of Reference:**

- a. The term of the PTA should be one academic year.
- b. The School Management should display/upload the names of PTA Members on their website and on the notice board.
- b. As per section 21 of RTE Act, 2009 a school, other than a school specified in sub-clause (iv) of clause (n) of section 2, shall constitute a School Management Committee consisting of the elected representatives of the local authority, parents or guardians of children admitted in such school and teacher.

## 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 range of 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 the end 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 vision and 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 and 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 are needed to succeed in pursuing some 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 risk related 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.
- 73. **Vision:** The act



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**Thank  
You**