

KENDRIYA VIDYALAYA SANGATHAN



MANUAL –CUM- REPORT OF INDUCTION TRAINING AND CONTENT ENRICHMENT AND PEDAGOGICAL TRAINING OF NEWLY RECRUITED VICE-PRINCIPALS

OFFLINE: 05.02.2024 – 10.02.2024

**ONLINE: 05.03.2024, 14.03.2024, 04.04.2024,
02.05.2024, 06.06.2024 AND 11.07.2024**



VENUE

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DEPUTY COMMISSIONER
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ASSOCIATE COURSE DIRECTOR

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RESOURCE PERSONS

Mr. K VISHWANATHAN
VICE PRINCIPAL, K V OTTAPALAM
ERNAKULAM REGION
&
Mr. ALEX JOSE
VICE PRINCIPAL, K V PEROORKADA
ERNAKULAM REGION

COURSE COORDINATOR

Sh. D SREENIVASULU
TRAINING ASSOCIATE(MATHEMATICS)
KVS ZIET MYSURU

DIRECTOR'S MESSAGE.....



It gives me immense pleasure in presenting the e-manual of the 12-day Induction Course for the newly recruited Vice Principals-LDCE. After the advent of NEP 2020, the Nation has gone through profound changes in the education system cultivating collaboration and inspiring innovation, thus unlocking new possibilities of education. An all-round, comprehensive plan has carefully been designed & executed through the transformative potential of this effective training.

The Vice Principals from Bangalore, Chennai, Ernakulam, Hyderabad, Dehradun and Varanasi Regions of Kendriya Vidyalaya Sangathan attended the Training. As per the KVS training guidelines and as envisaged in NEP 2020, vital areas of training namely Role and responsibilities of VPs, SWOT analysis, strategic leadership qualities, Administrative rules, Financial rules, pedagogical shift in light of NEP-2020, etc.were given equal importance with a view to developing the professional excellence of Vice Principals during face to face and online modes of training.

It is with pleasure that I place on record my commendation for the commitment and dedication of the team of Vice-Principals from six Regions, Mrs. Rubina, Principal, KV CRPF, Yelahanka, Bengaluru (Associate Course Director), Mr.Vishwanathan, Vice-Principal, KV Ottapalam, Ernakulam Region(Resource Person), Mr. Alex Jose, Vice-Principal, Ernakulam Region (Resource Person) and Mr. D. Sreenivasulu, Training Associate (Mathematics) from ZIET Mysore who has been the Coordinator of this assignment.

Wishing you all the very best in your academic and administrative journey!

**MENAXI JAIN
DIRECTOR
ZIET MYSURU**

KVS ZONAL INSTITUTE OF EDUCATION AND TRAINING, MYSORE
LIST OF THE PARTICIPANTS

S No.	NAME	NAME OF THE KV	REGION
1	MR. UMESH PRAJAPATI	BIDAR-AFS	BENGALURU
2	SMT. REKHA JOSHI	HUBLI NO.2	BENGALURU
3	SMT. S. DEEPASHRI	IISC., BENGALURU	BENGALURU
4	MR. BANSHI LAL	TUMKUR	BENGALURU
5	MR. HEMANTKUMAR C. CHAVAN	SADALAGA	BENGALURU
6	SMT. MALATHI P.	HEBBAL, BENGALURU	BENGALURU
7	MR. D DHINAKARAN	CHENNAI AFS AVADI	CHENNAI
8	MR. RANDHIR MEENA	CHENNAI ASHOKNAGAR	CHENNAI
9	MR. K.RATHINA KUMAR	CHENNAI CRPF AVADI	CHENNAI
10	MR. RISHIKESH MEENA	CHENNAI CLRI	CHENNAI
11	MR. JASWANT MARWARI	CHENNAI ISLAND GROUNDS	CHENNAI
12	MR. SHAMBHU DAYAL MEENA	COIMBATORE	CHENNAI
13	MR RAMKUMAR.R	MADURAI NO.1	CHENNAI
14	MR. ANGREZ SINGH	PONDICHERRY NO.1 (SHIFT II)	CHENNAI
15	MR. VIJAYA KUMAR SADOMPATI	GUNTUR SHIFT-2	HYDERABAD
16	MS GALI VIJAY LAKSHMI	KHAMMAM	HYDERABAD
17	MS SNEHLATA TIPPANA	NAD VISAKHAPATNAM	HYDERABAD
18	MR. BHOOR SINGH MEENA	WALTAIR	HYDERABAD
19	MR. MANEESH KUMAR MUNDOTIA	ONGOLE	HYDERABAD
20	MR. MUKESH KUMAR	PICKET	HYDERABAD
21	MR. S GOVIND SWAMY	NO.1 TIRUPATI SHIFT-2	HYDERABAD
22	MR. M MALKISAB	CRPF BARKAS	HYDERABAD
23	MR. KOLLA BABUJI	NO.1 NAUSANABAGH	HYDERABAD
24	MR. SUJITH JANARDHANAN	K V KELTRON NAGAR	ERNAKULAM
25	MRS. SHAJILA P	K V KANNUR	ERNAKULAM

26	MR.SHARATH P	K V NO.2 KASARAGOD	ERNAKULAM
27	MR.BALAKRISHNAN T N	K V RAMAVARMAPURAM	ERNAKULAM
28	MR. N K LAL	K V NAD ALUVA	ERNAKULAM
29	MRS. BINDU R	K V NO.1 KOCHI	ERNAKULAM
30	MR. MADHUSOODANAN N	K V NO.2 KOCHI	ERNAKULAM
31	MR. DEEPU K S	K V RB KOTTAYAM	ERNAKULAM
32	MRS. LATHA KUMARI P K	K V CHENNEERKARA	ERNAKULAM
33	MR. PRAMOD KUMAR GUPTA	CHAMPAWAT SSB	DEHRADUN
34	MRS. GUNJAN SRIVASTAVA	DEHRADUN ITBP (II SHIFT)	DEHRADUN
35	MS TARUNA KAUR	HARIDWAR BHEL	DEHRADUN
36	MS VIDUSHI NAITHANI	KASHIPUR	DEHRADUN
37	MR. S.K.KUSHWAHA	RAIWALA	DEHRADUN
38	MR. HIMANSHU SHEKHAR UPADHYAY	NEW CANTT PRAYAGRAJ S-1	VARANASI
39	MRS. MANJU TIWARI	NEW CANTT PRAYAGRAJ S-2	VARANASI
40	MS KSHAMA SINGH	PT. DDU NAGAR	VARANASI
41	MR.ARUN KUMAR SINGH	AFS BAMRAULI PRAYAGRAJ	VARANASI
42	MR. RAKESH KUMAR MISHRA	AMHAT SULTANPUR	VARANASI
43	MR. UDAY KUMAR SINGH	NO 2 FCI GORAKHPUR	VARANASI
44	MR. RAJESH KUMAR TRIPATHI	MAU	VARANASI

TIME TABLE

OFFLINE TIME TABLE

DATE	9.00 am -10.00 am	10.00am -11.00am		11.15am -1.00 pm		2.00 pm-3.30pm		3.45pm -5.30pm	
05.02.2024	INAUGURAL FUNCTION & OBJECTIVE OF THE COURSE (Ms.Menaxi Jain, Director)	NEP-2020- SILENT FEATURES (Mrs Rubina, ACD)	11.00 am 11.15 am	ROLE AND RESPONSIBILITIES OF VPs SWOT ANALYSIS, STRATEGIC LEADESHIP QUALITIES (Mr Alex Jose, RP)	1.00 pm 2.00 pm	ADMISSION GUIDELINES,RTE ACT-2009 AND ITS IMPLICATIONS (Mr Vishwanathan K, RP)	3.30pm - 3.45pm	81(B)/POCSO AND POSH ACT, INTERNAL COMPLAINED COMMITTEE, NCPCR GUIDELINES AND IMPLEMENTATION (Mrs Rumma Raina,TA)	
	9.00-9.30 am	9.30am-11.00am		11.15am -1.00 pm		2.00 pm-3.30pm		3.45pm -5.30pm	
06.02.2024	ASSEMBLY	RAJBHASHA - NEED AND IMPLEMENTATION (Mr Pankaj Diwedi,CIIL)	T E A B R E A K	NCF-SE 2023,PERSPECTIVE ON CURRICULUM TRANSACTION OF LANGUAGES, SOCIAL SCIENCES, MATHEMATICS AND SCIENCE (Dr Sujata RIE)	L U N C H	ACADEMIC SUPERVISION AND CLASSROOM OBSERVATION (Mrs Rubina, ACD)	T E A B R E A K	INHOUSE STRATEGIES FOR CAPACITY BUILDING OF TEACHERS (Mr Alex Jose, RP)	
07.02.2024	ASSEMBLY	KVS CODE OF CONDUCT FOR STUDENTS AND TEACHERS, CCS CONDUCT RULES (Mr Selvamani,TA)		STUDENTS SAFETY SOP/SQAA, VIDYALAYA PLAN AND ASSESSMENT TOOL, MAINTENANCE OF VIDYALAYA PLANT FOR SUSTAINABLE GROWTH (Mr Vishwanathan K, RP)		EDUCATIONAL TRIP		EDUCATIONAL TRIP	
08.02.2024	ASSEMBLY	FINANCIAL MATTERS-GFR-2017,PURCHASE PROCEDURE,GEM ETC. (Mr O S Sheoran, AC Fin)		PERSONAL CLAIMS OF EMPLOYEES(TA/DA,LTC,MEDICAL CLAIMS AND CGHS,CEA),LEAVE RULES,VACATION AND ALLIED MATTERS (Mr O S Sheoran, AC Fin)		PROMOTION OF ACTION RESEARCH (Prof. CGV Murthy, RIE)		INNOVATION AND EXPERIMENTATIONS,ICT IN SCHOOL MANAGEMENT (Mr Alex Jose, RP)	
09.02.2024	ASSEMBLY	Address by Shri N R Murali, Additional Commissioner (Academics), KVS HQ		COMPETENCY BASED EDUCATION & COMPETENCY BASED ASSESSMENT (Mrs Rubina, ACD) & APAR REPORTING & NORMS FOR OPENING NEW SCHOOL(Ms Menaxi Jain)		ELEMENTS OF FACT FINDING/PRELIMINARY INQUIRY AT SCHOOL LEVEL (Dr Manjunath DC Hyderabad)		CONDUCTING PRELIMINARY INQUIRIES,CCS(CCA)RULES 1965:MINOR/MAJOR PENALTIES AND ARTICLES 81(A-D) (Dr Manjunath DC Hyderabad)	
10.02.2024	ASSEMBLY	PEDAGOGICAL SHIFT IN LIGHT OF NEP-2020:(EL,Ail,SPORTS INTEGRATED LEARNING,GAMIFICATION,CBL, PBL,IL,TBP AND ACTIVE LEARNING (Mr Alex Jose, RP)		FLN-NIPUN BHARAT MISSION,NCF- FS 2022, JADUI PITARA, BAL VATIKA,VIDYA PRAVESH,CMP (Mr B K Jha, TA)		STRATEGIES TO DEVELOP 21st CENTURY SKILLS, PROMOTING INDIAN VALUE SYSTEM IN SCHOOL EDUCATION (Mr Rajendran,TA)		EFFECTIVE COMMUNICATION WITH ALL STAKE HOLDERS (Mr Vishwanathan K, RP)	VALEDICTORY FUNCTION

ONLINE TIME TABLE

DATE	9.30am -10.45am	10.45 am -11.00 am	11.00am -12.00 noon	12.00noon-1.15pm	1.15 pm - 2.15 pm	2.15 pm-3.45pm	3.45pm - 4.00pm	4.00pm -5.30pm
05.03.2024	PM SHRI, ATL Lab (Mrs Rubina, ACD)	T E A B R E A K	UBI Fee Portal (Mr Alex Jose, RP)	CBSE Affiliation (Mr Mathew Abraham, Principal, KV Konni, Erankulam Region)	L U N C H	Inclusive Education and Learning disabilities (Prof. Jayashree Shanbal, AIISH)	T E A B R E A K	Reflection on academics from the participants
14.03.2024	Reflection on Administration from the participants		Rajbhasha and its Implementation (Mr D K Singh)	Constitution of VMC & VEC and conducting meetings (Mrs Rubina, ACD)		RTI Act and handing Court Cases (Mr Vishwanathan K)		Action Research Project report presentation by participants
04.04.2024	Reflection on NCERT/CBSE from the participants		Action Research Project report presentation by participants	Admission Guidelines class I & II and OLA Portal (Mr Alex Jose)		Procurement through GeM (Mr N D Sharma, TGT(WE))		Action Research Project report presentation by participants
02.05.2024	KVS Flagship Programs (Mrs Rubina, ACD)		Reflection on Finance from the participants	Action Research Project report presentation by participants		KVS online supervision tools (PIMS) status report (Mr Alex Jose)		Action Research Project report presentation by participants
06.06.2024	Building as Learning Aid (BaLA) (Mrs Rubina, ACD)		UDISE Data (Ms Snehlata T)	Action Research Project report presentation by participants		Preparation of Budget Estimates and Annual Accounts (Mrs Shaji)		Reflection on Technological intervention from the participants
11.07.2024	(9.30am- 11.00am)Health and Mental wellbeing, Yoga & Sports (Mr P C Tiwari, AC, Chandigarh Region)		Reflection on Pedagogical practices from the participants	Action Research Project report presentation by participants		Procedure of E - Pension (Mr Ameer Byju P M,ASO, RO Ernakulam)		Action Research Project report presentation by participants

GROUP - 1

1	MR. UMESH PRAJAPATI	BIDAR-AFS	BENGALURU
2	MR. D DHINAKARAN	CHENNAI AFS AVADI	CHENNAI
3	MR. SHAMBHU DAYAL MEENA	COIMBATORE	CHENNAI
4	MR. VIJAYA KUMAR SADOMPATI	GUNTUR SHIFT-2	HYDERABAD
5	MR. SUJITH JANARDHANAN	K V KELTRON NAGAR	ERNAKULAM
6	MR. MADHUSOODANAN N	K V NO.2 KOCHI	ERNAKULAM
7	MR. PRAMOD KUMAR GUPTA	CHAMPAWAT SSB	DEHRADUN
8	MR. HIMANSHU SHEKHAR UPADHYAY	NEW CANTT PRAYAGRAJ S-1	VARANASI

GROUP - 2

1	SMT. REKHA JOSHI	HUBLI NO.2	BENGALURU
2	MR. RANDHIR MEENA	CHENNAI ASHOKNAGAR	CHENNAI
3	MR RAMKUMAR.R	MADURAI NO.1	CHENNAI
4	MS GALI VIJAY LAKSHMI	KHAMMAM	HYDERABAD
5	MRS. SHAJILA P	K V KANNUR	ERNAKULAM
6	MR. DEEPU K S	K V RB KOTTAYAM	ERNAKULAM
7	MRS. GUNJAN SRIVASTAVA	DEHRADUN ITBP (2ND SH)	DEHRADUN
8	MRS. MANJU TIWARI	NEW CANTT PRAYAGRAJ S-2	VARANASI

GROUP - 3

1	SMT. S. DEEPASHRI	IISC., BENGALURU	BENGALURU
2	MR. K.RATHINA KUMAR	CHENNAI CRPF AVADI	CHENNAI
3	MR. ANGREZ SINGH	PONDICHERRY NO.1 (SHIFT II)	CHENNAI
4	MS SNEHLATA TIPPANA	NAD VISAKHPATNAM	HYDERABAD
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6	MRS. LATHA KUMARI P K	K V CHENNEERKARA	ERNAKULAM
7	MS TARUNA KAUR	HARIDWAR BHEL	DEHRADUN
8	MS KSHAMA SINGH	PT. DDU NAGAR	VARANASI

GROUP - 4

1	MR. BANSHI LAL	TUMKUR	BENGALURU
2	MR. BHOOR SINGH MEENA	WALTAIR	HYDERABAD
3	MR.BALAKRISHNAN T N	K V RAMAVARMAPURAM	ERNAKULAM
4	MS VIDUSHI NAITHANI	KASHIPUR	DEHRADUN
5	MR.ARUN KUMAR SINGH	AFS BAMRAULI PRAYAGRAJ	VARANASI
6	MR. RAJESH KUMAR TRIPATHI	MAU	VARANASI

GROUP - 5

1	MR. HEMANTKUMAR C. CHAVAN	SADALAGA	BENGALURU
2	MR. RISHIKESH MEENA	CHENNAI CLRI	CHENNAI
3	MR. MANEESH KUMAR MUNDOTIA	ONGOLE	HYDERABAD
4	MR. M MALKISAB	CRPF BARKAS	HYDERABAD
5	MR. N K LAL	K V NAD ALUVA	ERNAKULAM
6	MR. S.K.KUSHWAHA	RAIWALA	DEHRADUN
7	MR. RAKESH KUMAR MISHRA	AMHAT SULTANPUR	VARANASI

GROUP - 6

1	SMT. MALATHI P.	HEBBAL, BENGALURU	BENGALURU
2	MR. JASWANT MARWARI	CHENNAI ISLAND GROUNDS	CHENNAI
3	MR. MUKESH KUMAR	PICKET	HYDERABAD
4	MR. KOLLA BABUJI	NO.1 NAUSANABAGH	HYDERABAD
5	MRS. BINDU R	K V NO.1 KOCHI	ERNAKULAM
6	MR. UDAY KUMAR SINGH	NO 2 FCI GORAKHPUR	VARANASI
7	MR. S GOVIND SWAMY	NO.1 TIRUPATI SHIFT-2	HYDERABAD

COMMITTEES

EDITORIAL COMMITTEE

1. Smt. GALI VIJAY LAKSHMI
2. Shri. SUJITH JANARDHANAN
3. Shri. RISHIKESH MEENA
4. Smt. SNEHALATA TIPPANA
5. Smt. S DEEPASHRI
6. Smt. TARUNA KAUR
7. Shri. RAKESH KUMAR MISHRA

MESS COMMITTEE

1. Smt. REKHA JOSHI
2. Shri. BALAKRISHNAN T N
3. Shri. SHAMBHU DAYAL MEENA
4. Shri. VIJAYA KUMAR SADOMPATI
5. Smt. KSHAMA SINGH
6. Shri. S K KUSHWAHA

EXCURSION COMMITTEE

1. Shri. DEEPU K S
2. Shri. UMESH PRAJAPATI
3. Shri. RAM KUMAR R
4. Shri. PRAMOD KUMAR GUPTA
5. Shri. UDAY KUMAR SINGH

PHOTOGRAPHY COMMITTEE

1. Smt. GUNJAN SRIVASTAV
2. Shri. D DINAKARAN
3. Shri. N K LAL
4. Shri. BANSI LAL
5. Shri. ARUN KUMAR SINGH
6. Shri. BHOOR SINGH MEENA

DAY-WISE REPORTS

OFFLINE: DAY 1(05.02.2024)

The Six-day Induction Training and Content Enrichment & Pedagogical Training at ZIET, Mysuru got a rollicking start on 05-02-2024. Mr. Rajendran M, Training Associate set the ball rolling in his usual dynamic and charming style by hosting the inaugural session. Mr. Sreenivasulu, Training Associate, ZIET Mysuru and Course Co-ordinator welcomed the course Director, Ms. Menaxi Jain, Deputy Commissioner and Director, ZIET Mysuru, Mrs. Rubina M, Principal, CRPF Yelahanka and Associate Course Director and the Resource Persons, Mr. Viswanathan K and Mr. Alex Jose, Vice-Principals of PM SHRI KV Ottapalam and KV Peroorkada, respectively. Later, 44 Participants from 6 regions, viz., Bengaluru, Chennai, Hyderabad, Ernakulam, Varanasi and Dehradun as well as Training Associates of ZIET, Mysuru introduced themselves.

After the self-introduction of the participants, the Course Director enlightened the participants with her insightful keynote address. She stated that the main objective of conducting orientation programme is to ease the newly recruited Vice- Principals into their new roles as academic and administrative leaders. Also, the Course Director emphasised that Vice- Principals act as a bridge between the administration as well as all stake holders of education. She explained that the word “Vice” is originated from Latin which means “*in place of*” or “*instead of*” that underlines the importance of Vice-Principals in school education. She concluded the inaugural session by stating that the communication skills are very essential for Vice-Principals as they play an important role in crisis management in the teaching learning process.

The first session of the orientation course was taken up by Mrs. Rubina M, Principal, CRPF Yelahanka and Associate Course Director on the salient features of National Education Policy-2020. Initially, she shared her experiences as Vice-principal, and how that helped her to run the school more effectively and this narration boosted the morale of the participants. Initially, she distinguished between equality and equity followed by CPD for teachers, Vice Principals and Principals. She mainly focused on sharing of resources, community participation, Vidyanjali programme, CCT and conceptual understanding. She emphasised on the importance of Early Childhood Care and Education (ECCE), SQAAF, SDG Goals, Focus on 21st century skills, effective governance and new classification of curriculum and pedagogy for foundation, preparatory, middle and secondary stages. Also, she highlighted the Art Integration and Sports Integration as well as experiential learning in achieving holistic development of students. The entire session was conducted in an interactive manner and she concluded the session by stressing the importance of cognitive, affective and psycho motor development as well as mental and physical health and well-being of students.

After the tea break, Mr. Alex Jose, Vice-Principal KV Peroorkada and Resource Person took up the second session on the role and responsibilities of the Vice-Principals. He enumerated the roles and responsibilities of Vice-Principals in a very effortless and fluent manner drawing examples from his rich experiences. Vice- Principals are academic leaders and it is their duty to ensure a positive and conducive environment. He highlighted the roles of Vice-Principals in relation to teaching, evaluation, co-curricular, extracurricular activities and various communications to regional offices viz., monthly and quarterly reports. He guided all the participants that Vice- Principal plays the role of mediator among all stake holders of education. He also suggested availing all essential certificates such as fire safety, structural safety as well as potable water safety certificates in time.

After the lunch, Mr. Viswanathan K, Vice-Principal, PM SHRI KV Ottapalam and Resource person took up the third session of the first day on 'Admission Guidelines and RTE Act' with respect to KVS admission policy and guidelines. He discussed section 13, 15 and 16 of RTE Act in a detailed manner and emphasised on each educational institute developing its own admission guidelines based on the constitutional rights. He conducted the session in a very lively and interactive manner and all participants raised their doubts which were clarified.

After the tea-break, the final session of the day was taken by Ms. Rumma Raina, Training Associate, ZIET, Mysuru on NCPCR, POCSO Act-2012, Article 81(B) and POSH Act-2013. It was a highly enriching session which enlightened the participants to approach the issues of sexual harassment with an open mind. The data she presented on the cases of abuse of children in India was highly shocking and underlined the need for creating awareness among all the stake holders of education. She briefed the Article 81 (B) of KVS, appellate authority and other aspects of article. Finally she concluded the session by constitution of ICC (Internal Complaint Committee) in Vidyalaya for Prevention of Sexual Harassment of Women at Work Places.

To conclude, it is not an exaggeration to say that the sessions on the first day were highly enriching, rewarding and really set the right tone for the days to come.

OFFLINE: DAY 2 (06.02.2024)

The day commenced with an invigorating assembly programme by group 1. Following the assembly programme, Madam Menaxi Jain, the Deputy Commissioner & Director KVS ZIET, Mysore addressed the participants. The reviews and short reports of the previous day sessions were sought and Honourable Deputy Commissioner in her address brought the focus attention of inevitability of

FIR to be lodged in POCSO cases apart from informing the Deputy Commissioner of the concerned region, Concerned Chairman VMC and Child Help Line and how Article 81 A of KVS Education Code was upheld by the honourable court of law. So it is very important to constitute Internal Complaints Committee (ICC) in every vidyalaya. In the discussion, it was also made clear that, as per 7th pay commission's recommendation, Charge Allowance had been done away with.

The first session was about Implementation of Raj Bhasha in the vidyalaya and the office. Mr. Pankaj Dwivedi, Assistant Director RIE Mysore brought home the significance of using Hindi in all offices and its importance. In the session, the participants were made familiar with the History, Acts and Resolutions passed by the parliament and departmental implications of using bilingualism. It is also ineluctable so the department head has to encourage staff members to use Hindi as the procedural language. It is the duty and prime concern of all ministries, departments and offices coming under central government to uphold Hindi as procedural language. In case of an employee not possessing proficiency in Hindi language, he/she may be enrolled under Hindi Teaching Scheme which is in full swing conducted under the guidelines of department of official language. He also emphasized Hindi and English should be followed in all documentations and official orders in which Hindi font size may be bigger than the font size of English. It is suggestive that Diglot format may be followed based on the feasibility. Devanagari script is mandatory and all computers in the office and departments of the vidyalaya should have Hindi fonts. It is also emphasized that General Orders, Resolution, Circulars, Rules, Administrative or other reports, Press release and Communiques, Contracts, Agreements, Licenses, Permits, Tender Notices, Notifications, Reports and documents to be laid before the parliament are to be obligatorily in Bilingual.

The second session was about National Curriculum Framework for School Education 2023 held by Dr Sujata B Hanchinalkar from RIE Mysore. In the session, the participants were called attention to various significance of NEP-SE

2023. The NCF-SE's 2023 comprehensive nature ensures that it covers all stages of schooling. It sets clear learning standards and competencies, enabling teachers to foster critical thinking, creativity, and genuine understanding. Art Education, Physical Education & Well-being, Environmental Education, and Vocational Education are reinvigorated under the NCF-SE. Multilingualism, conceptual understanding in Mathematics, and capacities for scientific inquiry also receive renewed attention. The curriculum's interdisciplinary approach encourages students to study the relationships between individuals, society, and the environment. It articulates specific learning standards for all school subjects that gives clear direction for action for all stakeholders in the school system, particularly Teachers. The curriculum focuses on development of knowledge with genuine understanding, fundamental capacities such as critical thinking and creativity, and constitutional and human values. It enables the entire range of age and context appropriate pedagogy, from play-based, activity-based, inquiry-based, dialogue based, and more. This would also use effective, widely available, and highly engaging teaching-learning-material, including textbooks. Assessment and exams at all levels are to be transformed, to enable genuine learning and reduce stress, including the Board exams.

Contributions to the knowledge in various disciplines by Indians from the ancient to contemporary times have been integrated into the curricular goals of all school subjects. Given the rich multilingual heritage of India, it expects all students to be proficient in at least three languages.

Post lunch session was held by Dr. (Mrs) Rubina M R Principal K V CRPF Yelahanka and Associate Course Director on Academic Supervision. Madam provided important insights about Academic Supervision. Academic Supervision is not a fault finding mechanism but it is an agency to give a positive feedback and constructive criticism. The chief duty of the Academic Supervisor is to observe the functioning of the vidyalaya in different areas namely infrastructure, academics admission, finance, achievements and recognition and feedback back from various

stakeholders. It is also to verify the actual status with the vidyalaya plan prepared by the principals in terms of targets, efforts and key results. The strong and weak areas of the vidyalaya in terms of academic and infrastructure are also observed and feedback is given. One of the prime objectives of the academic panel inspections is to identify whether the expected learning outcomes of the students are achieved. It is also necessary for the academic panel inspection members to interact with various stakeholders namely students, the parents, VMC members and the members in the local community to have a fair about the functioning of the vidyalaya.

After the observation of the class the teachers should be detailed about their observations and findings. Altogether it is the collective efforts of the members to highlight the needs and areas for improvement.

The culmination of the day was with the most interesting session on In House Strategies for Capacity Building of Teachers. The capacity building program for teachers was designed to improve the knowledge, skills, and abilities of teachers to meet the changing needs of their students and the education system. It is deliberated that Teacher Training cannot be a series of one-off events. One-day workshops are considered to be one of the least effective modes of training due to the lack of sustained impact on classroom practice. Teacher training program must be a continuous process that needs to be incorporated into a school's ecosystem. The programme should be prepared on Needs-Based and School Improvement Training Goals. For this we can organise workshops seminar coaching and mentoring sessions, learning community groups, action research, micro teaching sessions, online classes and webinar and study groups. Over all, it also builds capacities for pre- and in-service teacher training programmes, curricula, teaching and learning materials development, pedagogical supervision for continuing support in the classroom, and the piloting and scaling-up of successful initiatives and teaching practices.

OFFLINE: DAY 3 (07.02.2024)

The day three of the Induction Course for the newly recruited Vice Principals of KVS began in right earnest with a thoroughly engrossing morning assembly which consisted of all the items presented in an attractive manner. With food for thought and a detailed overview of the news and well-presented special items, the morning assembly set the tone for another fruitful and informative day.

As is customary, immediately after the assembly, the Course Director, Ms Menaxi Jain, Deputy Commissioner in her inimitable style flavoured with humour and garnished with candidness shared some very useful information after enquiring about everyone's health and well-being. The Vice Principals of the second shift are non-vacational staff and cannot avail vacations for which they would be compensated with Earned Leave. It was also stressed that any communication with parents, students and teachers must be extremely polite and the vocabulary used must be carefully chosen. Words must not be used as weapons but tools of communication and salve for the wounds. It was also stressed that Rajbhasha rules must be followed scrupulously and disobeying orders could lead to serious repercussions which may include major penalty. The attendance register must be bilingual as must be the ATR. However English numerals can be used in all cases.

The first session of the day was taken up by Mr. Selvamani, Training Associate, who brushed all the participants on the CCS Conduct rules 1964 as well as the code of conduct for teachers and students. The CCS Conduct rules are highly essential to be followed by all the government employees and as administrators it becomes all the more important as the eyes of the society will always be focused on them. With the help of an attractive and well prepared power-point presentation, he elaborated on the necessity to maintain absolute devotion to duty as well maintain high ethical standards and honesty in all actions. It is also important to maintain political neutrality and maintain accountability

and transparency in all aspects of work. We must always be courteous and use public resources efficiently. There must not be any action contrary to established practices. He also talked about the necessity of avoiding acceptance of gifts, other than customary hospitality. Giving or taking dowry is a crime and must be avoided at all costs. It is absolutely prohibited to criticize govt. actions and policies as well as participation in demonstrations and strikes. Disobeying a direct order by a superior is insubordination and can attract disciplinary action. Govt servants are also prohibited from receiving remuneration for writing books and articles.

Article 59 for teachers was then thoroughly discussed and it was stressed that teachers must actively promote love for motherland among students and teach them to obey the law of the land and work towards fostering a sense of universal brotherhood among the students. Religious tolerance is mandatory and teachers must not be members of any political party and also must not have any affiliation with any organisation deemed to be working against the Principles of KVS. Any teacher who wishes to contest elections to the parliament or legislature must tender resignation from service. Teachers must also oppose all kinds of harmful practices in the society. Teachers are also prohibited from taking private tuitions and seeking private employment. Teachers must maintain decency and avoid chewing tobacco and smoking, clothing worn by teachers must be decent and must not be a source of mockery and ridicule. They must also be punctual to class and attend any duty assigned by the principal.

The next session of the day was taken up, by Sri. Vishwanathan, Vice Principal, KV, Ottapalam, who focused on the Vidyalaya plan and assessment tools. The Vidyalaya plan is a plan made by the Vidyalaya at the beginning of the academic session. It is a mirror of tasks and activities planned for the next academic session. It also analyses the activities and achievements of the previous years to set realistic targets for the ensuing academic year. The contents of the Vidyalaya plan include General information of the Vidyalaya, School Data, Achievements, Co-Curricular Activities, infrastructure plan, Safety and Security

plan as well as emergency supplies and facilities. The safety plan also includes fire safety which gives information about the number of fire extinguishers, fire alarms, CCTV cameras public announcement system, walkie talkies etc. The Vidyalaya plan must also include various school response teams like evacuation team, search and response team etc. On the Academic side, results of the previous year must be highlighted and also the workshops organized at Vidyalaya level as well as teachers' achievements. Information about Administration and finance including staff sanction, construction works, finance management, VMC, VEC must also be included. The plan must give precise information about Rajbhasha implementation with details of Timahi Meetings and Hindi Correspondence. Plan for community participation and ALCP must also be included.

As the Vidyalaya plan reflects the previous year's report and links the same with the future, the assessment tool is quantitative in terms and related only to the previous year. The school is assessed and points out of thousand are given where scoring eight hundred would rate the school as A, six hundred to seven ninety nine would be B four hundred to five ninety nine would be C and anything below that D. The school plant is out of one hundred and fifty points and includes playground, labs, etc. There are a total of eleven sheets to enter information relating to various aspects. Sri. Vishwanathan then proceeded to elaborate the role of the SQAAP assessment and the weightage assigned to various areas. This self- assessment tool equips schools with robust guidelines, tools, instruments, tailored for introspection. This self- assessment framework encourages institutions to set ambitious targets and goals allowing them to chart their progress and continually strive for excellence.

Sri. K Vishwanathan then focused on student safety elaborating the psycho social aspects which includes the prohibition of corporal punishment. It is also necessary that the building structure is earthquake resistant as well as equipped with fire safety measures. A salient feature of the manual on safety and security of children brought out by NCPCR was discussed at length which includes

measures to make the gates and boundary walls secure as well as the safety of school transport.

The rest of the day was devoted to a field trip to a special charitable institution which provides education to under privileged children from various backgrounds. The school named KALIYUVA MANE is a charitable institution which houses hundred children and around 25 staff. There is no structured curriculum and students are given education according to their learning levels. The system is very flexible and the child can go higher or lower as per his/her performance. Any disciplinary problems or complaints are solved through mock courts and rewards in cash are also implemented. The participants had an opportunity to interact with the children and the authorities, who answered all the queries willingly and in great detail. The participants were amazed by the happiness of the children and the care given by the staff.

A trip to Chamundi hills and a visit to the temple was the icing on the cake on a day well spent, honing our skills and wandering into unexplored territories of knowledge. All the participants returned at about 7.15pm reflecting on the exotic experiences of the day and anticipating for more such experiences in the future.

OFFLINE: DAY 4 (08.02.2024)

Fourth day of Induction Course started with a beautiful morning assembly by participants of group -3, followed by an interactive session by the honourable Director of ZIET Mysuru, Ms Menaxi Jain. She recapitulated previous day's sessions and took feedback from the participants. She asked about the limit of gifts items to be received by government servant.

Further the session was added on by AC FINANCE KVS HQ Delhi Shri O S SHEORAN, He discussed how to spend public money. He said that 90% of our

school fund is spent on pay and allowances. He elaborated the content of chapter 21 of Accounts Code which has different heads of expenditures. He also spoke about article 202 of the Accounts Code related to different powers delegated to different officials of Kendriya Vidyalaya Sangathan. He also discussed procurement procedures on GeM Portal.

The post lunch session was taken by Shri C G Venkatesha Murthy Professor RIE Mysore on the topic 'Promotion of Action Research, Quality Assurance and Professional Practice through Action Research'. He elaborated spiral Action Research model having 10 steps.

The last and mesmerising session was taken by Honourable Dr. D. Manjunath D.C. KVS RO Hyderabad on the topic of CCS (CCA) Conduct rule 1965 and article – 59 of education code for code of conduct of teachers .He explained every rule related to preliminary enquiry in disciplinary proceeding along with the penalties imposed if found guilty with the help of examples and life experiences. We all enjoyed session and learnt a lot. The day ended with Vote of thanks.

OFFLINE: DAY 5(09.02.2024)

Ms. Menaxi Jain, Course Director and Director of ZIET Mysuru addressed the participants after the Morning Assembly. She recapitulated the sessions of Day-4 through interaction with the participants. She assigned the task to all the participants to conduct an action-research in their concerned schools and submit the report. She shared a document regarding the norms for opening new Kendriya Vidyalayas and asked to go through it for discussion on the following day. She also suggested methods to involve the parents, alumni, and community as great resources for the day-to-day activities and growth of the Vidyalaya. She emphasized the importance of proper documentation of all the Vidyalaya related activities of the employees in the form of photographs, audio, video and written documents.

After the address by the Course Director, Shri D K Singh, Librarian, KVS ZIET Mysuru explained the steps to register in the KVS Staff Training Portal.

The Guest of Honour of the day Shri N R Murali, Additional Commissioner (Academics), KVS HQ was cordially welcomed by Dr. (Mrs.) Rubina M R, Assistant Course Director. Then the first session of day-5 was taken up by Shri N R Murali, Additional Commissioner (Acad), KVS HQ who emphasized the roles and responsibilities of Vice-Principals and Principals in the Vidyalayas. The contributions of these administrators are really very important for the development of the schools. As administrators their role is of indirect intervention to ensure that learners are engaged with some tasks at hand. They must ensure that the learning takes place effectively in all fields where the students are concerned.

The pre-lunch and post lunch sessions were taken by Dr. D. Manjunath, Deputy Commissioner, KVS RO Hyderabad. In continuation of his session on Disciplinary Proceedings, Elements of Fact Finding and Preliminary Inquiry held on 4th day, he illustrated the steps involved in the disciplinary proceedings with the examples of his own experience. He made a detailed discussion on Rule 11, Rule 14, Rule 15 (5), 15 (6), and Rule 16 of CCS (CCA) Rules 1965. He also explained article 81 A, B, C & D of KVS Education Code.

The last session of the day was on Competency Based Education taken by the Associate Course Director Dr. (Mrs.) Rubina M R. In this session, she explained various aspects of competency based education, by defining competency as capability of performing a task by using Knowledge, Skills, and Abilities, types of competencies, and Targeted Learning Outcomes. She also gave the practical methods of incorporating the competency-based approach in the teaching-learning process.

The day ended with a lot of enrichment and enlightenment of all the participants.

OFFLINE: DAY 6(10.02.2024)

The sixth day of Induction Course for the newly recruited Vice-Principals started with melodious Morning Prayer of KVS at 9 am sharp followed by assembly programmes presented by Group-5. The poem “नीड़ का निर्माण” presented by Shri Maneesh Kumar Mundotia was beautifully sung in special item programme and was highly appreciated.

Ms. Menaxi Jain, Course Director, Deputy Commissioner & Director of ZIET Mysuru addressed the participants after the Morning Assembly. She recapitulated the sessions of Day-5 through interaction with the participants and asked all the participants that while taking any action in disciplinary proceedings we have to be very impartial & clear. She explained the norms of opening a new KV, the land should be provided free of cost by the sponsoring agency and the things to be taken care while land is allotted to us. She explained the difficulties which will be faced in future if we don't take care of different things while taking over the charge of new building by giving real examples. She also cleared the doubts of different participants which they are facing in their vidyalayas related in acquiring the land and the building.

After the address by the Course Director, Shri Alex Jose, Vice Principal (KV Peroorkada) & Resource Person, took the morning session on Innovations and Experimentation & ICT in School Management. He explained what actually innovation & experiment is and how it can be to incorporated in schools through new teaching methods and technology integration. He then explained the need of innovation & experiment in schools, for changing educational needs, foster student engagement, critical and creative thinking skills, problem solving skills and 21st century skills. Later he explained the importance of innovation & experiment in schools by giving different examples. He explained different techniques of innovation & experiment viz. digital administrative tools, cloud-based system, data analysis, human resource innovations, financial management, parent & community engagement platforms, risk management strategies. He then narrated pedagogical practices in the light of NEP 2020 viz. peer

teaching & collaboration, inquiry based learning, mindfulness and well being, adaptive learning platforms and real world applications. At last he suggested how to involve community in innovation & experiment in schools using digital communication platforms and how community engagement can contribute in the betterment of the school.

Pre lunch session was taken up by Shri Barun Kumar Jha, TA, ZIET Mysuru. In this session he explained about NIPUN BHARAT Mission, FLN i.e foundational literacy and numeracy in detail & why and how FLN is most important in the light of NEP 2020. Next he explained NCF for foundational stage, its 5 domains viz. physical, social & emotional, ethical, cognitive and language & literacy development. He also explained Balvatika, Vidyapravesh, a three months play based school preparation programme for class-I as a component of NIPUN in detail. Then he explained TARA app, ECCE, Lakshya of Balvatika and classes 1, 2 & 3. He also emphasized on pedagogy for creating an inclusive classroom, Jaadui Pitara and Panchpadi-five step learning process. At last he narrated about fundamental stages of NCF-FS viz. Policy, Curriculum framework, learning teaching material, text books, transformation and capacity buildings.

The post lunch sessions was taken up by Shri Rajendran, TA, ZIET Mysuru. He throw light on strategies to develop 21st century skills, promoting Indian values in school education. He started his session in a very enthusiastic manner. The session was very interactive. He explained the difference between quality and skills. Then he explained the 21st century skills i.e the skills required for an individual to face the 21st century challenges. He involved all the participants in activities to explain the thinking, emotional and social skills by showing video and thirsty crow story. Then, he explained about Indian values and ethos i.e. the values and practices that the culture of India can contribute to service, leadership and management. He also talked about 3 L's i.e learning, Literacy and life skills. 4 C's under learning are creativity, collaborations, critical thinking and communication. In literacy, the skills are information, media and technology. In life skill, the sub skills are flexibility, leadership, innovation, productivity and social skills. He inculcated the learning outcomes form the participants.

In the last session Shri Vishwanathan K, Vice Principal, KV Ottapalam and Resource Person explained “The effectiveness of communication with all stake holders”. He explained about how the communication skills are so essential for everyone. He explained the types of communication as formal and informal communication. The elements of effective communication are (i) conveying the message in right time (ii) the manner the message is communicated, (iii) follow up of the message is mandatory, (iv) communication to take the form that is most appropriate. He emphasized the “Good communication is the bridge between confusion and clarity”

After the last session, valedictory function was conducted. Six participants from all 6 regions shared their impressions and experiences for all the 6 days spent in the course and how the course is beneficial for all the participants. Associate course director Mrs. Rubina, Principal KV CRPF KV Yelahanka expressed her views about the six days induction programme. At last, The Deputy Commissioner & Course Director Ms. Menaxi Jain addressed and blessed the participants.

The day and the course ended with a lot of enrichment and enlightenment of all the participants. The valedictory function at the end was really the reflection of all the excellent work planned and executed by the team ZIET Mysuru.

ONLINE: DAY 1(05.03.2024)

The second phase of the Induction Course for the newly recruited Vice Principals in the online mode got off to flying start on 05/03/2024. Right from the start it was smooth sailing for the entire team as the ever dynamic and enthusiastic Course Co-Ordinator Mr. D Sreenivasulu, Training Associate ZIET Mysore coordinated the proceedings of the day in such an efficient manner.

The Hon’ble Course Director and the Deputy Commissioner, ZIET Mysore, Ms. Ms. Menaxi Jain after greeting the participants with her characteristic warmth and affection said in her opening remarks that she was confident that the learnings from the face-to face session conducted in the first phase from 05-02-2024 to 10-02-2024 are being implemented by all the participants effectively. She also said that she was looking forward to the Reflective session by the participants to know how successful the participants were in implementation and what were the challenges

faced during the implementation and how they are being overcome. She also briefed the participants about the changes that might take place in the schedule as March is a very hectic month both academically and administratively.

The first session taken up by the Assistant Course Director, Mrs. Rubina M was an in-depth exposition of the prestigious PM SHRI initiative of the Govt. of India. She explained in a very engaging manner how the PM SHRI is an offshoot of the NEP 2020, the ambitious plan of the government to develop 14500 schools across India into exemplar schools, the Vision and Mission of PM SHRI, its practical implementation, guidelines for expenditure, the six pillars of PMSHRI, the concept of Toy Library and the need to showcase all the activities under the PM SHRI through photos and videos. Apart from this, ATAL Tinkering Lab, its objectives, specifications, funding, modalities of selection and activities to be undertaken in the ATAL LAB were explained thoroughly leaving the participants enriched and enlightened.

The participants were engaged meaningfully in the next session by Mr. Alex Jose, Vice Principal K V Peroorkada & Resource Person. It was a highly engaging session on the UBI Portal and its features. Mr. Alex Jose, explained in great detail the A to Z of the UBI Portal in his characteristic simple and intelligible style making the session a highly useful one.

Mr. Mathew Abraham, Principal. K V Konni took up the next session on CBSE Affiliation. He explained at length the various modalities and formalities involved in getting CBSE Affiliation. Affiliation Bye-laws, eligibility conditions for affiliation, OASIS, SARAS and SQAAF were explained in a detailed manner. The Hon'ble Course Director gave the participants an assignment based on the session. The participants were assigned the task of finding out documents required to be submitted to CBSE for getting affiliation.

The penultimate session was on Inclusive Education by Professor Mrs. Jayshree C Shanbal. It was a highly informative and educative session which first distinguished between integrated education and inclusive education and then went on to explain key areas of inclusion, how to assess the children with the help of professionals and the policies for promoting inclusive education. Many of the participants also got their doubts clarified.

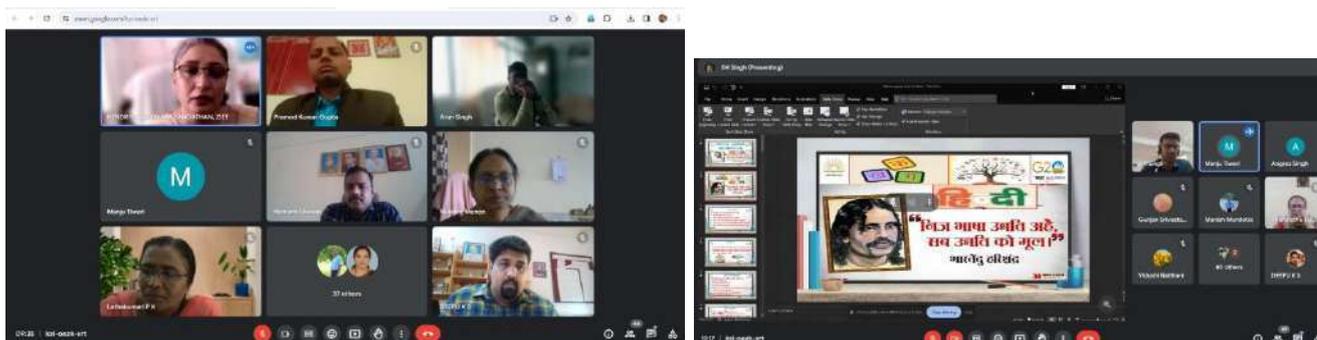
The last session witnessed the presentations by six participants on Reflections on Academics. The session was designed as a kind of feedback and assessment of the learning that had taken place during the face-to-face session conducted from 05/02/2024 to 10/02/2024. The following participants presented their presentations:

1. Madhusoodanan. N 2. Deepu K. S 3. Snehalatha Tippanna 4. Rajesh Kumar Tripathi 5. Manish Kumar M. 6. Bindu V R.

The proceedings first day were concluded with the analytical and insightful remarks of the Hon'ble Course Director that the reflection and assessment of the learning from the Induction Course should be an ongoing and purposeful process with a view to improve the overall performance of the Vidyalaya.

ONLINE: DAY 2(14.03.2024)

The 2nd day of Induction Course for the newly recruited Vice-Principals started with guidance of Ms. Meenakshi Jain, Course Director, Deputy Commissioner & Director of ZIET Mysuru. She addressed the participants and ask about their wellness. She recapitulated the sessions of Day-1 through interaction with the participants and discussed about RTI.



After the address by the Course Director, Shri Sreenivasulu, T.A. (KVS ZIET MYSURU) called to participants for deliver session on Action and Research one by one. Sh. Rathina Kumar, Sh. Bhoor Singh Meena , Sh.Sharath Piaharody, Sh.K.Kushwaha and Sh. Banshi Lal ji explained their topics on Action and Research in first session.

After Tea break second session started from 11.15AM in which Sh. D.K. Singh T.A., Librarian (KVS ZIET MYSURU) explained about official language implementation. राजभाषा का महत्त्व, राजभाषा की विशेषताएं, हिंदी दिवस, राजभाषा संबंधी प्रावधान व संरचना.

He explained the all topics very well and told about the working of rajbhasha that was very fruitful for all participants. Madam minakshi Jain add some points in this topic and give valuable suggestions.

3rd session taken by Madam Rubina M R Principal KV CRPF Yelahanka, Associate Course Director. She explained about Vidyalaya Management Committee, formation of committee, Members of committee, function of committee and Vidyalaya Executive Committee. Madam clear all doubts of participants with live examples.



The post lunch sessions was presentation of participants on Reflection on administration. In which six participants (Sh.Umesh Prajapati, Sh.Vijay Kumar, Sh. Babuji, Sh. Sujith janardhan, Sh. Pramod Kumar Gupta and Sh. Arun Kumar) shared their experience that they learnt in offline classes in induction training and content enrichment and pedagogical training of newly recruited vice-principals at KVS ZIET MYSRU and used in their schools.

In the last session Shri Vishwanathan K, Vice Principal, KV Ottapalam and Resource Person explained “The RTI and handling court cases”. He explained about APIO, PIO and Appellate Authority in Kendriya vidyalaya sangathan and how to deal different type court cases.



ONLINE: DAY 3(04.04.2024)

The third day of the Online Induction Course for the newly recruited Vice-Principals started at 9:30 am sharp. This meeting was conducted through Google meet . Out of the total 44 participants, 43 attended this session. 01 participant Mr. Sharath P , Vice -Principal KV No.1 Palakkad was unable to attend this session due to his election training scheduled on 04.04.2024.

The session was started with the address of Ms. Menaxi Jain, Course Director, Deputy Commissioner & Director of ZIET Mysuru to the participants. With her ever-familiar smile, she enquired about the health of all the participants and briefly described all the sessions going to be conducted on the day. Along with this, she also took the opinion of the participants to fix a new date, knowing about the problems that may arise in conducting the next online session to be held on 26th April because of the elections.

After the address by the Course Director, Shri N. D. Sharmah, TGT -WE (KV IOC, Guwahati Region) & Resource Person, took the morning session on 'Procurement Through GeM. First, he explained through PPT about the primary and secondary users on Gem portal and their powers. Then he explained the methods of purchasing of goods worth less than Rs. 25,000 which can be purchased directly, goods worth between Rs. 25,000 to 5 lakh can be purchased through comparison/ L1 and goods worth more than Rs. 5 lakh must be purchased through a bidding process. Along with this, he spoke about the three types of bidding-, category-wise procurement, catalog/custom procurement, and BOQ based in which the minimum no. Of item should be 5. Thereafter, to make the session more effective and easy to understand, he discussed the procurement process on the Live Gem portal by using his user ID and login ID credentials. He emphasized the use of golden and silver parameters to be more specific about the selection of desired items. He explained how to generate Gem availability report. He also gave

information about creating your own catalog for any items which are not available on the Gem Portal using BOQ process. At last, he concluded the session by discussing the availability of GeM Procurement training modules and help desk number available on GeM Portal which may help a lot for beginners to understand the procurement process.

The pre-lunch session started with the topic "Reflection on NCERT" presented by Mrs Shalija P Vice Principal – KV Kannur. She explained how induction training helped her to adapt to her new role as a vice principal and uphold the reputation of the institution. She discussed her experience of critically examining the teaching-learning process in the classroom, according to the given parameters of assessing the learning outcomes of students based on the competencies listed in the NCERT. She also discussed how to assess the learning process holistically. She focused on the new practices run by NCERT regarding the development of new textbooks by the NEP 2020. She also explained about the implementation of innovative practices such as vocational education, life skills courses, sports, and cultural activities to enhance students' education. She stressed upon different professional courses like Diksha, Swayam, Pathshala, ICT, Nishtha, etc. run by NCERT/CBSE .

In continuation to the above session, various action research projects were presented by the participants. First, Mr. Hemant Kumar C Chavan, Vice principal- KV Sadalaga, presented his action research on the topic 'The Impact of Parental Involvement on Students' Academic Performance and Behavior'. According to him, problems arise due to the lack of cooperation from parents regarding students' academic and school achievements. He compared his previous school, Jawahar Navodaya Vidyalaya, experiences to bringout the importance of the parental role in student development. He asked the teachers to make a record of the family background of the children in their classes and to understand the

personal problems of each child and solve them. He discussed the development of the children in the parent seminar and expected their full cooperation. From time to time, every piece of information about the children was exchanged between the school and the parents. Thus, with full cooperation from the parents, the contribution was made to the development of the children.

The next action research was presented by Mr. Jaswant Marvari Vice-Principal KV Island Grounds, on the topic 'Role of students' diary in enhancing the learning-teaching process and discipline of Vidyalaya. He emphasized the sharing of information about the child's academic growth, academic progress, disciplinary rules, etc., through the student diary to their parents in a timely manner.

In continuation of action research, Mr. Shambhu Dayal Meena Vice Principal KV Coimbatore, and Mr. M Malkisab Vice Principal KV CRPF Barkas took up the issue of discipline among the students as a topic. As per research done by Mr. Shambhu Dayal Meena ,When he came to know that a number of senior students were bringing toxic and smoking items to school and consuming substances inside the premises, and had developed a habit for it, he advised the teachers to gather data on such students, including their family background. He came to know that a majority of the parents were from army backgrounds, and due to the easy availability of alcohol at home, students became addicted to it. In the same way Mr. M Malkisab found major discipline issues in his Vidyalaya . So, to minimize the issues both started to counsel the students, and their parents. They listened to the personal issues of the students and all the necessary steps to resolve them . They instructed the teachers to regularly check bags to avoid such situations. They also engaged the students in various sports activities. They enforced accountability among the teachers to maintain discipline in the school. They began conducting regular uniform checks and implemented rules to minimize

tardiness. In this way, they successfully addressed the discipline issues in their school.

Mr Mukesh Kumar , Vice Principal KV Picket did the research on ‘ minimizing fee defaulters in KV Mahbubabad’. He found the cause of fee defaulters through which he came to know about socio-economic culture, parental status of students, lack of appropriate follow-up done by the school, etc. Then he collected the fee defaulters' data from the UBI portal and conducted a meeting with parents to know the actual cause for not submitting the fee. He did qualitative and quantitative analysis for it. He made an intervention plan to improve the follow-up strategy and fee policy enforcement. And hence, aimed at achieving zero fee defaulters. The post-lunch and the concluding Session of the third day of the Online Induction Course for the newly recruited Vice-Principals begun with the presentations on the topic Reflection on NCERT/CBSE. Eight (8) participants from the various KV's of India enlightened the newly recruited vice-principals with various aspects of the CBSE and NCERT in the running of Kendriya Vidyalayas.

Mrs P. Malathi, Vice Principal, K V Hebbal, Bengaluru Region, brought forward through her presentation the indispensable aspects of modern digitalised teaching-learning as she spoke about the portals under CBSE. The procedure and the challenges faced during the use of AIL, Saras, CBSE Aryabhata, Safal and OASIS were discussed.

On the other hand, Ms Rekha Joshi from KV Hubballi of the same region presented in-depth reflections on CBSE and NCERT. She stated about inception, history and objectives of the two organisations which are different yet interdependent for constructing the character through education of the Indians. The most interesting area seemed to be her impartation on the role of dissemination of the educational content in accordance to the newly introduced

National Education Policy -2020. Moreover, the information kept in mind the role not only for students but for the teachers as well.

Next, on the line was Vice Principal. PM Shri KV No 1 Tirupati Shift II, Hyderabad region, Mr S Govind Swamy. His colourful, vivid and impressively tabulated Power points engraved the germane information about the aims, implementation and influence of the two organisations NCERT and CBSE. He brought out in detail the utilities, initiatives, the content and the statistical descriptions under the two boards. Apart from the objectives, he explained How to implement effectively the instructions/Orders/Notifications issued from CBSE, NCERT & KVS in Vidyalaya? Which included making teachers aware about CBSE Registration Process through LOC, Collection of documents, Pattern of Board question paper, following You tube channels of CBSE and NCERT, Training, Practice and gaining useful information by the teachers through the involvement of the administrators.

Mr Angrez Singh, Vice-Principal, KV No. 1 JIPMER Campus, Puducherry Shift II, further enhanced the NEP 2020 and the Role of Vice-Principals by focussing on Vision of NEP-2020, ECCE. Key Principles Equality Vs Equity. He brought out impactfully NCF-2023, NCF SE 23 and its varied aspects that empower school leadership through teachers in transforming Curricular and pedagogical structure especially to promote inclusive education.

After the elevating session of detailed presentations on Reflections on NCERT/CBSE; Mr Alex Jose came up with refreshing and 'a must mastered topic' for all the administrators of Kendriya Vidyalaya - GUIDELINES FOR ADMISSIONS IN KENDRIYA VIDYALAYAS. The topic was unfolded in three parts – General Guidelines, Special Provisions and Admission Procedure.

The General Guidelines included the Priorities in Admission for wards of Government Servant's and Project Sector, Eligibility Criteria, Reservation and admission to vacant seats. The next part of the presentation dealt with special provisions for admitting a child in KV and the concluding with the complete Admission Procedure which comprised Publicising the vacancy, Registration Process, Methods, FEE and Concessions, privileges for disadvantageous group pupils, Facilities for the Brilliant sportspersons, Artists and recent introduced Balvatika Classes

The much needed and enlightening course came to an end with a vote of thanks from Mrs. Latha Kumari with a hope that all the newly recruited vice-principals are now better equipped to tackle the challenges of the newly attained and crucial position of a link between the teachers and the administrators.

ONLINE: DAY 4(02.05.2024)

The day started with the address of Course Director and Deputy Commissioner ZIET Mysuru, Madam Meenakshi Jain. Madam asked about the well-being of all the participants and encouraged us.

First session of the day was from 9:30 am to 11:00 am. Resource Person Vishwanathan K VP, KV Ottapalam took the session over KVS Flagship Program. Sir told that under KVS Flagship- Veergatha, Yuvika, STG, PM Shri, Atal Tinkering Lab, Bala Project, Jigyasa Program, Kala Utsav, Seema Darshan, Scout Guide, NCC, Tarun Utsav, Pustakopkar, Prerna, NCSC etc. are organized. He not only gave information about all these flagship programs but also explained their importance.

All the participants also shared their experiences during their participation in these flagship programs.

This was followed by tea break from 11:00 to 11:15 and after the tea break, reflections on finance were given by the participants. The participants who gave reflection on finance were Mrs. S. Deepashri, Mr. Rishikesh Meena, Ms. Gali Vijaya Lakshmi, Mrs. Latha Kumari PK, Mrs. Vidushi Naithani and Mr. Rakesh Kumar Mishra.

After this, there was lunch break from 1:15 to 2:15 pm and after lunch break, a session was taken on KVS Online Supervision Tool (PIMS) status report by Resource Person Mr. Alex Jose Vice Principal KV Peroorkoda in which he told participants that on PIMS, how the staff details are updated and how the observation tool is filled. He explained the solutions to overcome the problems related to PIMS of all the participants.

ONLINE: DAY 5(06.06.2024)

The Fifth day of online mode Induction Training and Pedagogical Training of newly recruited Vice-Principals organized by **ZIET MYSURU** was started with greetings at 9:30 am on **06.06.2024**. Ms. Minaxi Jain, Course Director & DC, ZIET, Mysuru, Dr. Rubina M R, Asst Course Director & Principal, KV CRPF, Mr. Sreenivasulu Co-Ordinator, and all participants were present on time.

The day started with the beautiful welcome speech of **Ms. Minaxi Jain**, Course Director. She gave the necessary directions and instructions to the participants. The **first Session** was taken by Mrs. Rubina M R, Principal, KV CRPF. Her topic was **“Building As Learning Aid (BaLA)”**. She started the session with a quotation by Lon Watters, “School is a building which has four walls-with tomorrow inside”. First of all she explained the concept of BaLA. It is an innovative concept towards qualitative improvement in education, through developing child-friendly, learning and fun based physical environment building in school infrastructure. Ba:A’s main objective is a way to holistically plan and use the school

infrastructure. It incorporates the ideas of activity based learning and inclusive education for CWSN. Further she elaborated how BaLA can be implemented in our school buildings. Classroom, corridor, steps & staircase, outdoor space can be used. Many BaLA ideas can be made such as measurement scales, alphabet shape board, measurement scales, door angle protractor, fraction aids, map of the school, map of the state / country, dot boards, mirror on walls, jalli wall, counter window, etc. madam shown beautiful pictures of above-mentioned ideas. She insisted to all the participants to create such BaLA elements in their respective schools to invoke creativity among the students. The session ended with the vote of thanks by Mr. Malkisab Malagaveli.

The **second session** was taken by one of the participants **Mrs. Snehlata Tippana**, VP from Hyderabad Region. Her topic was **UDISE+**. She started her session by explaining the objectives of UDISE+. 'A robust and credible information collection mechanism is an essential prerequisite for an objective evaluation of the system, based on which specific interventions for improvement can be designed'. Then she gave the live example of by login into UDISE+ portal. Then she explained all modules one by one with examples. She also clarified the problems which may be faced while entering the data in it. Further she explained how to get 'Complete' status, what to do if showing 'validation failed', how to import students from other school, process to drop a student from the school UDISE+, etc. She cleared the doubts asked by the participants. At the end of the session the vote of the thanks was delivered by Mr. S K Kushwaha.

In the **third session Action Research** were presented by the participants. Mrs. Rekha Joshi, from Bangalore Region presented action research on "Lack of Basic Infrastructure". Mrs. Snehlata Tippana from Hyderabad Region presented her action research on 'Identifying Needy Children'. The last participant

to present action research was Mrs. Vidushi Naithani from Dehradun Region on the topic 'Use of Abusive language by the Students'.

The **fourth session** was on "**Preparation of Budget Estimation & Annual Accounts**" by the resource person **Mr. Shaji B**, FO, Ernakulam Region. He started his session by explaining What is budget? Budget is a statement of the estimated annual revenues and expenditure of an institution and is prepared with the object of planning the activities of the institution in advance. It is mentioned in Article 55-58, chapter 4 of the Accounts code of KVS, every Vidyalaya has to submit their budget / budget estimate in CS 69 for the current financial year as well as for the next financial year also. The budget is to be prepared in two parts. First Revised Estimate for the current financial year and second Budget Estimate for the next year. He explained the difference between Revised estimate and the Budget Estimate. He further told that there are two types of budget in KVs, School Fund budget and Vidyalaya Vikas Nidhi budget. First he explained the School Fund Budget. He told about the requirements for the preparation of school fund budget. Then he explained I - VI statements prescribed by KVS in which school budget has to be prepared. Further he explained all the statements with examples. Then he explained Vidyalaya Vikas Nidhi budget, Chapter-21. He told about the I - IV statements of VVN budget. He also explained Statement D with example. Finally, he enlightened about Annual Accounts. He also told how to keep record on tally. He told about the items required for preparation of Annual Accounts. He explained all the statements with examples. At the end of the session, he asked and clarified the doubts of the participants regarding budget and annual accounts. The vote of thanks was proposed by Mr. N.K.Lal. The session was very fruitful.

The **fifth and the final session** was for **Reflections** by the participants. The topic for the reflections was "Technological Interventions by the Participants". Six participants presented their reflections, Mr.Hemantkumar Chavan from

Bengaluru Region, Mr.Ramkumar from Chennai Region, Mr.Mukesh Kumar from Hyd Region, Mr. M Malkisab from Hyd Region, Mr. N K Lal from Ernakulam Region and Mrs.Gunjan Srivastava from Dehradun Region. They explained about the technology used in education for the betterment of the students.

Thus, the fifth day of Phase II Online training was ended in a fruitful way.

ONLINE: DAY 6(11.07.2024)

The day started with a brief conclusive talk by respected course Director Ms.Menaxi Jain mam. She stressed on the need to take best efforts to implement whatever was transacted during the offline and online sessions of the induction course and be responsible leaders in our respective organisations . she wished all the vice principals who have taken up higher posts in different organisations and all the vice principals a very fruitful tenure in their schools

The first session was on physical health and well being , yoga and sports by P C Tiwari , Assistant commissioner . It was an extensive session touching the importance of physical and mental health . It was a very illustrative and vividly explained one, including various aspects related to mental health. The session was an eye- opener giving an overview of the chemicals that play an important role in keeping the mind happy and what activities would increase the production of these happiness inducing chemicals in our body. The importance of mental health , factors leading to depression , different yoga exercises , role of all stake holders and the impact of faith in god , everything plays an important role in managing good health . Dopamine and serotonin could be obtained by proper food intake and a great effort to understand oneself and one's potential , interest and self realization and consciously working towards improving ones attitude and personality is the key to good mental health

This enriching session was followed by a session on reflections on pedagogical practices by participants. The participants touched on various aspects of the NEP like attaining literacy and numeracy as per the age, experiential learning, integrated pedagogy, peer tutoring, ART integrated projects, project base learning, learning through stories, communication skills, learning through play and panchpadi (five step learning), Participants discussed use of automated attendance, use of digital resources in learning, teaching, administration, resource management and accounting. Use of IT to connect stakeholders and the challenges faced due to use of technology. It is a challenging task to manage the constraints The implementation of the policies of NEP, jadui pitara, use of ICT in teaching learning process, multi disciplinary approach, and its impact. The need for teacher training programmes Use of play way methods and sports /games in learning process. The transaction process and evaluation system and the changes and transformation in pedagogical practices was also touched upon. Learner centered education, assessment has changed to life related and practical applications. The take aways from the induction course was acknowledged by the participants. The role of vice principal as a pedagogical leader, planning and organizing CPD programmes, acting as a grid between the various stakeholders, lead by example by taking model classes and being a torch bearer was also highlighted. There is a paradigm shift in the process of teaching, learning and assessment.

The pre lunch session also included a session on action research. The induction course had exposed the participants to the idea of action research. And the need to identify problem areas in the school. The participants came up with problems like learning gaps in mathematics, spoken English skills in teachers, indiscipline issues in students. The participants also gave a clear picture of how action research had to be carried out by identifying factors responsible, areas of concern strategic activities to overcome, eliminate, decrease and deal with

problems faced. ALL THE participants got a clear idea of how to approach a problem and how to resolve the problem in a systematic and planned manner . Solutions to problems of any kind can be arrived at with a positive approach and a concious continued efforts.

WRITE UP OF GUEST SPEAKERS

RAJBHASHA: NEED AND IMPLEMENTATION

राजभाषा नीति : आवश्यकता तथा कार्यान्वयन

Dr. PANKAJ DIWEDI

Central Institute of Indian Languages

Mysuru

संघ की राजभाषा नीति आवश्यकता तथा कार्यान्वयन (केंद्र सरकार के कार्यालयों हेतु)

राजभाषा सरकार के द्वारा प्रशासनिक कार्यों को सम्पन्न करने के लिए जिस भाषा का प्रयोग किया जाता है, उसे राजभाषा कहते हैं।

केंद्रीय सरकार के कार्यालयों एवं मंत्रालयों, इसके द्वारा नियुक्त आयोगों, समितियों एवं अधिकरणों के कार्यालयों तथा इसके स्वामित्व या नियंत्रणाधीन निगमों या कंपनियों के कार्यालयों में प्रयोग की जाने वाली भाषा को राजभाषा कहा जाता है। संविधान के अनुच्छेद 343 के अनुसार भारतीय संघ की राजभाषा हिंदी एवं लिपि देवनागरी है तथा संघ के शासकीय प्रयोजनों के लिए भारतीय अंकों का अंतर्राष्ट्रीय रूप प्रयुक्त होगा। परंतु संविधान के प्रारंभ से 15 वर्ष की कालावधि के लिए संघ के उन सभी राजकीय प्रयोजनों के लिए अंग्रेजी भाषा का प्रयोग जारी रहेगा, जिनके लिए ऐसे प्रारंभ से पहले उक्त भाषा का प्रयोग किया जाता था। इस अनुच्छेद में यह भी उपबंध किया गया है कि यदि आवश्यकता हो तो संसद विधि द्वारा अंग्रेजी के प्रयोग की उक्त अवधि को आगे भी बढ़ा सकती है।

संवैधानिक उपबंध

संविधान के भाग-17 के चार अध्यायों में 343 से 351 तक कुल 9 अनुच्छेदों में राजभाषा से संबंधित पूर्ण विवरण है - संघ की भाषा (Language of the Union 343-344), प्रादेशिक भाषाएँ (Regional Languages 345-347), उच्चतम न्यायालय, उच्च न्यायालयों आदि की भाषा (Language of The Supreme Court, High Courts, etc. 348-349) और राजभाषा संबंधी विशेष निदेश (Special directives regarding Official Language 350-351)। इसके अलावा संसद तथा विधान मंडलों की भाषा का विवरण क्रमशः भाग-5 अनुच्छेद 120 और भाग-6 अनुच्छेद 210 में दिया गया है।

पृष्ठभूमि राजभाषा आयोग तथा राजभाषा संसदीय समिति

अनुच्छेद 344(1) - राजभाषा आयोग - 7 जून 1955 - बाल गंगाधर खेर - 1956 को रिपोर्ट जमा की

आठवीं अनुसूची की विभिन्न भाषाओं से संबंधित 20 सदस्य 76 बैठकें 1930 व्यक्तियों के साक्ष्य - 1094 लिखित - उतर/ज्ञापन

अनुच्छेद 344(4)- राजभाषा संसदीय समिति -1957 -30 सदस्य (20लोस.-10रास.) -गोविन्द वल्लभ पंत - 26 बैठकें 8 फरवरी 1959 को अपनी रिपोर्ट जमा की।

राजभाषा अधिनियम-1963

संविधान में वर्णित राजभाषा संबंधी उपबंधों तथा राजभाषा आयोग एवं संसदीय समिति की रिपोर्ट के आधार पर राजभाषा कार्यान्वयन को सुनिश्चित करने हेतु संसद में राजभाषा अधिनियम 1963 पारित हुआ जिसका संशोधन 1967 में हुआ। इसलिए इसे राजभाषा अधिनियम, 1963 (यथा संशोधित 1967) कहा जाता है। केंद्र सरकार तथा इसके अधीनस्थ कार्यालयों एवं निगमों के सभी कार्मिकों को इसी अधिनियम के अनुसार राजभाषा का प्रयोग एवं प्रचार-प्रसार का काम करना है।

इस अधिनियम में कुल नौ धाराएं हैं तथा यह 26 जनवरी, 1965 से लागू है। इस अधिनियम के अनुसार 26 जनवरी, 1965 को तथा उससे आगे भी हिंदी के साथ अंग्रेजी का प्रयोग पूर्ववत् जारी रहेगा।

राजभाषा अधिनियम के प्रमुख बिंदु

द्विभाषिकता

- हिंदी से अर्थ वह हिंदी जो देवनागरी लिपि में लिखी जाती हो।

हिंदी या अंग्रेजी दोनों का व्यवहार तब तक चलता रहेगा जब तक कर्मचारीवृन्द हिंदी का कार्यसाधक ज्ञान प्राप्त ना कर लें।

दोनों भाषाओं में से किसी एक में प्रवीणता और किसी भाषा के ना जानने से किसी कर्मचारी का अहित नहीं होगा।

14 पेपर्स अनिवार्य रूप से द्विभाषिका

संसदीय राजभाषा समिति के गठन का उपबंध।

केन्द्रीय अधिनियमों के प्राधिकृत हिंदी अनुवादों का प्रावधान।

उच्च न्यायालय के निर्णयों आदि के हिंदी अनुवादों का प्रावधान।

अनिवार्य द्विभाषी कागजात

राजभाषा अधिनियम 1963 की धारा (3)3 के अंतर्गत अनिवार्य रूप से द्विभाषी जारी किए जाने वाले कागजात

1. सामान्य आदेश/General Orders
2. संकल्प/Resolution
3. परिपत्र/Circulars
4. नियम/Rules
5. प्रशासनिक या अन्य प्रतिवेदन/Administrative or other reports
6. प्रेस विज्ञप्तियां/Press Release/Communiques

7.संविदाएं/Contracts

8.करार/Agreements

9.अनुज्ञियां/Licences

10.निविदा प्रारूप/Tender Forms

11.अनुज्ञा पत्र/Permits

12.निविदा सूचनाएं/Tender Notices

13.अधिसूचनाएं/Notifications

संसद के समक्ष रखे जाने वाले प्रतिवेदन तथा कागज पत्र

राजभाषा नियम 1976

राजभाषा अधिनियम 1963 की धारा 3 की उपधारा (4) एवं 8 द्वारा प्रदत्त शक्तियों का प्रयोग करते हुए भारत सरकार ने राजभाषा नियम, 1976 बनाया, इस नियम का संशोधन 1987 में हुआ। इस नियम को राजभाषा (संघ के शासकीय प्रयोजनों के लिए प्रयोग) नियम, 1976 (यथा संशोधित, 1987) कहा जाता है। यह तमिलनाडु राज्य को छोड़कर संपूर्ण भारत पर लागू है। इस नियम का अनुपालन भारत सरकार के सभी मंत्रालय, विभाग, उपक्रम, निगम, अधिकरण, आयोग, कम्पनी आदि करेंगे। हिंदी में (हस्ताक्षरित या लिखित) प्राप्त पत्रों का उत्तर अनिवार्यतः हिंदी में दिया जाएगा।

. क्षेत्र कू से बिहार, हरियाणा, हिमाचल प्रदेश, मध्य प्रदेश, छत्तीसगढ़, झारखंड, उत्तराखंड, राजस्थान और उत्तर प्रदेश राज्य तथा अंडमान और निकोबार द्वीप समूह, दिल्ली संघ राज्य क्षेत्र अभिप्रेत हैं;

2. क्षेत्र ख' से गुजरात, महाराष्ट्र और पंजाब राज्य तथा चंडीगढ़, दमण और दीव तथा दादरा और नगर हवेली संघ राज्य क्षेत्र अभिप्रेत हैं;

3. क्षेत्र ग' से खंड (1) और (2) में निर्दिष्ट, राज्यों और संघ राज्य क्षेत्रों से भिन्न राज्य तथा संघ राज्य क्षेत्र अभिप्रेत हैं।

NCFSE 2023-PERSPECTIVE ON CURRICULUM TRANSACTION OF LANGUAGES, SOCIAL SCIENCES, MATHEMATICS AND SCIENCE

Dr SUJATA
Regional Institute of Education
Mysuru



A BRIEF HISTORY OF NATIONAL EDUCATION POLICY 2020

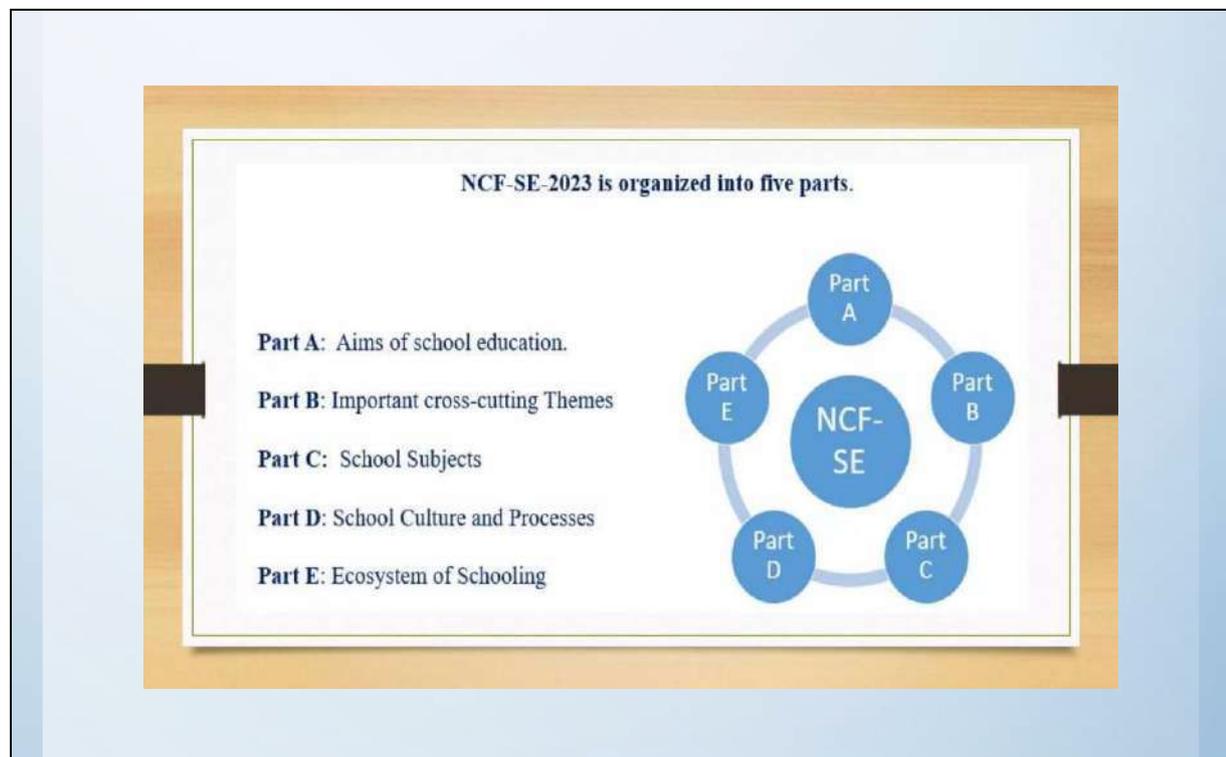
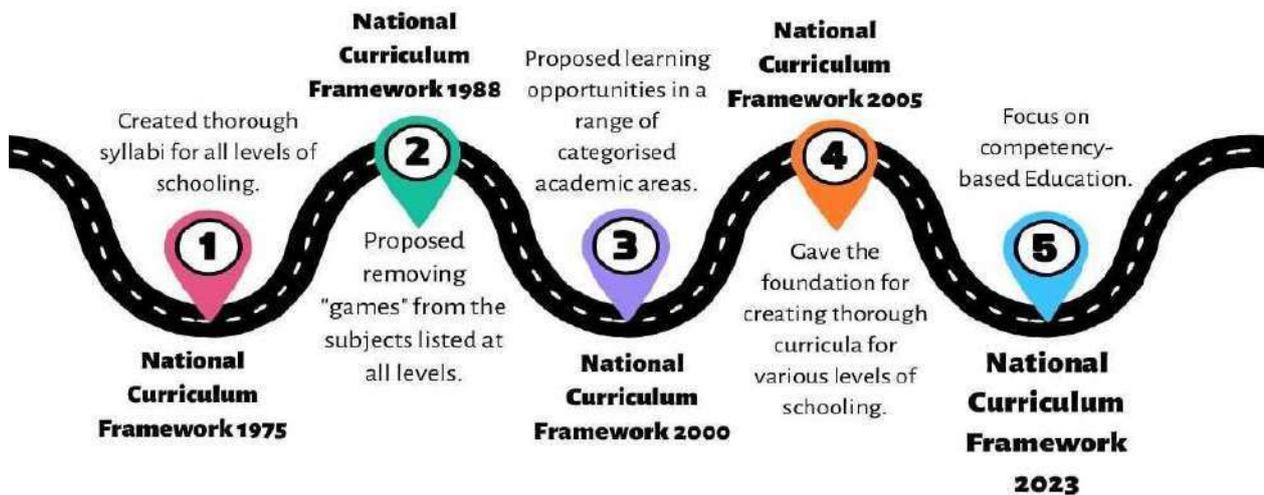
The National Education Policy 2020 aims to make major transformational reforms in the education sector in India. Here's a quick look at its evolution so far.

- 1948-49**
University Education Commission
- 1952-53**
Secondary Education Commission
- 1964-66**
Education Commission under Dr. D.S. Kothari
- 1968**
National Policy on Education
- 1976**
42nd Constitutional Amendment, Education in Concurrent List
- 1986**
National Policy on Education (NPE)
- 1992**
NPE 1986 Modified in 1992 (Program of Action, 1992)
- 2016**
T.S.R. Subramaniam Committee Report
- 2019**
Dr. K. Kasturirangan Committee Report

- NATIONAL EDUCATION POLICY 1968
- NATIONAL EDUCATION POLICY 1986
- PROGRAM OF ACTION 1992
- NATIONAL EDUCATION POLICY 2020

NCFSE 2023 is a framework to help develop all the diverse curricula in the country, while enabling consonances and harmony across the country. It also provides a basis for quality and equity. It looks at the holistic transformation of the curriculum that will enable us to positively transform overall learning experiences for students.

Title and Content Layout with Chart



HISTORY OF NCF

School Education

- Curriculum for the Ten Year School-A Framework 1975
- National Curriculum for Elementary and Secondary Education 1988
- National Curriculum Framework for School Education, 2000
- National Curriculum Framework 2005

Early Childhood Care and Education

- NCFECE- 2014 developed by the Ministry of Women and Child Development

Teacher Education

- NCFTE-1988 developed by the NCERT
- NCF for Quality Teacher Education-1998 –developed by the NCTE
- NCFTE -2009 – developed by the NCTE

Adult Education

- This will be the first NCF AE

National Curriculum for Elementary and Secondary Education – 1988

National Curriculum for Elementary and Secondary Education, 1988 highlights the major areas of intervention for its implementation.

- Reorientation of the present practices of developing curricular and instructional materials with a view to making them child-centred and based on tested teaching and learning models.
- Reorientation of the in-service teachers through a national wide school improvement programme and imaginative use of mass media.
- Examination reform and introduction of continuous and comprehensive evaluation to improve the teaching – learning process at all stages of school education.

National Curriculum Framework for School Education - 2000

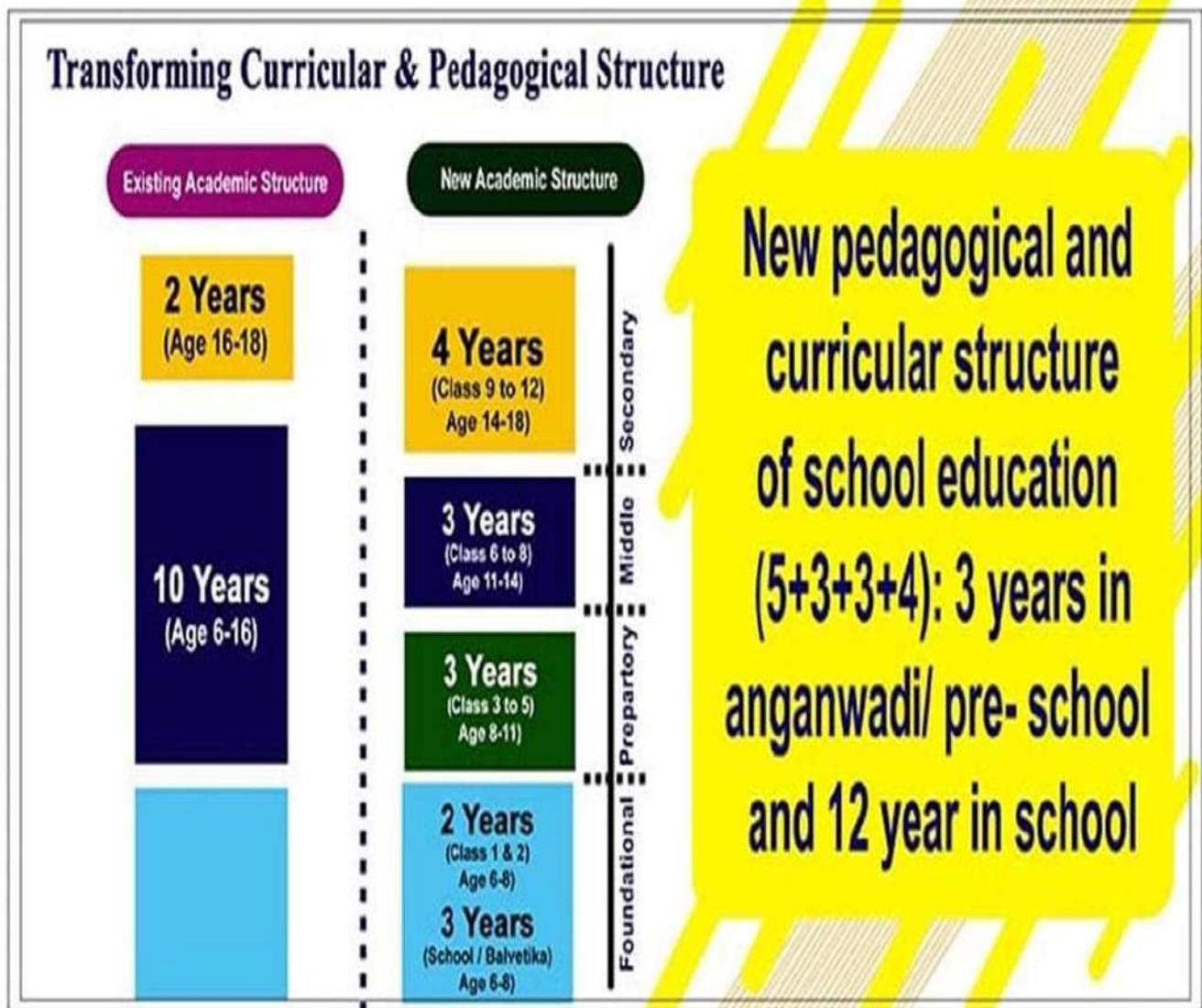
Curricular Concerns

1. Education for Cohesive Society
 - a. Education of Girls
 - b. Education of Learners with Special Needs
 - c. Education of Learners from Disadvantaged Groups
 - d. Education of the Gifted and Talented Children

National Curriculum Framework – 2005

Guiding Principles of NCF 2005

- connecting knowledge to life outside the school
- ensuring that learning is shifted away from rote methods
- enriching the curriculum to provide for overall development of children rather than remain textbook centric
- making examinations more flexible and integrated into classroom life
- Nurturing an over-riding identity informed by caring concerns within the democratic polity of the country.



CORE PRINCIPLES -NCF DESIGN

- **Guide for Practitioners.** valuable guide to practitioners of education, whether they are syllabus or content developers or school Teachers.
- **Specificity:** examples from ground experiences to illustrate concepts and the principles. Prescriptive but letting the innovativeness of practitioner
- **Pragmatic Considerations.** ground realities, such as time available during the school day, resources available in most school contexts in India, and Teacher availability and preparation.
- **Learning Standards.** This NCF has set clear and specific Learning Standards in order to bring clarity to all stakeholders — policymakers, educational administrators and functionaries, syllabus and content developers, parents, Teachers, and students

BROAD AIMS OF SCHOOL EDUCATION

- **Rational Thought and Autonomy.** Schools should aim to develop independent thinkers who make well-informed decisions based on a grounded understanding of the world around them.
- **Health and Well-being.** School education should be a wholesome experience for students. Students should acquire Knowledge, Capacities, and Dispositions that promote mind- body wellness.
- **Democratic and Community Participation.** Democracy is not just a form of governance; it is a ‘mode of associated living,’ a sense of collaborative community. School education should aim to develop such Knowledge, Capacities, and Values and Dispositions that enable students to participate and contribute to the democratic functioning of India.

- **Economic Participation.** School education should aim to develop such Knowledge, Capacities, Values, and Dispositions that enable students to participate and contribute to the economy. Effective participation in the economy has a positive impact both for the individual and for society as a whole.
- **Cultural Participation.** Understanding the culture and heritage embedded in the family and community is at the core of cultural participation. School education should promote cultural literacy and enable students to acquire knowledge, capacities, and values and dispositions to participate meaningfully and contribute positively to culture.

THE LEARNING STANDARDS

- Curricular Aims** — Curricular Aims have been articulated within each of the Curricular Areas. These aims are to be achieved by the ends of each of the four Stages of schooling. The aims of all the eight Curricular Areas put together should result in the achievement of the broad Aims of School Education as articulated above.
- Curricular Goals** — Curricular Goals are more specific statements that give direction to curriculum development and implementation in order to achieve the Curricular Aims. They are also specific to a School Stage (e.g., the Foundational Stage) and a Curricular Area (e.g. Mathematics)
- Competencies** — Competencies are specific learning achievements that are observable and can be assessed systematically. In this NCF, Competencies (which are only suggestive and may vary in different contexts) are directly derived from a Curricular Goal and are expected to be attained by the end of a Stage. Summative assessments at the end of each Stage of schooling should be based on these Competencies.

D. Learning Outcomes — Learning Outcomes (LOs) are granular milestones of learning and usually progress in a sequence leading to the attainment of a Competency. These LOs enable Teachers to plan their content, pedagogy, and assessments towards achieving specific Competencies. Syllabus and content developers would have to adapt these LOs based on the contexts in which they are applicable.

STAGE DESIGN

1. Foundational Stage: aged between 3 and 8. Physical Development, Socio-emotional and Ethical Development, Cognitive Development, Aesthetic and Cultural Development, and Language and Literacy Development.
2. Preparatory Stage: aged between 8 and 11: Language Education (R1 and R2), Mathematics, Art Education, Physical Education, and The World Around Us (as an interdisciplinary area of study) Activity - and discovery-based pedagogy
3. Middle Stage: aged between 11 and 14: three languages (R1, R2, and R3), for Mathematics, Art Education, and Physical Education. Science Education and Social Science Education, and Vocational Education. opportunities for exploration and inquiry
4. Secondary Stage: aged between 14 and 18:
 - i Phase 1 — Grades 9 and 10: to engage with all the Curricular Areas as in the Middle Stage. study Environmental Education as an Interdisciplinary Area of study
 - ii Phase 2 — Grades 11 and 12: i. Choice-based courses ii. Students need to study two subjects from Language Education
 - iii Students need to choose four subjects (with an optional fifth subject) from at least two of the following three groups
 - 1) Group 2: Art Education, Physical Education, Vocational Education
 - 2) Group 3: Social Science and Humanities, Interdisciplinary Areas

- 3) Group 4: Science, Mathematics and Computational Thinking
- 4) In Grades 11 and 12, students should be encouraged to source content from multiple channels

Pedagogy at this Stage should expect more independent learning from the students. More opportunities for self-study and group work should be encouraged. Classroom interactions should also be diverse — didactic, Socratic, and inquiry-based methods are all appropriate for this Stage. In Grades 11 and 12, students should be encouraged to source content from multiple channels

Pedagogy at this Stage should expect more independent learning from the students. More opportunities for self-study and group work should be encouraged. Classroom interactions should also be diverse — didactic, Socratic, and inquiry-based methods are all appropriate for this Stage.

Assessments and Board Examinations:

Students should be given opportunities to engage with higher-order capacities of analysis and synthesis through meaningful yet challenging assessments.

Board examinations for Grade 10 should be based on the Competencies set for each of the Curricular Goals in that area.

Art Education, Physical Education, and Vocation Education would have local assessments with Board certification.

To get a Grade 12 certificate, the students should pass the following Board examinations:

- 1) 2 examinations in Languages
- 2) 4 examinations from at least 2 Groups (with one additional optional exam)
- 3) Subjects in Group 2 (Art Education, Physical Education, and Vocational Education) would have local assessments with Board certification

PROMOTION OF ACTION RESEARCH

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What is Action Research? It is a reflective practice of a practitioner where he/she perceives, understands, assesses and handles a dissatisfactory situation. With this the dissatisfactory situation will be minimised or satisfactory situation will be maximized.

Objectives of Action Research

- 1.To Solve a problem on hand which is causing dissatisfaction
- 2.To try a new strategy in solving the problem
- 3.To make the new tested strategy a part of natural practice

MODELS: There are different models which have evolved over a period of nearly 70 years. The essence of all models is same. Let us discuss a model now as follows.



Implications for Schools and Boards of Examinations:

- a. 10 Curricular Areas for Grade 10 right from the beginning of the implementation of this NCF. 2 languages for Grades 11-12 from the beginning of the implementation of this NCF.
- b. All Board examinations must move towards becoming 'easier' without any compromise on assessing genuine learning.
- c. Schools should be prepared to offer subjects from at least two groups amongst Groups 2, 3, and 4 immediately. Within 5 years, schools should be ready to offer subjects from all four Groups.
- d. Within 10 years, schools should offer many more subjects covering all Curricular Areas, and students should study subjects across all four Groups.
- e. The Secondary Stage has been divided into two Phases — Grades 9 and 10, and Grades 11 and 12.
- f. In 10 years, a single Secondary Stage, where students have choice and flexibility right from Grade 9,
- g. Study in annual and two-year patterns should move to a semester and/or annual design.
- h. In ten years, Boards of Examination should be prepared to offer certification through modular examinations.

1. Perception of the Problem/dissatisfied state

The practitioner perceives a dissatisfactory situation as he/ she is a professional willing to change from the present level to a higher level.

2. Analysis of dissatisfaction (a) Nature of dissatisfaction

(b) Extent of dissatisfaction

(c) Intensity of dissatisfaction

(d) Actual number of clients in whom changes are to be brought about, etc.

3. Probable Causes

List out all probable causes from all possible angles one by one.

4. Develop Propositions

(1) A proposition is a tentative theory based on the probable causes.

(2) Here identify all listed probable causes and segregate them based on whether the practitioner can do something about the cause or not.

(3) Based on the sets of causes develop tentative theories attempting to interlink all causes in stating how the dissatisfaction has probably aroused.

5. Prioritization of a Proposition

Among the developed propositions, only one needs to be prioritized as the action hypothesis will have to be developed based on this.

6. Action Hypothesis

Is a statement of conjecture where the proposed intervention is stated as capable of minimizing the problem or elevating the situation from a dissatisfactory condition to a satisfactory condition.

7. Planning for Action Research

What to plan?

Time

Human resources and materials

Collaborators

Tools and techniques

Intervention activities

Collection of evidence

Why is planning necessary?

Planning is necessary for the following reasons: It gives direction to the AR study.

enables advance preparations.

ensures optimal efficiency.

facilitates achieving economy of time and effort.

minimises ad-hoc decisions, digressions and wastage.

enables monitoring of the study.

ensures smooth sailing of the study.

Practitioners' Diary

It is desirable that a practitioner maintains a diary to record all the events. It could even be a note book.

Tools and techniques in AR

What kinds of tools?

Achievement test

Diagnostic test

Psychological tests

Questionnaires

Interview schedules

Checklists

What techniques can be used to gather evidence in AR studies?

Interview

Video-Recording

Observation

Tape Recorder

8. Execution of the Intervention

Execute the intervention as planned.

Keep all the precautions in mind.

Note down/record all intended processes in the diary.

Terminate each session smoothly

What next?

Scoring and tabulation

Graphical representation of data

Graphical representation of data

Bar Diagram

Histogram

Polygon

Pie Diagram

9. Evaluation of the effectiveness of intervention

What kind of data do we need to evaluate the effectiveness of the intervention?

- Comprehensive

(Both qualitative and quantitative)

- Dependable

- Relevant

- Objective

- Drawn from multiple Sources

Kinds of Data

The data/information that is in descriptive form (word form) are qualitative data.

The data that are expressed in the form of numbers which lend themselves for further manipulation are quantitative data.

Analysis and Interpretation

In analysis practitioner attempts to see the direction of impact of the intervention using the changes seen based on the evidences/data collected.

At the Interpretation stage, practitioner interprets the meaning of analysis made. This leads to

decision- making.

Descriptive statistics only!!

No Inferential statistics in AR

Descriptive measures are apt for intact groups studied in Action Research.

The measure(s) describe the group studied only.

Inferential statistics has no place in AR as samples are not studied.

10. Reflection

Is the new Practice effective?

Should I continue with my old practice?

Is the solution to the impending problem effective?

Did the intervention bring about improvement to a satisfactory level?

Is there a scope for enhancing my competence further?

What went right and what went wrong?

Was my understanding of the problem, causes, interventions all correct?

11. Decision Making

Shall I terminate the intervention?

Shall I not effect a change in the existing practice?

Shall I incorporate the new tested intervention in my functioning?

Shall I try another strategy?

What changes should I make in the next spiral?

Should I move to the next spiral?

How can I make my effective intervention a part of my natural practice?

What changes I have to bring about in order to naturalize the tested interventions?

Characteristics of AR

It is a small scale intervention made by a practitioner.

AR is undertaken in a specific context. The findings are NOT GENERALIZABLE.

AR is a reflective practice that enhances one's own efficiency.

AR is practitioner's privilege.

AR proceeds in spiral(s).

It is a management mantra

It eliminates monotony of practice

Any practitioner can undertake AR

AR can not be enforced by others

Misconceptions about AR

(1)AR can improve others.

(2)Only school teachers can conduct AR.

(3)AR involves money in all cases.

(4)AR is conducted based on the advise or orders of higher ups.

(5)AR can fetch a degree.

(6)AR is a one time affair.

(7)Sophisticated tools and techniques are necessary in AR.

(8)Rigorous training is a must in AR.

WHY ACTION RESEARCH? It is because it:

improves one's own professional skills.

improves the learning environment.

enhances the quality and/or quantity of desired results.

solves an immediate problem.

provides local-specific solutions.

facilitates overall effectiveness of practice of a profession.

Contexts of Action Research

All Professions and professionals

In Education, Teachers too.

(1) Classroom level

(2) HM- School level

(3) CRC, BRC, BEO, DEO, ... CPI level

(4) Teacher-Educators' level

(5) Educational planners, managers, administrators' level

A change towards higher level of performance is frequently short lived; after a 'shot in the arm', the practice returns to previous level..... A successful change includes, therefore, three aspects:

1. Unfreezing the present level
2. Moving to the new level, and
3. Freezing the practice at new level

Why should I Conduct Action Research?

Are you a professional?

Are you a reflective practitioner?

Do you desire to improve your professional skills?

Are you dissatisfied with what you have been doing?

Do you want to be more effective in your functioning?

Do you want your action to yield better results?

Do you want to work systematically while addressing a problem on hand?

Are you unhappy with the status quo?

Do you want, as a professional, to evaluate your actions objectively?

If your answer is 'YES'

Then you will start seriously thinking about Action Research and you will remain a 'Reflective Practitioner' and be able to assure quality in your profession.

WRITE UP OF KVS OFFICERS

FINANCIAL MATTERS GFR-2017, PURCHASE, PROCEDURES ,GEM, etc.

**SH.O.S. SHEORAN
AC Finance
KVS HQ, New Delhi**

GFR-2017 PROCUREMENT OF GOODS AND SERVICES

Every authority delegated with the financial powers of procuring goods in public interest shall have the responsibility and accountability to bring efficiency, economy, and transparency in matters relating to public procurement and for fair and equitable treatment of suppliers and promotion of competition in public procurement.

Fundamental Principles of Government Procurement.

- Transparency
- Competition
- Value for Money
- Accountability

Rule 147 Powers for procurement of goods.

The Ministries or Departments have been delegated full powers to make their own arrangements for procurement of goods.

KVS Delegated powers of Procurement vide Article 203 of Accounts Code and the expenditure out of VVN shall be as per the ceiling prescribed in the Chapter 21 of Accounts code

OBSERVING STRICT COMPLIANCE ON VVN PROTOCOL RELATED TO FINANCIAL CEILINGS

In this regard, it has been observed through various audit reports/inputs that many a Vidyalaya's are incurring the said expenditure in disproportionate excess of the defined financial ceilings in a Lev of heads of expenditure under VVN. Hence, in order to uphold the financial propriety, the following compliances need to be strictly ensured in this regard:

The expenditure out of VVN shall be incurred only after and in accordance with the Annual Budget (head -wise) approved by the VMC of the Vidyalaya. As such, wherever the estimated yearly expenditure on any head is expected to be incurred in excess of the defined ceilings under Article 02 of Chapter 23 of Accounts code & its note thereto, the prior approval of the respective competent authority, need to be obtained in advance and the practice of seeking ex-post facto approvals at upto RO Level, be discouraged.

Basic Aims of Procurement

Seven 'R' Rights of Procurement

In every procurement, the basic aim to achieve Value of Money is just the right balance between cost and requirement.

1. Right Quantity
2. Right Quality
3. Right Source
4. Right Price
5. Right Time

6. Right Procedure

7. Right Terms & Conditions

Fundamental principles of procurement

(1) TRANSPARENCY PRINCIPLE

All procuring authorities are responsible and accountable to ensure transparency, fairness, equality, competition and appeal rights.

This involves simultaneous, symmetric and unrestricted dissemination of information to all likely bidders, sufficient for them to know and understand the availability of bidding opportunities and actual means, processes and time limits prescribed for completion of registration of bidders, bidding, evaluation, grievance redressal, award and management of contracts.

Procuring Authorities' to do only that which it had professed to do as pre-declared in the relevant published documents and not to do anything that had not been so declared'.

(2) PROFESSIONALISM PRINCIPLE

Every authority delegated with the financial powers of procuring goods in public interest shall have the responsibility and accountability to bring efficiency, economy, and transparency in matters relating to public procurement and for fair and equitable treatment of suppliers and promotion of competition in public procurement.

The procedure to be followed in making public procurement must conform to the following yardsticks:-

(a) The description of the subject matter of procurement to the extent practicable should –

1. be objective, functional, generic and measurable and specify technical, qualitative and performance characteristics;

2. not indicate a requirement for a particular trade mark, trade name or brand.

(b) the specifications in terms of quality, type etc., as also quantity of goods to be procured, should be clearly spelt out keeping in view the specific needs of the procuring organizations..

(3) BROADER OBLIGATION OF PRINCIPALS

Over and above transparency and professionalism, the procuring authorities have also the responsibility and accountability to conduct public procurement in a manner to facilitate achievement of the broader objectives of the Government –

Purchase Preference to MSE, Startup, Make in India Products etc. as per Government guidelines in this regard.

RULE 153 OF GFR 2017 Reserved items and other Price preference policy

Rule 149 procurement through GeM

All the procurement of goods and services available on GeM need to be made mandatorily through GeM only in accordance with the GFR 149as revised time to time

The persistent non-compliance of the said provision will be reported as serious irregularity in the internal audit reports of the concerned Vidyalayas accordingly.

Key Advantages for Buyer Offering Multiple Procurement Options

Rule 149 : Through L1 comparison :

Above Rs.25,000/- and up to Rs.5,00,000/- through the GeM Seller having lowest price amongst the available sellers (excluding Automobiles where limit of Rs.30,00,000/- will be applicable), of at least three different manufacturers, on GeM, meeting the requisite quality, specification and delivery period. The tools for online bidding and online reverse auction available on GeM can be used by the Buyer if decided by the competent authority

Rule 149 : Direct Purchase : Up to Rs.25,000/- through any of the available suppliers on the

GeM, meeting the requisite quality, specification and delivery period.

While making such direct on-line purchase below Rs. 25,000/-, the buyer should have approval of competent authority and should also record reasons for selecting the specific product in case lowest priced products are not being accepted / ordered.

Finalization of golden parameter

The specifications on all/major **Golden parameters** will be approved by the Principal on a separate note-sheet and before placing the order on GeM through the Buyer id, the Comparison Sheet containing all details of Golden parameters, specifications, L1/bidding rates etc, be got printed and signed by the Principal in token of approval which will then be placed in the column of Financial Approval Details on GeM portal as such and thereby owning the whole responsibility of the said financial transaction in the capacity of DDO as defined under Article 52 of KV Accounts code. No purchases under proprietary Article Certificate (PAC) mode on GeM will be effected as a

matter of routine. Any such attempts of purchasing generic items under the disguised PAC mode on GeM will form part of serious financial irregularity and be dealt with accordingly.

Reasonability of Rates

It is pertinent to highlight that as per GFR 149 on GeM, the procuring authority i.e. Principal of KV has to certify the reasonableness such L1 rates, towards being the best and acceptable rates for making the said procurements before incurring the expenditure from public funds, such a reasonability certificate duly signed by the Principal shall also be uploaded in Financial Approval Details. In case of non-satisfaction of reasonableness of L1 rates, the process may be resorted to Bidding/RA modes, even in cases of Direct Purchases for limited value transactions of upto Rs 5.00 lakhs on GeM so as to ensure the best rates.

Rule 149 Purchase through bid/ra on gem

Above Rs.30,00,000/- through the supplier having lowest price meeting the requisite quality, specification and delivery period after mandatorily obtaining bids, using online bidding or reverse auction tool provided on GeM.

The invitation for the online e-bidding/reverse auction will be available to all the existing Sellers or other Sellers registered on the portal and who have offered their goods/services under the particular product/service category, as per terms and conditions of GeM.

A demand for goods shall not be divided into small quantities to make piecemeal purchases to avoid procurement through L-1 Buying / bidding / reverse auction on GeM or the necessity of obtaining the sanction of higher authorities required with reference to the estimated value of the total demand.

Responsibilities of Buyer General Terms and Conditions on GeM 4.0 (Version 1.12) dt 16th August 2023

Buyer's responsibilities on GeM portal are as under:

The Buyers are responsible to ensure that the procurement done by them are in compliance of General Financial Rules and / or Rules Governing Public Procurement in respect of their organization, all GeM terms and conditions and other procurement Policies / Guidelines notified by the government from time to time, including timely payments as per GeM terms and conditions.

While making procurement on GeM, the Buyers shall judiciously search and shortlist items using filters such as quantity, technical parameters, delivery period, warranty period, consignee location(s), Seller's eligibility etc. as per their approved requirements. Placement of contract for a product / service uploaded by the Buyer in any wrong/inappropriate product category is strictly prohibited and such contracts shall be treated as null and void and such Buying shall adversely affect Buyer Rating on GeM.

The Buyers, before placing the order on GeM, should have the required mandatory approval with prior sanction and approval of the competent authorities and shall be in compliance with and as per procedures outlined in GFR and other procurement guidelines issued by the Government from time to time.

On award of the Contract(s), it would be construed that the Buyer has obtained all necessary Administrative & Financial sanctions of the competent authority and adequate funds are available indicating the relevant Head of accounts in the awarded Contract(s)

The Buyers should not exercise any corrupt influence on any aspect of contract and commit to take all measures necessary to prevent corruption maintaining complete transparency and fairness in all activities related to GeM.

Buyers are not allowed to place any order at GeM prices outside GeM. The prices on GeM are only applicable if the procurement is made through GeM portal. Using GeM prices for procurement outside GeM portal is strictly prohibited

Buyers are advised to be careful since un-realistic delivery period stipulations may result in elimination of some genuine sellers, lack of competition and may ultimately have impact on cost of procurement. While fixing delivery period in e-bid/ RA bid, buyers should not only take into consideration the quantity required and the essentiality of requirement of that quantity within stipulated time period but also the possible impact of shorter delivery period on competition in e-bidding / RA.

Splitting of demands by creating multiple Bids / RAs of same goods / services or making repeated procurements of same Goods / Services through L-1 buying as per rule 149(i) and 149(ii) of GFR-2017 are strictly prohibited on GeM. Splitting of demand deprives the organizations from achieving the best competitive prices leveraging economies of scale. It also implies avoiding the necessity of obtaining the sanction of higher authority required with reference to the estimated value of the total demand. It is a violation of Para Rule 149 (viii) of GFR -2017 and terms and conditions of GeM Portal and Buyer including the Primary Buyer shall be entirely responsible for the same. If any such splitting of demand is noticed,

GeM/Department shall have the right to take necessary action such as blocking of such Bids/RAs and / or cancelling such contracts.

GeM is a dynamic online marketplace. The product/service listings across the existing categories are dynamic. Moreover, new categories of products/services are continuously being added on GeM. In situations where there is only one offer available in a product/ service category and/or there is offer from only one Seller after filter based search, the buyer should not select such offer for buying. Efforts should be made by Buyer to get their past suppliers and prospective Sellers on-boarded on GeM so as to ensure availability of sufficient Sellers on GeM.

IN CASE OF MORE THAN ONE L1 RATE

The e-Bidding / RA module of GeM is a tool provided to the Buyer(s) for organizing bidding / RA from GeM Sellers of the particular product category for a pre-defined requirement i.e. quantity, technical parameters for Goods/ Services of the particular product category required for one or more Buyers / Consignees.

In case, two or more acceptable bidders are found to have quoted identical lowest bid price, Buyer has to conduct Reverse Auction for the required Goods among all technically qualified bidders in case of bids for Goods. In case of Services bids, if the multiple L-1 bidders have quoted the lowest allowed price for that service, Buyer shall place the Contract by selection of a bidder amongst the L-1 bidders through a Random Algorithm executed by GeM system.

EMD (BID SECURITY)

There shall be no Bid Security for Bids / RA having estimated value less than INR 5 lakh. For bids / RA having estimated value more than INR 5 Lakh, while finalizing e-Bid / RA, Buyer shall indicate the exact amount of Bid Security required to be submitted by bidders. Scanned copy of the

same shall be uploaded by Seller in the online bid and hard copy of the same will have to be submitted directly to the Buyer within 5 working days of bid opening, failing which the bid may be treated as incomplete & may lead to rejection of the bid by buyer without making any reference to the seller. (EMD is exempted for some bidders like MSME, Startups etc)

GeM recommends quantum of Bid Security @ 1% of estimated value of procurement. The Buyer also has the option to select Bid Security between 0.5% to 5%. The same should be valid for 45 days beyond the bid validity.

No EMD to be taken from exempt category of sellers even by way of specific clauses mentioned in ATC / STC by the Buyers. Such clauses which are against the GeM GTC, will be treated as null and void.

Performance Security

For ensuring due performance of the contract. GeM recommends quantum of Performance Security @ 2% of the value of contract. The Buyer also has the option to select Performance Security between 2% to 10%.

Such Performance Security must be submitted by Seller to the Buyer within 15 days of award of contract on GeM. The payments to the seller shall become due only after receipt of Performance Security by the Buyer and verification of its genuineness.

Buyer / Consignee's Right of Rejection (Return Policy)

The Goods delivered shall bear the self-certified Manufacturer's/Seller's Warranty/Guaranty. Buyer / Consignee shall have the right to inspect the supplied Goods within a period of 10 days (unless otherwise specified in STC or ATC) of receipt of consignment of goods. The date of receipt shall be reckoned from the date of receipt of the Goods as notified in the Provisional Receipt Certificate (PRC)

In case of Service contract, the Buyer reserves right to reject the same in conformance with the terms and conditions of the agreed Service Level Agreement (SLA). However, such right to reject services offered by the Seller under the contract shall be exercised by the Buyer within 10 days (unless otherwise specified in STC or ATC) of the date of receipt of the Service.

Buyer / Consignee's Right of Rejection (Return Policy)

The date & time of start and completion of the Service, shall be indicated by the Seller while raising on- line invoice for a specified period of Service as per Service Level Agreement (SLA). The date of such invoice or the date of completion of the service, whichever is later shall be reckoned as date of receipt of the Service.

No payment shall be made for rejected goods or services. After intimation of the rejection / part rejection by the Buyer/ Consignee, the Seller shall be liable to remove / lift back such rejected Goods within 10 days without any extra charge/cost to the Buyer / Consignee failing which suitable ground rent / warehousing charges would be payable by the Seller to the Buyer /Consignee. If the Seller fails to remove / lift back such rejected Goods within reasonable time period, the Buyer / Consignee shall have the right to dispose off such rejected goods at the risk and cost of the seller.

Dispute resolution between the buyer and the seller / service provider

In the event of any conflict or dispute arising out of or in connection with the Contract placed through GeM, the Parties shall endeavor to settle such disputes amicably. If a dispute is not resolved within 30 (thirty) days after a written notice of any dispute by one Party to the other, the same shall then be resolved through the mechanism of a Dispute Resolution Committee. This Dispute Resolution Committee shall comprise of representatives of both the Buyer and the Seller / Service Provider and shall be chaired by the

Primary User of the Buyer organization/department or any other person as authorized by the Primary User. If the Dispute Resolution Committee is not able to resolve the matter within 30(thirty) days of its formation, the dispute shall then be referred to Arbitration.

Termination for Default:

If the seller does not perform its obligations within the Delivery Period / Date mentioned in the Contract, the same would constitute the breach of the Contract and the Buyer shall have the right to Cancel or Withdraw the Contract for the unsupplied portion after the expiry of the original, extended or re-fixed delivery date or period stipulated in the Contract. Such cancellation of contract on account of non - performance by the Seller would entitle the Buyer to forfeit the performance security besides other actions such as downgrading the Seller's rating or debarment from the GeM for specified period as decided by GeM on merits.

Grounds for Administrative Action

The Seller would be liable for administrative actions such as suspension / debarment / removal from GeM, if they fail to abide by any of the Website Policies including the terms & conditions stipulated in this document and/or on anyone or more of the following grounds

- (a) Listing the products/services not in the relevant categories and/or listing the same with vague/conflicting product specifications/details and irrelevant product photographs.
- (b) Offering Goods / Services without having proper authorization
- (c) Supplies goods of inferior/ substandard quality
- (d) Supplies or offers to supply refurbished or counterfeit or fake products
- (e) Withdraws or modify or impairs or derogates from the bid in any respect within the period of validity of its bid;

Grounds for Administrative Action

- (f) Seller furnishes inaccurate, false, misleading or forged or fails to furnish any information / documents, within the prescribed time limits, to GeM or to a Buyer, including during e-Bidding/ RA process;
- (g) Fails to furnish requisite performance security within stipulated time required as per e-bid / RA conditions;
- (h) Fails to update GeM about any change in information furnished within the prescribed time limits;
- (i) Executes services without conforming to requirement given in Service Level Agreement (SLA);
- (j) Fails to execute an order/ contract or fail to execute it satisfactorily
- (k) Is declared bankrupt or insolvent;
- (l) Fails to produce the requisite documents/ information during the course of inspection / assessment at any stage;
- (m) Performs any activity which is listed as prohibited activities on GeM.
- (n) On any other ground for which, in the opinion of GeM, the retention of the seller or any of its offered product in GeM is not in Public Interest.

BUNCHING OF CATEGORIES

Bunching of predefined categories has been enabled now for bidding. Buyer can create bunch bid of items from same category. Buyer can also create bunch bid of items from different categories if such categories are enabled for bunching by GeM. If the item categories that you are trying to bunch are not enabled to be bunched together and you feel that these are items are having same Supplier / OEM base and are required to be bought together and bunching will not lead to restriction in competition, then you

may please send an email request to GeM at request-bunch@gem.gov.in for enabling bunching of such categories. Please mention exact name of GeM categories that you are requesting for enabling bunching. Your request would be examined by GeM team and if it is found that such bunching would not lead to restrictive bidding, GeM would enable bunching of those categories. This is a one time exercise and once enabled, all buyers can bunch those categories in all their future bids. Custom and BoQ items are by default enabled to be bunched with other regular categories.

A. Direct Purchases Upto 25000/-

GFR rule 149 allows direct on-line purchases on GeM up to INR 25,000/- through any of the available suppliers on the GeM, meeting the requisite quality, specification and delivery period. However, this is subject to procuring authorities certifying the reasonability of rates. While making such direct on-line purchase below INR 25,000/-, the buyer should have approval of competent authority and should also record reasons for selecting the specific product in case lowest priced products are not being accepted / ordered.

Tools have been deployed on GeM portal to show the price of compared products on other ecommerce sites (wherever available) and also the rates at which orders have been placed on GeM for such items in recent past. While taking decision on reasonableness of price, the buyers may also take into account the discount over MRP; Last Purchase Price (LPP) on GeM, Department's own Last Purchase Price; rates on other ecommerce websites etc. The prices on e-commerce site give a broad idea and its terms and conditions may be different. If it is found that the price available on GeM marketplace is not reasonable or is substantially higher than e-commerce sites or LPP, the GeM Portal provides tools for online bidding or reverse auction which can be used by the Buyers to get better competitive rates and

then satisfy themselves about reasonableness of the price as per GFR -2017 before placement of contract. Bidding should be considered as the preferred mode of procurement above INR 25,000/-.

Splitting of demands by creating multiple Bids / RAs of same goods / services or making repeated procurements of same Goods / Services through L-1 buying as per rule 149(i) and 149(ii) of GFR-2017 are strictly prohibited on GeM. Splitting of demand deprives the organizations from achieving the best competitive prices leveraging economies of scale. It also implies avoiding the necessity of obtaining the sanction of higher authority required with reference to the estimated value of the total demand. It is a violation of Para Rule 149 (viii) of GFR -2017 and terms and conditions of GeM Portal and Buyer including the Primary Buyer shall be entirely responsible for the same. If any such splitting of demand is noticed.

B. L1 / Comparison up to 5 Lakh

According to the provisions of Rule 149 (ii) of GFR, 2017, GeM shall be utilized by Government buyers for direct on-line purchases above INR 25,000/- and up to INR 5,00,000/- however such purchase has to be through the Seller having the lowest price (L-1) amongst the available Sellers on the GeM. In order to ensure that buyers select only L-1 available offer, the GeM portal enables buyer to first compare all the product options available on GeM to ensure that it meets its requirements/ specifications. While comparing, care should be taken by the Buyer that comparison has to be done between products of at least three different Manufacturers / OEMs. For L-1 buying, comparison has to be made between products of at least three different OEMs, as per GFR. If Buyer General Terms and Conditions on GeM 4.0 (Version 1.13) dt 29th November 2023 wants to buy any specific OEM's product then he has to go for Proprietary Article Certificate (PAC) buying after obtaining necessary approvals of competent authorities for PAC

buying as per GFR-2017, as amended from time to time or the Procurement Guidelines of the respective Organisation as the case may be.

Disclaimer as per GeM

The additional terms and conditions have been incorporated by the Buyer after approval of the Competent Authority in Buyer Organization, whereby Buyer organization is solely responsible for the impact of these clauses on the bidding process, its outcome, and consequences thereof including any eccentricity / restriction arising in the bidding process due to these ATCs and due to modification of technical specifications and / or terms and 7 / 8 conditions governing the bid. Any clause(s) incorporated by the Buyer regarding following shall be treated as null and void and would not be considered as part of bid:-

- 1) Definition of Class I and Class II suppliers in the bid not in line with the extant Order / Office Memorandum issued by DPIIT in this regard.
- 2) Seeking EMD submission from bidder(s), including via Additional Terms & Conditions, in contravention to exemption provided to such sellers under GeM GTC.
- 3) Publishing Custom / BOQ bids for items for which regular GeM categories are available without any Category item bunched with it.
- 4) Creating BoQ bid for single item.
- 5) Mentioning specific Brand or Make or Model or Manufacturer or Dealer name.
- 6) Mandating submission of documents in physical form as a pre-requisite to qualify bidders.
- 7) Floating / creation of work contracts as Custom Bids in Services.
- 8) Seeking sample with bid or approval of samples during bid evaluation process.

- 9) Mandating foreign / international certifications even in case of existence of Indian Standards without specifying equivalent Indian Certification / standards.
- 10) Seeking experience from specific organization / department / institute only or from foreign / export experience.
- 11) Creating bid for items from irrelevant categories.
- 12) Incorporating any clause against the MSME policy and Preference to Make in India Policy.
- 13) Reference of conditions published on any external site or reference to external documents/clauses.
- 14) Asking for any Tender fee / Bid Participation fee / Auction fee in case of Bids / Forward Auction, as the case may be.

DISCIPLINARY PROCEEDINGS

Dr. Manjunath
Deputy Commissioner
Hyderabad Region

RULES WHICH ARE CALLED RESIDUARY

Rule 3 A, B, C of CCS (Conduct Rules) 1964 are called Residuary conduct rules 1964. This is due to the fact, any kind of misconduct or misbehaviour of employee related to any kind of breach of government norms, leads this Rule 3 only and hence any charge sheet be it Rule 16, Rule 14 CCS (CCA) 1965 will be framed using this Residuary rules called Rule 3 CCS (Conduct rules) 1964.

Kendriya Vidyalaya Sangathan for her employees, Article 59 is prescribed where how an employee has to be while in services with KVS from Day -1 to retirement on superannuation or exit whichever is earlier. However, none of the clauses under Article 59 is used while framing a charge sheet rather mutatis mutandis CCS (conduct) rules 1964 are used. “Mutatis Mutandis” means application of a clause or a rule of an organization keeping sustaining the inherent meaning but use official language or code of conduct prescribed by Central Government

Rule 15 CCS(CCA) 1965 – At a glance – the Most important rule in ccs (cca) 1965

Rule 15 (1)-The disciplinary authority, if it is not itself the inquiring authority may, for reasons to be recorded by it in writing, remit the case to the inquiring authority for further inquiry and report and the inquiring authority shall thereupon proceed to hold the further inquiry according to the provisions of Rule 14, as far as may be.

15 (2) The disciplinary authority shall forward or cause to be forwarded a copy of the report of the inquiry, if any, held by the disciplinary authority or where the disciplinary authority is not the inquiring authority, a copy of the report of the inquiring authority together with its own tentative reasons for disagreement, if any, with the findings of inquiring authority on any article

of charge to the Government servant who shall be required to submit, if he so desires, his written representation or submission to the disciplinary authority within fifteen days, irrespective of whether the report is favourable or not to the Government servant.

15 (3) (i) a copy of the report of the Inquiring Authority together with its own tentative reasons for disagreement, if any, with the findings of Inquiring Authority on any article of charge; and

(ii) comments of Disciplinary Authority on the representation of the Government servant on the Inquiry report and disagreement note, if any and all the case records of the inquiry proceedings.

DISCIPLINARY PROCEEDINGS / DEPARTMENTAL PROCEEDINGS

Situations of above kind are the platform to invoke disciplinary proceedings or otherwise called Departmental proceedings.

Disciplinary proceedings are usually taken up either under Rule 16 CCS (CCA) 1965 or Rule 14 CCS(CCA) 1965.

Proceedings for Minor Penalties and Proceedings for Major Penalties in Central Civil Services rules 1965 and are briefly called Proceedings for Rule 16 CCS (CCA*) 1965 and Proceedings for Rule 14 CCS (CCA) 1965 respectively.

RULE 16 CCS (CCA) RULES 1965

Rule-16 is a procedure for **imposing minor penalties** on delinquent Government servants. Rule 16 CCS (CCA) 1965 is used only when the Disciplinary authority is convinced that, the gravity of misconduct is not grave enough and it does not fit to Major penalties (Rule 14 CCS (CCA) rules 1965.

1. Disciplinary Authority seek explanation on allegations levelled against the accused employee.

2. If the explanation is reasonable and logical and sustainable to close the complaint, then close and place on records that the complaint is addressed and closed.
3. If not, then charge Sheet the accused employee in the format meant for Rule 16 CCS (CCA) 1965. The format of Charge Sheet under Rule 16 CCS (CCA) 1965 consists of (i) Memorandum; (ii) Annexure – in which the Disciplinary Authority in speaking order writes as to why he/she is not satisfied with the explanation furnished by **accused employee** in response to allegations levelled against him / her.
4. When an employee is Charge Sheeted under Rule 16 CCS(CCA) 1965, usually 10 days will be provided to **delinquent official to make his representation as to why Disciplinary authority is not correct in his perception of being non-satisfied at his / her explanation.**

Types of penalties imposed under rule 16 ccs (cca) 1965 or minor penalties (rule 11):

1. Reduction to a lower stage in the time-scale of pay by one stage for a period not exceeding three years without cumulative effect and not adversely affecting the pension [Please read case-studies dealt under Rule 16 & procedure to impose penalty]
2. Withholding Increments of Pay

Once Disciplinary authority is not satisfied with the explanation or representation made by delinquent official then imposing Penalty as follows

- Issue an order of penalty with full reasoning in speaking order explaining why he/she is not satisfied with the explanation furnished by *ibid* delinquent and consequent upon said dissatisfaction, he / she is imposing the penalty as deemed fit.

- Suppose, withholding of increment for one or two or three years without cumulative effect and not adversely affecting pensionary benefits of delinquent [**Rule 11 (iv)**] depending upon the gravity of misconduct is imposed, then an order to that effect is sufficient enough. However, if Disciplinary authority wants to **impose penalty** such as

“Penalty of reduction to a lower stage in the time-scale of pay by one / two /three stage(s) for a period of one/two / three year without cumulative effect and not adversely affecting pension,

[Rule 11 (iii) (a)]

then in such case, Disciplinary authority shall release an order with calculation showing net implication on financial receipts likely to be received by delinquent official

CAUTION: While imposing the penalty, Disciplinary authority shall exercise caution of imposing penalty compatible to the gravity of misconduct committed by delinquent and should not impose penalty which affect financial sources of delinquent to greater extent.

Precautions while imposing penalties

Never impose withholding increment beyond reasonableness which can be challenged by employee [Article 311, Article 14 & Article 21]

Never impose withholding increment retrospective date so that already sanctioned increment is stopped. This is challengeable in Hon’ble Courts

Never impose any of the penalties either Minor or Major beyond reasonableness as it can be challenged in the Court of Law. [Article 311, Article 14 & Article 21]

Never deny the request of delinquent official to hold an Enquiry, even if Disciplinary Authority is of the view of imposing minor penalty and holding enquiry is not necessary .[**Rule 16 – 1 (A) CCS(CCA) 1965**] [Article 311, Article 14 & Article 21]

Article 81(A) TERMINATION OF SERVICES IN CERTAIN CASES
SPECIAL PROCEDURE

An exception to the rules mentioned in the preceding Article shall, however, be made in the following types of cases; (i) In the case of an employee who is known to be of doubtful integrity or conduct, but where it is difficult to bring forth sufficient documentary or other evidence to establish the charges, and whose retention in the Vidyalaya, etc. will be prejudicial to the interests of the institution. (ii) In the case of an employee suspected of grave misconduct, where the initiation of regular proceedings against him in accordance with the provisions of the CCS (CCA) Rules, 1965, is likely to result in embarrassment to class of employees and/ or is likely to endanger the reputation of the Institution.

In cases of the above type, the Appointing Authority may record the reasons for termination of the services of the employee in its own record and, thereafter, terminate the services of the employee under the terms of appointment without assigning any reason. Where the Appointing Authority is the Principal, action to terminate the services of an employee under the terms of appointment shall be taken only after obtaining the prior approval of the Deputy Commissioner

Article 81(B) TERMINATION OF SERVICES OF AN EMPLOYEE FOUND
GUILTY OF IMMORAL BEHAVIOUR TOWARDS STUDENTS

Procedure explained in yesterday's class to be followed.

Once Summary enquiry is completed, Deputy Commissioner will present Complete dossier containing FR, File Noting made in the context, Preliminary report, Summary Enquiry report along with documentary evidence with comments on findings.

Where the Commissioner is satisfied after such a summary inquiry as he/she deems proper and practicable in the circumstances of the case that any

member of the Kendriya Vidyalaya is prima-facie guilty of moral turpitude involving sexual offence or exhibition of immoral sexual behaviour towards any student, Commissioner KVS Hq can terminate the services of that employee by giving him one month's or three month's pay and allowances accordingly as the guilty employee is temporary or permanent in the service of the Sangathan

Article 81(D) VOLUNTARY ABANDONMENT OF SERVICE

If an employee has been absent/ remains absent without sanctioned leave or beyond the period of leave originally granted or subsequently extended, he shall provisionally lose his lien on his post unless:-

a) He returns within fifteen calendar days of the commencement of the absence or the expiry of leave originally granted or subsequently extended , as the case may be : and

b) Satisfies the Appointing Authority that his absence or his inability to return on the expiry of the leave, as the case may be , was for reasons beyond his control. The employee not reporting for duty within fifteen calendar days and satisfactorily explaining the reasons for such absence as aforesaid , shall be deemed to have voluntarily abandoned his service and would , thereby , provisionally lose lien on his post. .

An employee, who has provisionally lost lien on his post in terms of the aforesaid provisions, shall not be entitled to the pay and allowances or any other benefit after he has provisionally lost lien on his post. The payment of such pay and allowances will be regulated by such directions as the Appointing Authority may issue while ordering re-instatement of the employee in terms of sub-clause (6) of this Article.

Rule 14 (9 to 12) CCS CCA rules 1965

Preliminary Hearing is held where Inquiry officer asks the CO (charged officer) whether he will plead guilty of or not (Or) whether he will admit to

any detailed Articles of Charge. If Charged offer says, He admits, then case is closed. He denies then inquiry proceedings will adjourn and pass 04 orders (written)

1. Annexure – III inspection (10 days)
2. Annexure – IV document inspection (10 days)
3. Whether CO wants any additional documents or wants to introduce any additional documents (05 days)
4. Whether CO wants to introduce any defence witnesses (05 days)
5. Date of Regular Hearing will be fixed

Rule 14 (4) CCS CCA rules 1965

Response to charge Sheet / Charge Memo issued to delinquent official, he will be asked to make a written representation to explain against Article of Imputation or imputation of misconduct detailed in the Charge Sheet. This is done using the powers vested with Disciplinary Authority under Rule 14 (4) CCS (CCA) 1965. **Time – 15 to 45 days**

Rule 14 (2) CCS CCA rules 1965

Rule 14 (8) of the Central Civil Services (Classification, Control and Appeal) Rules, 1965 provides that the Government servant against whom disciplinary proceedings have been initiated may take the assistance of any other Government servant to present the case on his behalf.

Rule 14 (9 to 12) CCS CCA rules 1965

Preliminary Hearing is held where Inquiry officer asks the CO (charged officer) whether he will plead guilty of or not (Or) whether he will admit to any detailed Articles of Charge. If Charged offer says, He admits, then case is closed. He denies then inquiry proceedings will adjourn and pass 04 orders (written)

1. Annexure – III inspection (10 days)

2. Annexure – IV document inspection (10 days)
3. Whether CO wants any additional documents or wants to introduce any additional documents (05 days)
4. Whether CO wants to introduce any defence witnesses (05 days)
5. Date of Regular Hearing will be fixed

Regular hearing procedure - PROSECUTION

PROSECUTION CASE – REGULAR HEARING

Examination in chief by the presenting officer.

Cross examination by the charged official or the defence assistant.

Do not permit questions which are scandalous or which annoy the witness.

PO has to keenly observe and raise his objection politely to IO

Re-examination of prosecution witnesses by the presenting officer only on new points.

If no questions are asked in cross examination it should be mentioned in the daily order sheet that **the charged official did not avail the opportunity.**

Take undisputed documents on record and mark them **as state exhibits, S1, S2 and so on.**

The signatures of the presenting officer to be obtained on the documents.

Disputed documents have to be produced through a witness and testimony of witness to be obtained on such documents.

Daily order sheet and supply of deposition statements

Next date to be fixed.

Regular hearing procedure - DEFENCE

AFTER CLOSURE OF THE PROSECUTION CASE – DEFENCE ASSISTANT & CHARGED OFFICER CASE WILL BEGIN

- Ask the charged officer whether he has got defence witnesses:
- If so issue summons to the defence witnesses.

- Allow the charged officer to conduct examination in chief of defence witnesses if any.
- Permit cross examination by the presenting officer and re-examination by the charged officer.
- Make daily order sheet for each day and obtain signature of the presenting officer and the charged officer/defence assistant.
- Give them the copy of daily order sheet.

GENERAL EXAMINATION OF CO BY IO

- IO will ask Question to the charged officer generally on the circumstances appearing against him. This is most important on the part of IO as he renders an opportunity to CO to be his own witness and offer comments. The same will be recorded. This step is necessary, if and only if, CO has not offered himself as one of the Defence witnesses.
- IO directs Presenting Officer to make his brief on proceedings and to handover the same to IO. PO's brief is called "**Prosecution Brief**"
- IO will send the PO's brief to CO and seek his written brief on PO's brief. CO's brief is called "**Defence Brief**"
- Based on "**Prosecution Brief**" and "**Defence Brief**" **Inquiry Officer will be prepared inquiry report and submits to Disciplinary authority.**
- After a thorough analysis Disciplinary Authority sends IO's report to Charged Officer to make a written brief on findings recorded in IO's report. This is done irrespective of whether the IO's brief / findings are in favour or against the CO. [*Rule 15(2) CCS (CCA1965)*]
- After obtaining written brief, based on the findings Disciplinary Authority will bring a logical conclusion and impose penalties as deemed fit.

IO'S BRIEF

Inquiry Officer's Report

- Background
- Details about hearings, witnesses, etc.,
- Prosecution case

- Defence case
- Analysis of evidence
- Findings in PO's brief
- Defence in CO's brief
- Final Conclusion

As per Rule 8 of the CCS (Pension) Rules, 1972, pension is granted subject to future good conduct of the Government servant.

The disciplinary proceedings instituted under major penalty rule before retirement, will be deemed to have been continued after retirement under **Rule 9 of the CCS (Pension) Rules**. After retirement, departmental proceedings against a Govt. servant can be instituted with the approval of the President. Departmental action is permissible in respect of events /allegations that are not more than 4 years old from the date of issue of charge-sheet Memo. **The case involving more than 4 years old allegation would become time-barred under the CCS (Pension) Rules, 1972.**

If the charges are proved in the inquiry, the competent authority has the power to impose the penalty of **cut in the amount of pension, partly or completely**. In the case of departmental proceedings in a vigilance case, the CVC would be consulted.

THE ROLES AND RESPONSIBILITIES OF VICE-PRINCIPALS

Shri N. R Murali
Additional Commissioner
KVS H.Q, New Delhi

Learning is an intrinsic process which has to take place within the learner. Nobody else can learn on behalf of the learner. The teacher's role is to engage the learners by providing target oriented tasks. The progress of the learner has to be assessed time and again by the direct intervention of the teacher. The roles of Vice Principals and Principals are regulating and monitoring the direct intervention of the teacher in an indirect manner.

Teacher's job is not to impart knowledge but to help students generate knowledge. Knowledge generation has two steps

1. Asking the right questions
2. Finding out the right answers

Teacher has to motivate the students to ask the right questions and find out their own answers according to their abilities at their own pace. The tool of observation in the PIMS portal follows an inventory model. The teachers are to be briefed about this observation tool and the parameters given in that before the observation of their classes. Every child comes with an open trust that he will be helped by the teachers and the school system. That trust should not be broken. Vice Principals and Principals are academic and instructional leaders. In addition to that they have to manage human resources, finances, various events and also the school complex. They are also the PR managers for KVS.

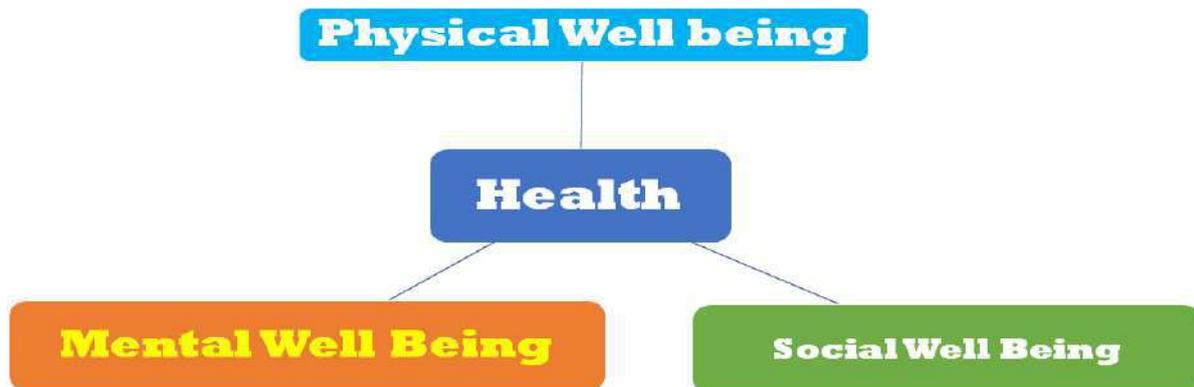
Teachers have to continuously update their knowledge and skills. There are some international papers on education like 'Inside the Blackbox', 'School Leadership', 'Determinants of Quality of Education', which every teacher must read. There are also new concepts like Radical Innovation, Marginal Innovation, School Climate, School Culture and School Ecology that educators must know.

HEALTH AND MENTAL WELLBEING, YOGA & SPORTS

Mr P C Tiwari
Assistant Commissioner
Chandigarh Region

In the 17 Sustainable Developmental Goals, Goal 3 “Good Health and Well Being” established by the United Nations in 2015 is made "to ensure healthy lives and promote well-being for all at all ages."

A person can be called healthy only if his body is disease-free, as well as have no mental stress and enjoys good intrapersonal and interpersonal relationships with society and not just an absence of disease.



जिसके दोष (वात, कफ, पित्त) सम हैं, जिसकी अग्नि सम है (न अधिक, न कम), धातु सम हैं, मलक्रिया ठीक है, जिसकी आत्मा, इन्द्रियाँ और मन प्रसन्न हैं, वह स्वस्थ कहा जाता है।



CHALLENGES

Defence Mechanism / Facing / Fighting Mechanism -
Strong / Weak

Situations - Supportive / Non Supportive

Supportive Environment

Early Intervention



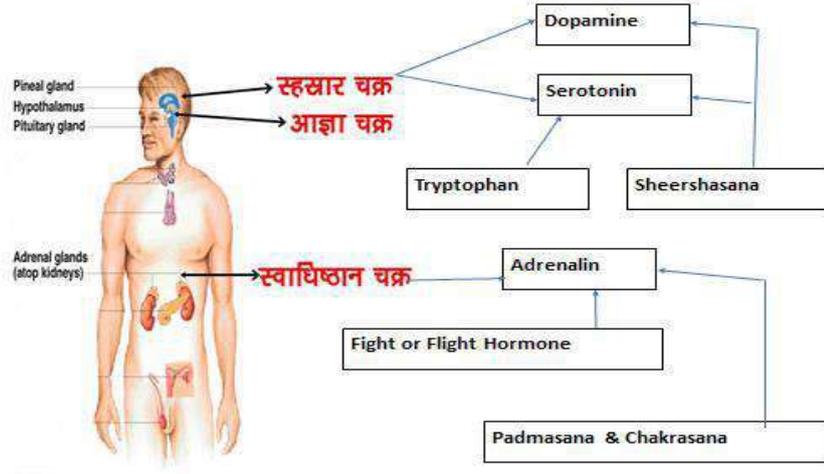
Helplessness
Hopelessness
Worthlessness
Interestlessness
Purposelessness
Withdrawal Syndrome



DEFENCE MECHANISM



Relationship
Expressiveness
What the People will say
Negative Influences
Excessive Competition
Expecting more from self and others
Emotional Dependence
Diet & Physical Activity
Entertainment with friends



THE PSYCHOSOMATIC ASPECTS

Serotonin - Pineal Gland.

Enzyme - Tryptophan Hydroxylase

Serotonin and dopamine are both neurotransmitters that affect the way we feel.

Increasing tryptophan - moong and gram, nuts and seeds

Sun Light exposure

Exercise:

Meditation

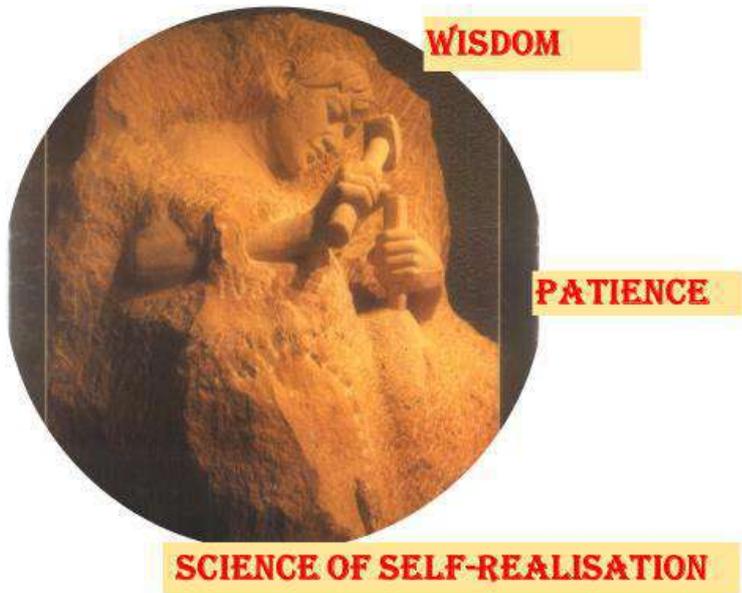


धीर्धैर्यात्मादिविज्ञानं मनोदोषौषधं परम् ।

वाग्भटसंहिता

बुद्धि, धैर्य और आत्मादिविज्ञान - ये तीनों मनोविकारों के परम औषधि हैं।

(Wisdom, Patience & knowing the Science of Self-Reliance, these three are the ultimate medicines for prevention & Cure of Mental Disorders.)



- POTENTIAL**
- INTEREST**
- APTITUDE**
- PERSONALITY TRAITS**
- LIMITATIONS**
- LIABILITIES**

If Under the grip of Depression

Never be alone	Share with someone with whom you have unconditional relationship	Don't hesitate to Take the help of Psychiatrist
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PROCEDURE OF E – PENSION

Mr Ameer Byju P M
ASO, RO Ernakulam

WHAT IS E-PENSION & WHY E-PENSION

- ▶ KVS had decentralized the Sanction of Pension and other retirement benefits of Post Graduate Teachers and below of KV level with effect from 01-07-1999 at respective Regional Office. Thereafter Deputy Commissioners of the respective Regions were authorized to issue Pension and retirement benefits from 01-01-2017 for the Officials of Regional Offices up to Section Officer Level.
- ▶ The PPOs issued by Regional Office/ZIETs/KVS HQ have to reach SBI Parliament Street Branch, situated in New Delhi. Thereafter the same was forwarded to the concerned CPPC of SBI for onward transmission to the Payer Branch of the concerned Pensioner. This would entail a time lag.
- ▶ The present pension processing system has the following limitations: -

➤ Calculation errors.

➤ Availability of PPO to Pensioners and other stake holders.

➤ Record keeping.

➤ Ease of processing.

- ▶ To overcome all of the limitations mentioned above, it was decided to have e-Pension Portal. After due procedures, Indian Bank has been assigned the task of developing the URL based web application for the e-Pension Portal. It allows pensioners and Pension Disbursing authority to access PPO at any time at any place.

AUTOMATION OF PROCESSING OF PENSION AND GENERATION OF E-PENSION

- KVS introduced online processing & disbursement of Pension through e-Pension Portal developed by Indian Bank, with effect from 01.04.2023.

- The digitally signed PPO is generated in electronic form by the portal automatically and pensioners & other stakeholders receive it on their email on real time basis.
- Revision of pension/ sanction of family pension of those retired upto 31st March 2023 will be processed through SBI. (Offline mode)

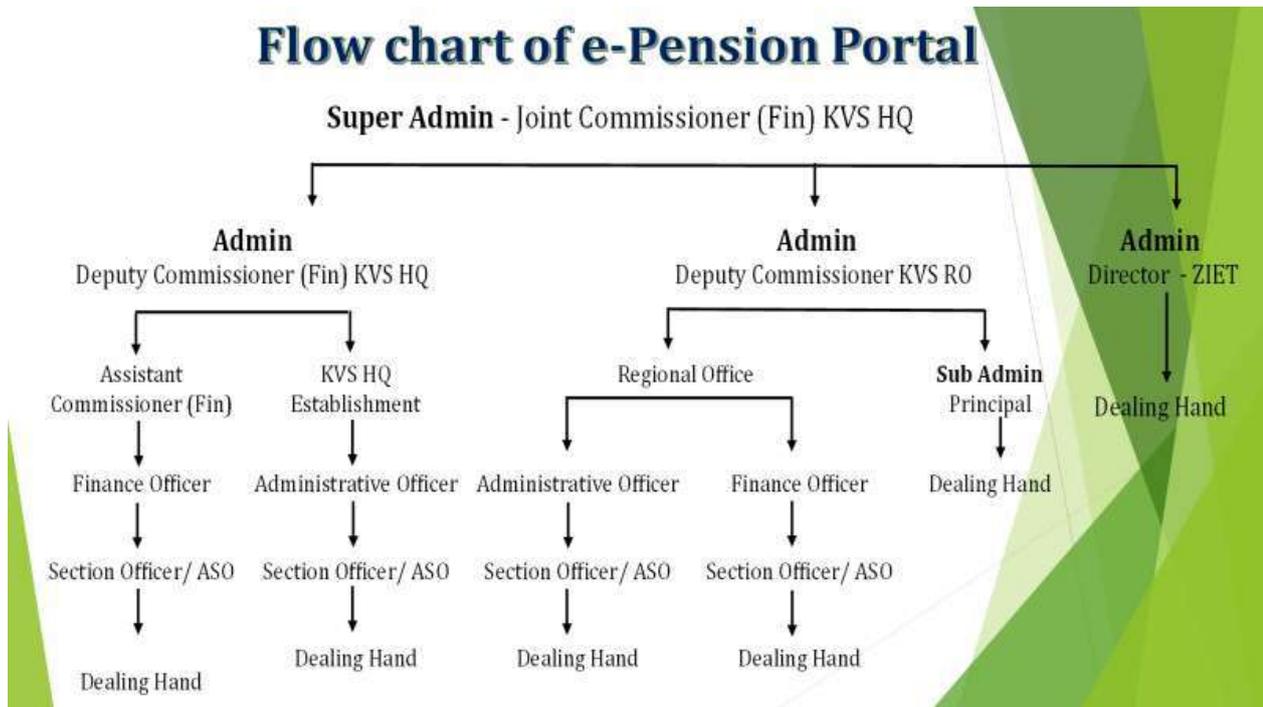
WHAT ARE THE CHANGES – SBI VS INDIAN BANK

Description	State Bank Of India	Indian Bank
Pension disbursing Authority	STATE BANK OF INDIA, (C& I DIVISION), 4TH FLOOR MAIN BRANCH, L I, SANSAD MARG, NEW DELHI - 110 001	INDIAN BANK CENTRALISED PENSION PROCESSING CENTRE - CHENNAI No.7, PRAKASAM SALAI, IInd FLOOR, OPP. To PANAGAL PARK, T. NAGAR, CHENNAI 600017.
Mode of Pension	Offline	Online
Issuance & Revision of pension	Employees who have retired from service as on 31-03-2023 will continue to draw pension through SBI and revision of pension will be made through SBI	Employees who have retired w.e.f. 01-04-2023, pension will be disbursed through Indian Bank and revision of pension will be made through Indian Bank
Submission of life certificate	Through all conventional modes like Jeevan Praman, Doorstep Banking, the Face Authentication technology system based on UIDAI Aadhaar Software	<ul style="list-style-type: none"> • All other method applicable for SBI pensioners • In addition Pensioners can submit their life certificate in any KVS Unit (KVs/ RO/ ZIET) irrespective of their last unit (***)
Bank to be opt for pension disbursement	State Bank of India	Any Private / Nationalised Bank
Disbursement of PPO	Ink signed PPO is Issued to pensioner through post by concerned Regional Office	The digitally signed PPO is generated in electronic form by the portal automatically and pensioners & other stakeholders receive it on their mail on real time basis

CREATION / DELETION OF USERS IN e-PENSION PORTAL



Flow chart of e-Pension Portal



HOW TO ADD SUB ADMIN (PRINCIPAL) AND OFFICIALS OF RESPECTIVE RO/ ZIET & TO CHANGE THE DETAILS OF ADMIN / OFFICIALS OF RO ON TRANSFER / RETIREMENT / NEW APPOINTMENT ETC.

Admin (DC) will login with username (employee code) and password

- Click on Menu
- Click on User Maintenance

You will be prompted to add the employee code

- Add the employee code & click to Process

You will be prompted to fill the primary details of Admin/Officials of RO/ Director ZIET

- Fill the details & click to Add

System will show as Success! Employee updated

HOW TO ASSIGN ROLE OF PRINCIPALS / OFFICIALS OF RO

Admin (DC) login with username and password

- Click on Menu
- Click on Admin Role Maintenance
- Add the employee code

Once you fill the employee code of the Official added, his/her details will appear on the right side of the screen and you need to assign the role. In case of Principal(s) (Sub Admin) respective KV only can be selected as he/she is posted in the particular KV.

In case of Officials of RO all KVs/RO can be selected from the list.

- Then click on Assign Role
- Click and select the check box as applicable

The system will show as “All the Officials have been assigned to the selected employee”

Thus, Officials are added and assigned their respective role.

HOW TO CREATE DEALING HAND AT KV LEVEL

Principal will login with their respective user name & password.

- Click on Menu
- Click on user maintenance

Add the details of Dealing Hand click on Add

HOW TO ASSIGN ROLE TO DEALING HAND OF KV

Principal KV should Login as Sub Admin with user name & password.

- Click on Menu
- Click on Admin Role Maintenance
- Click on Menu

Click on user maintenance

You will be prompted to add the employee code

- Enter the employee code
- Select KV DH then Click on Assign Role
- Select the KV

Similarly, Deputy Commissioners of ROs/Directors of ZIETs may add their Officials, after login as Admin.

HOW TO UPDATE/CHANGE A USER

Admin (DC) / Sub Admin (Principal) login with username and password

- Click on Menu, Click on User maintenance
- Update the details (designation/mobile no./email id etc.)

Click on Modify.

HOW TO CHANGE AN ASSIGNED ROLE

- Click on Menu
- Click on Admin Role Maintenance
- Add the employee code
- Update the Role

System will give a Message “All Officials have been assigned to the selected employee.”

HOW TO CREATE PASSWORD OR RESET PASSWORD

Admin Login to <https://inderp.indianbank.in/kvs/login.aspx>

- Fill the Captcha
- Click on Forget Password
- Enter the Username
- Select KVS from drop down menu
- Click on get OTP & verify OTP

Create / reset password

Your Password Must be between 8 and 32 Characters and Should Contain at least One Small Letter, One Capital Letter, One Number and One Special Character i.e. ~! @ # \$ % ^ & *

This exercise is applicable in all cases of change of Password of all the users at any point of time

HOW TO CREATE PENSION OF PGTS AND BELOW AT KV LEVEL

KV Dealing Hand will login with his login credentials

- Click on Menu – Click on Pension creation
- Fill the employee code of retiring Official
- Click on to basic details

Fill the basic details, thereafter pension details, Commutation details, Gratuity details, Family Pension and Other details.

During or after filling the data you can save the data. The saved data can be modified or submitted to Principal any time by typing the employee code in pension creation.

Dealing Hand will submit the data to the Principal after filling and verifying the data.

HOW TO ADD LIST OF RETIRING EMPLOYEES

Login at e-Pension Portal with KV DH login credentials (L1 user)

Click on Add Retiring Employee

Add the employee code of retiring employee

- Fill the primary details of retiring employee
- Click on Delete if details are not correct
- If the details are correctly filled, click to Save

Similarly, you may add the details of retiring employees

UPLOADING MANDATORY DOCUMENTS IN THE E-PENSION PORTAL

- Verification of correctness of pension of documents should be ensured by DDO. It is mandatory to upload correct documents in e- Pension portal.
- It is observed that some KVs are uploading incorrect/ irrelevant documents in pension portal.
- Legible PDF documents only should be uploaded in e-Pension Portal (Max Size -500 KB)

LIFE CERTIFICATE

- Pensioners can submit Life Certificate of life certificate through KVS Unit (KVs / RO/ ZIET) in addition to all others existing facilities i.e. Jeevan Pramaan Portal, Doorstep Banking, India Post Payments Bank (IPPB), digital Life Certificate through UIDAI.
- To avoid delay in transmission of Life Certificate by the Kendriya Vidyalaya via concerned Deputy Commissioner/ Director to the Indian Bank, it has now been decided that the Principals of KVs will directly transmit the Life Certificate through e-Pension portal to CPPC of Indian Bank, for which all the Principals of Kendriya Vidyalaya will be required to have digital signature.
- Life certificate is required to be submitted to Indian Bank (Pension Disbursing Authority) in the month of *November every year*.

FIXED MEDICAL ALLOWANCE

- ▶ Retiring employee may opt for fixed medical allowance after considering their employment of spouse and whether retiring official (as a spouse) is covered under central/state GOVT insurance/ ECHS/ CGHS/Medisep etc. This may be verified by the Principal before countersigning.

NAME OF EMPLOYEE AND SPOUSE

- ▶ Name of employee and spouse may be corrected, if needed well before the preparation of pension paper

RETIREMENT AND SETTLEMENT OF PENSION CASES

- Submission of pension documents
- Verification of Service records
- Time limit for submission of pension document
- Entry of Date of retirement
- Trial period
- Timely updation of leave availed by employees after submitting pension papers
- Admissibility of CTG/Retirement TA on Retirement
- Digitalization of pension papers
 - ▶ Service book of the employee (except leave account)
 - ▶ Leave account of the employee (Chronological order(date wise))
 - ▶ All pension documents duly filled and signed by the concerned official/Principal (including Aadhaar card of the employee and id proof of spouse having date of birth, bank passbook)

PENSIONER'S ID CARD

- Pensioners has to remit the amount to KVS RO _____ SF Account bearing Account No: _____ & IFSC Code: _____ (State Bank of India) through NEFT only
- No cash deposit is allowed
- An application along with the following supporting documents needs to be sent to RO
 1. Transaction ID of fund remittance
 2. Passport size photo pasted in the application
 3. Copy of Pension Payment order (Latest)
 4. Employee code should be mentioned

Frequently Asked Questions (FAQs)

FAQ	Replies
URL for e-Pension portal	https://allbankcare.in/ind_Pension/Login.aspx
User ID	Employee Code
Password specification	Password must be between 8 and 32 characters and should contain at least one small letter, one capital letter, one number and one special character i.e. ~! @ # \$ % ^ & *
Super Admin	Joint Commissioner (Fin)
Admin at RO/ ZIET level	Deputy Commissioner/ Director
Sub Admin	Principal/In-charge Principal
Pension Sanctioning Authority	a. KVS HQ - Joint Commissioner (Fin) b. KVS RO/KVs - Deputy Commissioner c. KV ZIET - Director
Generation of User IDs and assigning of Role for KVS functionaries	a. For RO Admin: Super admin at KVS HQ b. For RO staff: RO Admin c. For Vidyalaya Sub Admin: RO Admin d. For Vidyalaya Dealing Hand: Sub Admin
Create or Reset password	Enter User ID → Enter Captcha → Forget Password → Verify OTP → Create or Reset Password (in all cases)

Role of RO Admin (DC RO/ Director ZIET) 1	a. Creating and assigning role to Sub-admin at Vidyalaya level and users at RO / ZIET b. Pension sanctioning authority of up to Group-B staff at Vidyalaya level and up to SO level at RO/ZIET
Role of Sub Admin (Principal)	a. Creating and assigning role of Dealing Hand at Vidyalaya b. Forwarding verified data of Vice Principal and employees upto Group B of Vidyalaya
Dealing hand at Vidyalaya, RO/ZIET and HQ	Any permanent KVS employee having employee code
Number of dealing hand can be created by Sub Admin (Principal) (including shift school)	One or more, based on the requirement
Role of Dealing Hand at Vidyalaya, RO/ZIET, HQ	a. Initial entry and verifying the data of retiring/retired employee and submission. b. Uploading of service records and other documents on e-Pension portal
Pension Disbursing banks	Any Nationalized or scheduled commercial bank which is having core banking facility
Life certificate	Life Certificate to be submitted in November every year, through any branch of Indian Bank and online via Indian bank's portal/ Jeevan Praman
Helpline	Toll free number : 18001025026 E-mail ID : rgr.delhi@indianbank.co.in

WRITE UP OF ACD, RESOURCE PERSONS AND TEACHING ASSOCIATES ZIET MYSORE

NEP 2020-SALIENT FEATURES

DR. RUBINA M R
PRINCIPAL
PM SHRI KV CRPF
YELAHANKA, BENGALURU

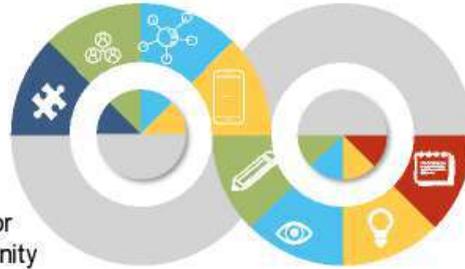
Vision of the National Education Policy 2020

- 1 An education system that contributes to an equitable and vibrant knowledge society, by providing high-quality education to all
- 2 Develops a deep sense of respect towards the fundamental rights, duties and Constitutional values, bonding with one's country, and a conscious awareness of one's role and responsibilities in a changing world
- 3 Instils skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen



Key Principles of NEP

- **Respect for Diversity & Local Context**
In all curriculum, pedagogy, and policy.
- **Equity & Inclusion**
As the cornerstone of all educational decisions.
- **Community Participation**
Encouragement and facilitation for philanthropic, private and community participation.
- **Use of Technology**
In teaching and learning, removing language barriers, for Divyang students, and in educational planning and management.



- **Emphasize Conceptual Understanding**
Rather than rote learning and learning-for-exams
- **Unique Capabilities**
Recognizing, identifying them in each student.
- **Critical thinking and Creativity**
To encourage logical decision-making and innovation
- **Continuous Review**
Based on sustained research and regular assessment by educational experts.

EARLY CHILDHOOD CARE & EDUCATION (ECCE)

Universal Access to Early Childhood Care & Education (ECCE)

Universal Access

For children of 3-6 years: access to free, safe, high quality ECCE at Anganwadis/ Pre-school/ Balvatika

Foundational Learning Curriculum

For age group of 3-8 divided in two parts: (i) From age 3-6 in ECCE and (ii) age 6 to 8 in class I and II in primary school

Multifaceted

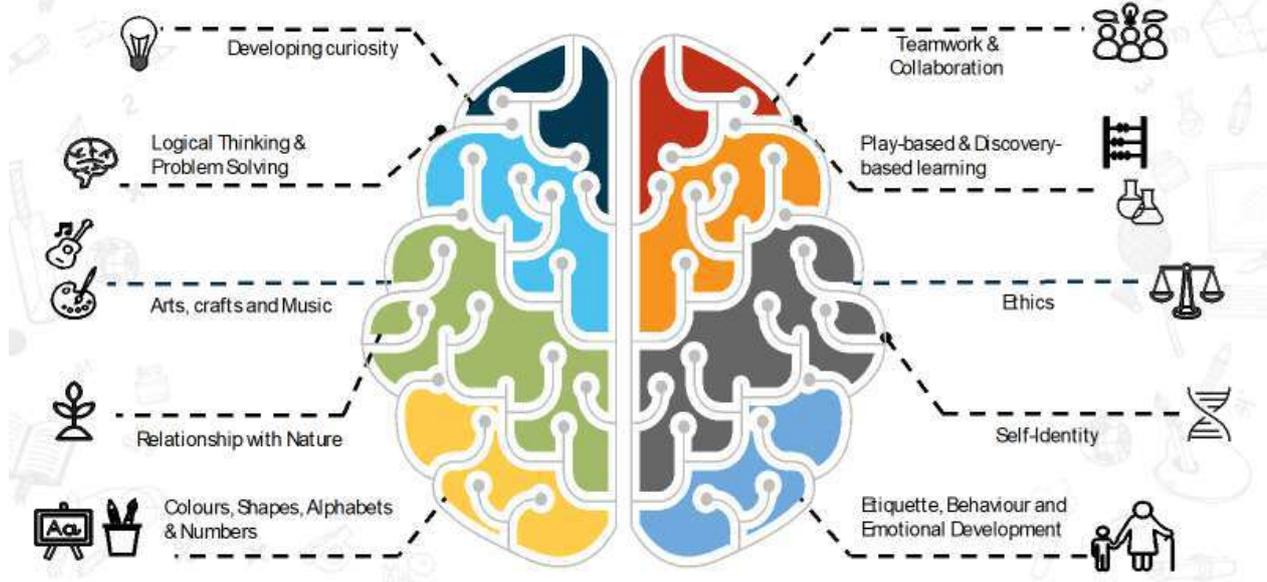
Flexible, multi-level, play-based, activity-based, and inquiry-based learning

Preparatory Class

Prior to the age of 5 every child will move to a "Preparatory Class" or "Balvatika" (that is, before Class 1)

Implementation to be jointly carried out by Ministries of HRD, Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs

Early Childhood Education: Learning in the Formative Years



Expected Outcomes

- **Universalisation of Access** - from ECCE to Secondary
- Ensure **equity and inclusion**
- Bring back 2 crores **out-of-school children**
- Attain **SDG goals** of retaining all children in schools until completion of secondary education
- Improve Quality and achievement of learning outcomes - **Foundational Literacy & Numeracy (FLN)**
- Focus on **21st century skills** in teaching, learning and assessment
- Resource sharing- **School complexes**
- Effective **Governance** - separation of powers and common norms
- Overcoming the **language** barrier in learning
- **Common standards** for public and private school education

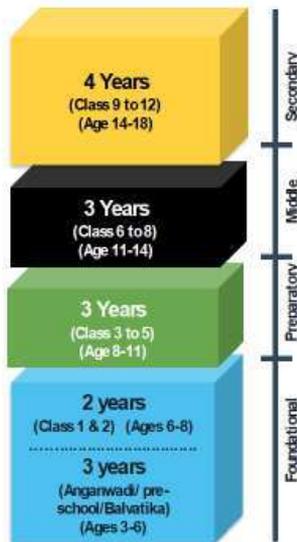


Transforming Curricular & Pedagogical Structure

Existing Academic Structure



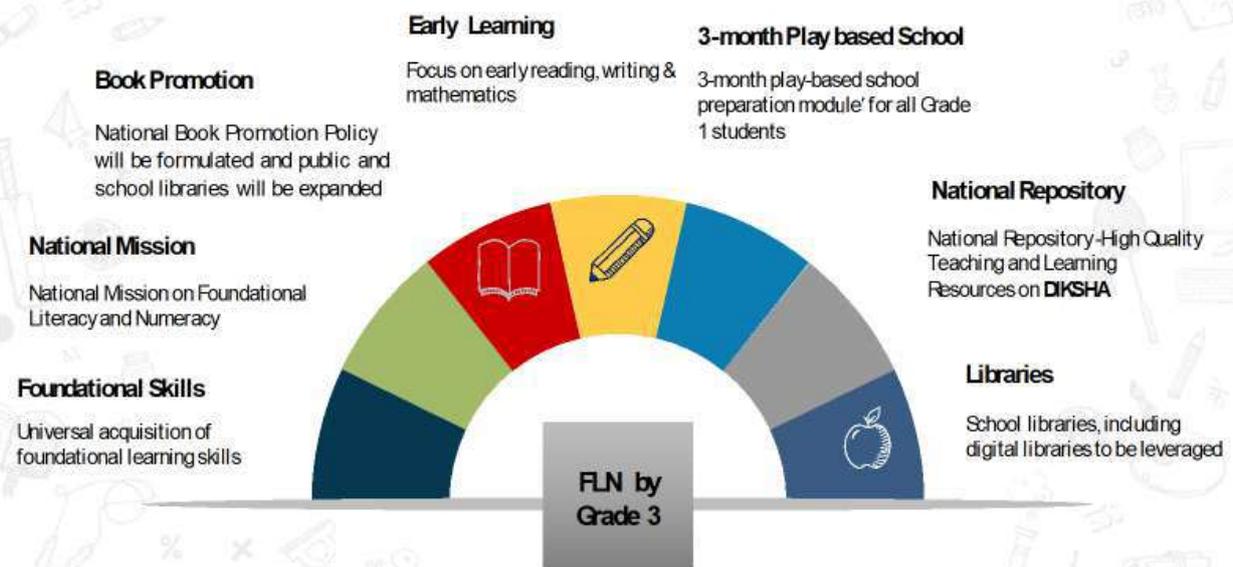
New Academic Structure



New pedagogical and curricular structure of school education (5+3+3+4): 3 years in Anganwadi/pre-school and 12 years in school

- **Secondary Stage(4)** multidisciplinary study, greater critical thinking, flexibility and student choice of subjects
- **Middle Stage (3)** experiential learning in the sciences, mathematics, arts, social sciences, and humanities
- **Preparatory Stage(3)** play, discovery, and activity-based and interactive classroom learning
- **Foundational stage(5)** multilevel, play/activity-based learning

Attainment of Foundational Literacy And Numeracy by Grade 3 in Mission mode



Reduction in Curriculum



Core Essentials

Curriculum in all subjects to be reduced to its core essentials

Critical Thinking

Focus on critical thinking, inquiry, discovery, discussion and analysis-based teaching and learning methods for holistic education

Interactive Classes

Interactive teaching with reduced dependency on textbook learning; Questions from students will be promoted

Experiential Learning

Fun, creative, collaborative, and exploratory activities in classroom for experiential learning and deeper student learning

- Curriculum and pedagogy to be transformed by 2022 to promote skill based and minimize rote based learning
- Revision of NCF for school education and NCF for teacher education 2009 by 2021

Focus on LOs, Competencies and subject - integration



Competency based education

Modules on preparing and implementing pedagogical plans based on competency and outcome-based education for school leaders



Integration of subjects

Through arts integrated, sports integrated, ICT integrated and storytelling based pedagogy among others as standard pedagogy



Development of scientific temper

Development of scientific temper and inculcation of knowledge and practice of human and constitutional values such as patriotism, sacrifice, non-violence, truth, honesty, peace etc.



NO SILOS among subjects/ learning

NO hard separation between:

- curricular/co-curricular/extra-curricular;
- academic/vocational;
- science/humanities;
- sports/art/academics



Emphasis on Digital literacy

Emphasis on digital literacy, coding and computational thinking, ethical and moral reasoning



Promotion of multi-lingual teaching

Promoting states to enter into bilateral agreements with nearby states to hire language teachers

Mental and physical health and well-being:

Mandatory for students to acquire skills in: health and nutrition; physical education, fitness, wellness, and sports



Health check ups

Annual health check up for all students



Reduce weight of school bags

Reduced weight of school bags and textbooks through suitable changes in curriculum and pedagogy



Mandatory skills : Health and Wellness

Mandatory skills to be imbibed by all students - health, nutrition, physical education, fitness, wellness, sports. In addition - Basic training in preventive health care, mental health, first aid, personal and public hygiene will be included in the curriculum



Hiring counsellors in school complexes

State governments will be encouraged to hire adequate number of counsellors and teachers (to be shared across school complex)



Focus on children with disability

Differentiated interventions and suitable infrastructure development at schools to make access easier for children with disability



Inclusive and caring culture at school

The role and expectations of principal and teachers will explicitly include developing a caring and inclusive culture at school

Innovative Pedagogy: Transforming teaching learning process

Experiential Learning

- Focus on experiential, inquiry and discovery based teaching learning methods

Integrated Pedagogy

- Arts, sports, and story-telling and ICT-integrated pedagogy

Promotion of peer tutoring

- Promoting peer tutoring as voluntary and joyful activity under the supervision of teachers



Equal Weightage

- No hard separation between curricular, co-curricular and extra curricular area.
- Freedom of choosing a variety of subject combination to be provided

Bagless Days

- Bagless days to be scheduled in academic calendar

Use and integration of technology

- Integration of technology enabled pedagogy in classes 6-12

Textbook with local content and flavour



All textbooks to contain only essential core material while capturing any desired nuances and supplementary material as per local contexts and needs



Affordable, high-quality and energised textbooks to be provided along with free digital version on DIKSHA Platform



States to prepare their own curricula and textbooks based on NCERT curriculum and textbooks, incorporating State flavour and material as needed



Concerted efforts, through suitable changes in curriculum and pedagogy to significantly reduce the weight of school bags and textbooks



India's future and India's leadership role in upcoming fields



Computational thinking

Increased emphasis on mathematics and computational thinking throughout the school years



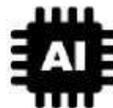
Computational thinking

Activities involving coding will be introduced in Middle Stage



Mathematical thinking and problem solving

Inculcate mathematical thinking and problem solving through a variety of innovative methods, including the regular use of puzzles and games



Including contemporary subjects in schools

Teaching of contemporary subjects at middle and secondary stages: Artificial Intelligence, Design Thinking, Holistic Health, Organic Living, Environmental Education, Global Citizenship Education (GCED)

Knowledge of India

Video documentaries on inspirational luminaries of India, in science and beyond

Students will be given a logical framework for making ethical decisions at a young age.

In later years, expanded along themes of cheating, violence, plagiarism, littering, tolerance, equality, empathy.

Traditional Indian values and all basic human and Constitutional values will be developed in all students.

Excerpts from the Indian Constitution will also be considered essential reading for all students.

Basic training in health, mental health, good nutrition, personal and public hygiene, disaster response and first-aid will also be included.

Will be incorporated in an **accurate and scientific manner** wherever relevant.

Indian Knowledge Systems, including **tribal knowledge** and **indigenous and traditional ways of learning**, will be covered.

Specific courses in tribal ethno-medicinal practices, forest management, traditional (organic) crop cultivation, natural farming, etc. will also be made available.

Curriculum to include knowledge from ancient India to modern India as well as future aspirations.

Scientific explanations of the detrimental and damaging effects of alcohol, tobacco, and other drugs will be part of curriculum.

Examinations in grades 1 to 8

Key stage assessments



Census assessments at key stage in classes 3, 5 and 8 to track achievement

Achievement of critical LOs



Testing to focus on achievement of essential learning outcomes

Moving away from rote learning



Assessment of core concepts and knowledge, higher-order skills and its application in real-life situations. Moving away from rote learning.

Results of school examinations



The results of school examinations will be used only for developmental purposes and for continuous monitoring and improvement of the schooling system

Reforming examinations in grades 9 to 12 including board exams

Board exams will be made 'easier', as they will test primarily core capacities/competencies

Viable models to be explored annual/semester/modular Exams; two parts exams - objective type and descriptive type.

Guidelines will be prepared by NCERT, in consultation with SCERTs, Boards of Assessment (BoAs), and PARAKH



Teachers to be prepared for a transformation in the assessment system by the 2022-23 academic session

Each School Board shall ensure equivalence of academic standards in learner's attainments

Standards, norms and guidelines for School Boards through PARAKH National Center

Beginning with Mathematics, all subjects could be offered at two levels

Transforming the culture of assessment

Continuous tracking of learning outcomes of each child

Board exams to be more flexible, with assessment of essential skills

Assessment to focus on core concepts, higher order and foundational skills

AI-based software to help track the progress of the Students to enable them to make optimal career choices.



National Assessment Centre will help in bringing greater synergy in board exams conducted by various Boards of Assessments

Self Assessment and Peer Assessment

The National Testing Agency (NTA) will work to offer a high-quality common aptitude test, to eliminate the need for taking coaching for these exams

Holistic Progress Card

States/UTs to redesign Progress Cards in schools to make them holistic, 360-degree, multidimensional report

Progress card will include self-assessment, peer assessment, and teacher assessment

Cards to reflect the progress and uniqueness of learner in the cognitive, affective, socio-emotional, and psychomotor domains

Progress in project-based and inquiry-based learning, quizzes, role plays, group work, portfolios, etc., to be included in report cards

The holistic progress card will actively involve parents in their children's education and development.

AI-based software to be developed to help track growth through school years and to help students make optimal career choices.

Multilingualism and the Power of Language Learning

- **Medium of instruction** upto grade 5, and preferably till Grade 8 and beyond, will be **home language/ mother-tongue/ local language**
- **'The Languages of India'** a fun project/ activity on to be taken by every student
- **Three languages** to be taught will be decided by state/ UT
- **All classical languages** will be widely available in schools as options

தமிழ்
गुजराती
ಕನ್ನಡ
বাংলা
नेपाली
हिन्दी
मराठी
पंजाबी
తెలుగు
اردو

Standard-setting and Accreditation



Empowering Teachers

A **technology-based** comprehensive teacher-requirement planning forecasting exercise to be conducted by each State.

Career growth to be available for teachers within a single school stage i.e., Foundational, Preparatory, Middle, or Secondary

National Professional Standards for Teachers (**NPST**) by 2022

Improving **Service Environment** through better infrastructure at school



Teachers to have more **autonomy** in choosing aspects of pedagogy in classroom teaching

Academic leadership positions to be made available for teachers.

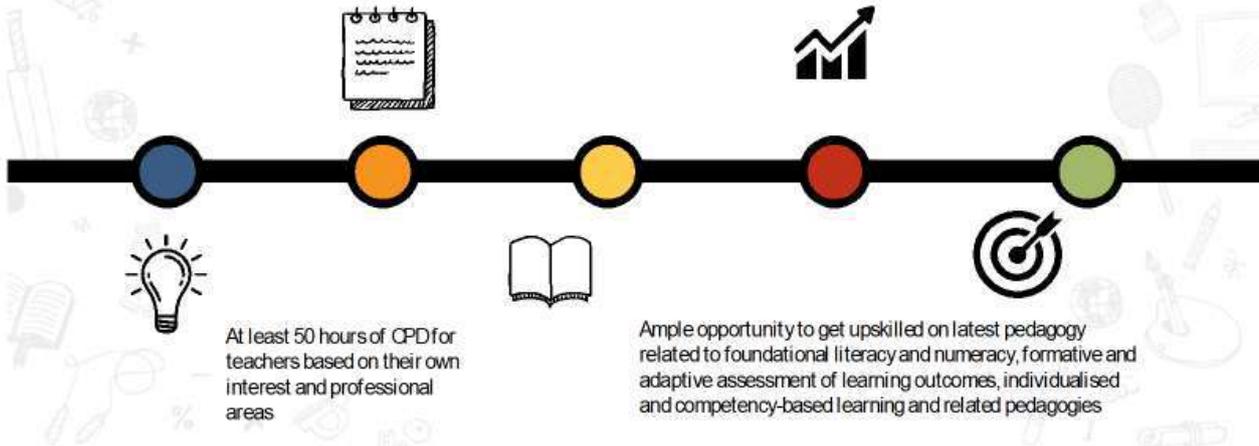
Teacher Professional Development

- Merit based tenure track system
- Min. 50 hours of Continuous Professional Development (CPD)

School Leadership

Necessary facilities for the initial professional preparation of these educators and their Continuous Professional Development (CPD)

CPD opportunities will, in particular, systematically cover the latest pedagogies



Focus on Socio-Economically Disadvantaged Groups (SEDGs)

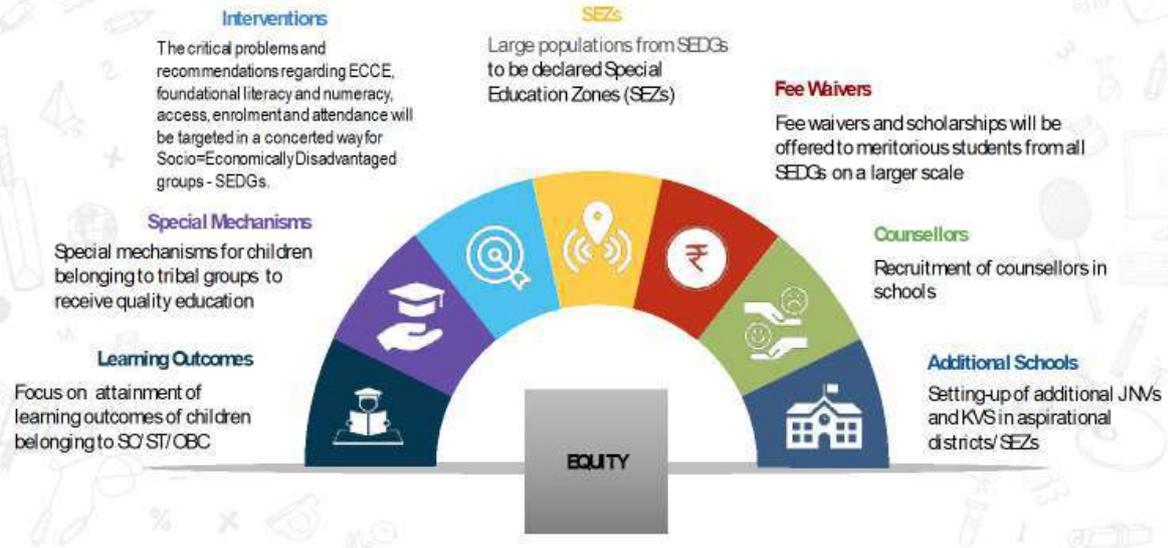
SEDGs can be broadly categorized based on:

- **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** (such as migrant communities, low income households, children in vulnerable situations, victims of or children of victims of trafficking, orphans including child beggars in urban areas, and the urban poor).

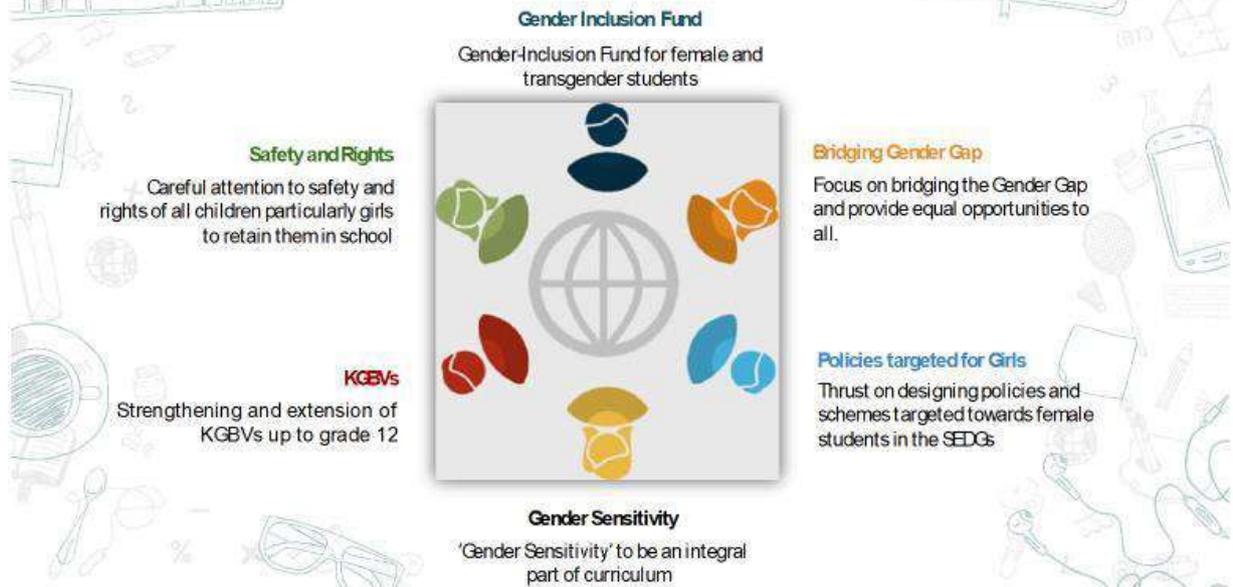


Separate strategies will be formulated for focused attention for reducing each of the category-wise gaps in school education.

Ensuring Equity



Gender



Supporting Children with Special Needs (CWSN)

Regular Schooling

Children with special needs will be integrated in the regular schooling process from elementary to higher education levels

Modules

NICs will develop high-quality modules to teach Indian Sign Language

Certificate Courses

Certificate courses for pre-service and in-service teachers to become special educators

01

Enabling Mechanisms

Enabling mechanisms for CWSN or Divyang to receive quality education

02

Assistive Devices and Orientation to Parents

Technology enabled assistive devices/tool for CWSN and orientation of the tools/ devices for parents/caregivers

03

04

Alternative Schools

Alternative forms of schools will be encouraged to preserve the alternative pedagogical styles

05

06

Integrating Vocational Education at All Levels

Practice Based Curriculum

A practice-based curriculum for Grades 6-8 to be appropriately designed

Skill Gap Analysis

Focus areas based on skills gap analysis and mapping of local opportunities

Open Distance Learning Mode

Courses to be offered through Open and Distance Learning (ODL) mode.

Exposure to vocational education

By 2025, at least 50% of learners shall have exposure to vocational education

01

LokVidya

'LokVidya', knowledge developed in India, will be made accessible to students

02

03

Skills Framework

National Skills Qualifications Framework will be detailed further for each discipline vocation / profession

04

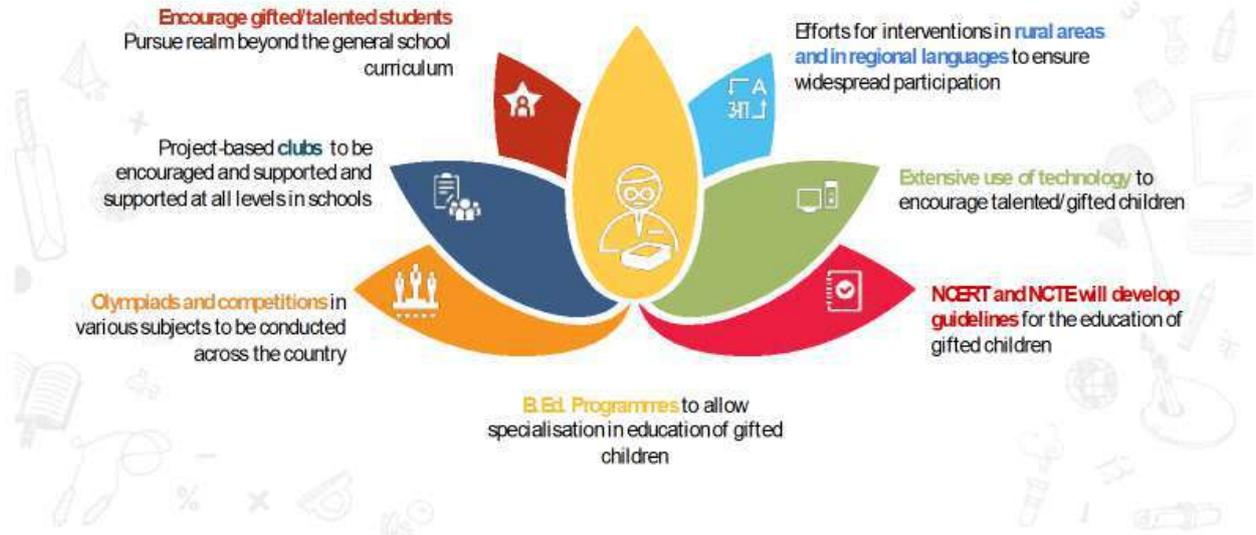
05

Vocational Crafts

All students of grades 6-8 will intern with local vocational experts such as carpenters, gardeners, potters, artists, etc. to develop a vocational craft

06

Support For Gifted Students / Students With Special Talents



Online and Digital Education

Inclusion and Access

Enhance Educational Access To Disadvantaged Groups including Divyang students

Blended Learning

Emphasis on effective models of blended learning

Content Creation

Content creation, digital repository, and dissemination. Technology Integration In Teaching, Learning & Assessment

Digital Platforms

Digital platforms and ongoing ICT-based educational initiatives to be optimized and expanded

Pilot Studies

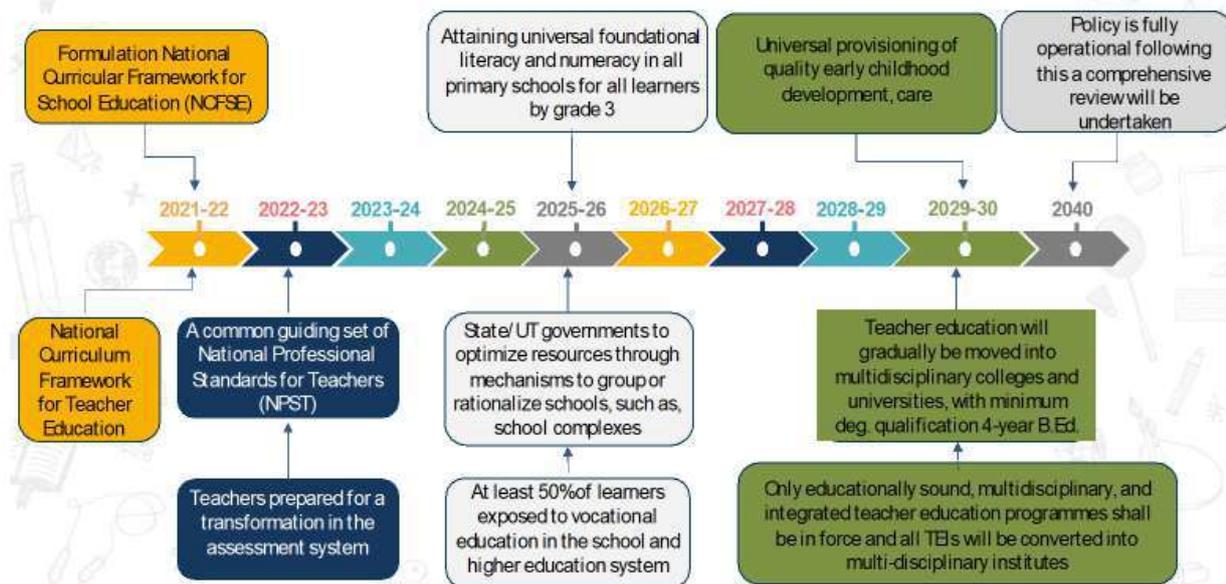
A series of pilot studies to be conducted

Expansion of Platforms

Expansion of existing e-learning platforms - DIKSHA, SWAYAM, etc.



Timelines for Implementation in NEP 2020



New Features (1/3)

1

Preparation for Schooling and Elementary Schooling Level

- ECCE for all by 2030: National Curriculum Framework for ECCE
- Achieve 100% Gross Enrolment Ratio in school education by 2030
- Preparatory class/ **Balvatika** for 5-6 year old children in Anganwadis/ pre-schools
- School Preparation module for all class 1 entrants
- **National Foundational Literacy and Numeracy Mission**
- Setup of Bal Bhavans

2

School Infrastructure and Resources

- Special Education Zones (SEZ)
- Utilize unused capacity of schools as Samajik Chetna Kendras
- School complex/ clusters for resource sharing

3

Holistic Development of the Student

- No hard separation of curricular, extra and co-curricular, arts and science, sports and vocational crafts. Curriculum to integrate Indian culture and ethos
- **Innovative pedagogies** to be explored such as experiential teaching/ learning methods
- Book promotion policy and digital libraries
- **Holistic Report card** – use AI for identifying specific aptitude of child
- **Vocational education** integration from primary grades and a ten days (no bag days) internship with local trades/ crafts person for Grades 6-8
- *Lok Vidya – local artists as master instructors in schools*

New Features (2/3)

4

Inclusivity

- **Gender Inclusion Fund**: KGBVs upto class 12
- Special provisions for **Gifted children**
- **Adult Education (AE)** to focus upon technology based solutions; NCF for AE to be developed
- NIOS to expand to include vocational courses and courses for grades 3, 5 and 8
- Medium of instruction will be in the mother tongue/ local language till Grade 5 (atleast)

5

Assessments

- National Assessment Center for Performance Assessment, Review and Analysis of Knowledge for Holistic development – **PARAKH**
- Exams in Grades 3, 5 and 8 , in addition to Board exams in Grades 10 and 12
- Board exams: Modular, low stakes, based on conceptual knowledge and its application

6

Curriculum and Pedagogical Framework

- **New curricular and pedagogical framework** of 5+3+3+4
- Reduction in curriculum to core concepts
- Identification of life skills to be attained in each grade as a part of NCF
- Alternative model of schools to be encouraged to adopt NCF
- **ICT integration** in teaching and learning methodologies
- Tracking students as well as their learning levels; universalisation of secondary education

New Features (3/3)

7

Teacher Recruitments/ Teacher Education

- Minimum qualification degree for teaching will be a 4-year integrated B.Ed. degree by 2030
- Teacher recruitment based on TET, NTA test and teaching demonstration; TET mandatory for teaching
- Minimum 50 hours of in-service training per teacher/year
- National Professional Standards for Teachers (NPST) by 2022
- IT and data based predictive planning for requirement of students in TEs; TEs to move to multidisciplinary colleges and universities by 2030
- Stringent action on non-performing TEs
- Mandatory for every PhD student to do a module on teacher education

8

Role of Government Departments/ Bodies/ Institutions

- **State Department** to look after policy making; **Directorate of Education** to look after operations, **SCERT** to look after academics and **State School Standards Authority** to set minimum common standards for online self-disclosure by all public and private schools
- Random sampling of students for continuous online feedback on self-disclosure by schools
- Engagement of social workers, alumni, retired teachers and volunteers with schools
- Strengthening the **Central Advisory Board of Education (CABE)** for developing, articulating, evaluating and revising the vision of education on a continuous basis in collaboration with MHRD and corresponding apex bodies of States
- Its desirable that **Ministry of Human Resource Development MHRD** be re-designated as Ministry of Education (MoE) to bring the focus back on education and learning

The salient features of NEP 2020 are as follows

1. Ensuring Universal Access at All Levels of schooling from pre-primary school to Grade 12;
2. Ensuring quality early childhood care and education for all children between 3-6 years;
3. New Curricular and Pedagogical Structure (5+3+3+4);
4. No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams;
5. Establishing National Mission on Foundational Literacy and Numeracy;
6. Emphasis on promoting multilingualism and Indian languages; The medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue/local language/regional language.
7. Assessment reforms - Board Exams on up to two occasions during any given school year, one main examination and one for improvement, if desired;
8. Setting up of a new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development);
9. Equitable and inclusive education - Special emphasis given on Socially and Economically Disadvantaged Groups (SEDGs);
10. A separate Gender Inclusion fund and Special Education Zones for disadvantaged regions and groups;
11. Robust and transparent processes for recruitment of teachers and merit based performance;
12. Ensuring availability of all resources through school complexes and clusters;
13. Setting up of State School Standards Authority (SSSA);
14. Exposure of vocational education in school and higher education system; Increasing GER in higher education to 50%;
15. Holistic and Multidisciplinary Education with multiple entry/exit options;
16. 'Light but Tight' regulation;

ACADEMIC SUPERVISION AND CLASSROOM OBSERVATION

**DR. RUBINA M R
PRINCIPAL
PM SHRI KV CRPF
YELAHANKA, BENGALURU**

VIDYALAYA PLAN AND ASSESSMENT TOOL

VIDYALAYA PLAN

- It is a plan made by the vidyalaya in the beginning of the academic session.
- It is a mirror of the tasks and activities that are planned for the coming academic session.
- Planning is looking back
- As planning is also looking back , the vidyalaya plan also analysis the activities and achievement of the vidyalaya in the previous year along with the standards /targets set up for the same
- Contents of the vidyalaya plan
- General information of the Vidyalaya
 - Year of Establishment , School code , Area , Affiliation no, sector , Principal , VP and Chairman details
- School Data
 - Students enrolment ,staff position ,data related to working spouse of staff , appointment of Doctor, nurse, special educator, sports coach etc.

CONTENTS OF THE VIDYALAYA PLAN

- Achievement as on 31st March 2024 , if plan is made for 2024-25
- Achievements in the field of
- Curricular activitiesResult of class IX to XIIQuality and Quantity wise
- Co-curricular activities

- In the area of sports , EBSB, Science and Maths activities , Bharat scout and Guides activities , Alumni , Special achievements (in paragraph) counselling report , status of foreign language taught

INFRASTRUCTURE PLAN

- The Availability and Proposal for expansion plans related to the
- Building plan
- Assets (furniture)
- C Assets (Lab equipments)
- D Assets (IT)
- E. Assets – Library
- INFRASTRUCTURE PLAN
- F. Assets (Music)
- G. Assets (work experience room/sports / art)
- H. Assets (office)
- Medical room facilities
- Suggestion box

SAFETY AND SECURITY

SAFETY PLAN

- No. Of Fire extinguishers, Fire alarms, CCTV , Public announcement system, walkie talkie system

EMERGENCY SUPPLIES / FACILITIES

- Drinking water facility , Emergency lights, Emergency Evacuation plan, water tanks , sanitation supplies, Boundary wall fencing , Exit and Entry gates

SAFETY AND SECURITY

- Security personnelNo. of watchman ...Male / Female

SCHOOL STAFF TRAINING

- Training of the staff and students in terms area of use of Fire extinguishers, fire alarms, Evacuation drills , safety training , Basic first Aid , AEP etc
- Certificates of Fire safety , Potable Water , School safety buildingto be renewed every year

SCHOOL RESPONSE TEAMS

- Child Rights Protection cell
- Evacuation team
- Search and rescue team
- First aid and Medical team
- Transport safety team
- Team for students with special needs
- *Internal Complaint committee*
- Grievance Redressal committee

ACADEMICS

- Result of previous year with targets set up, target for coming session with strategic plans for achievement of the target
- Workshops planned for the teachers , with strategies and target and expected achievement from such workshops
- Workshops organized at vidyalaya level
- Workshops for capacity building, also includes Awakened Citizenship programme .
- Teachers' Achievements

EXPECTED CO CURRICULAR ACTIVITIES AND EXTRACURRICULAR ACTIVITES

- CCA activity plan
- Sports activities and sports day
- Annual day
- Library week
- Celebration of important days
- EBSB, AKAM, art exhibition etc
- Science congress,
- Publication of vidyalaya patrika and newsletter
- Administration and finance
- Staff sanction
- Proposal for additional sections
- Construction works
- Financial management
- Transfer of land
- VMC, VEC

RAJBHASHA IMPLEMENTATION

- Dates of Timahi meetings /plan
- Installation of Bilingual sign boards
- Correspondence in Hindi (in %)
- Audit of school accounts, court cases

ALCP ..ACADEMIC LOSS COMPENSATION PROGRAMME

- For the students who participate in number of activities of the vidyalaya...

PLAN FOR COMMUNITY PARTICIPATION

- Community participation and social services by the students...cleanliness drive , Poshan Maah, Parents involvement in development of vidyalaya gardens etc.
- Plan for sharing facility /resources with less developed school , connecting the neighboring school under Handholding Support scheme

ASSESSMENT TOOL AND VIDYALAYA PLAN

-to be prepared by VP....
 - It is subjective in nature
-also to be prepared by VP
 - It is objective as it is specific
- Vidyalaya plan and assesement tool

- Vidyalaya planreflects the previous years performance and links the same with the futuresomehow a corrective measure for future plans
- Assesement tool is quantitative in terms and related to past ie. Previous year only
- Sheets of assessment tool total 14 sheets
- Sheet 1 : general information of the school
- Sheet 2 : total calculation (out of 1000 points)
 - School plant : 150 points
 - Academic : 500 points
 - School administration: 120 points
 - Finance : 70 points
 - Community participation : 60 points
 - Grace points : 90 points
 - Overall points by ac/dc = 10 points
 - Total = 1000 points

- Overall grade of the school
- 800 above = excellent = A
- 600-799 = very good = B
- 400- 599 = good = C
- Below 400 = average = D
- Sheet 3
- School Plant = 150 Points
- Vidyalaya Plant, Playground, Labs, Library, Art Room, Work, E-Class, Music Room, Wash, Furniture , Medical , Sports, SopTotal 150 Points
- Sheet 4 resultwith 70 to range 10 points = 200 points
- Sheet 5 Sports ...Participation In Regional , National , SGFI , SBSB , Yog Shiksha = 100 Points
- Sheet 6 = cultural EBSB = 30 points
- Sheet 7 = Scientific : NCSC, Inspire Award , Olympiad = 20 Points
- Sheet 8 = Scout And Guide = 20 Points
- Sheet 9 = Extra Activities...Youth Parliament, Kala Utsav, Green Olympiad, Swatch Bharat , Any Other Achievement = 20 Points
- Sheet 10 = Marks In Ex.Curricular Activities= 10points
- Total Of Sheet 5 To 10 = 200 Points
- Sheet 11 other areas ...assessment of AC/DC on observation d'uring visits = 100 points
- PTA and follow up
- Empowerment of teachers
- Vidyalaya patrika /newsletter
- Counselling services
- Library services , annual day /sports day

- SPIC MACAY , Supervision By HM,VP,PRINCIPAL
- Life Skill Education , NCC / ADVENTURE
- Students achievement in competitive exams
- Health check up
- Sheet 12 School Administration 120 Points
 - Finance = 70 Points
- Sheet 13 = Community Participation 60 Points
- Sheet 14 = Grace Points = 90 Points
- Planning Is Forward Looking And Looking Back

Competency Based Education

Competency can be defined as an individual's capability of performing a task by using knowledge, skills and abilities. Competency Based Education. It is the ability to apply conceptual and conceptual and theoretical knowledge, Skill which are measureable, observable proficient through training and underlying capacity or talent(natural) which are called abilities in real world situations.

KEY FEATURES OF CBE INCLUDES

- Equity for all students
- Differentiated support based on students' individual learning needs
- Progress based on evidence of mastery rather than time in the classroom
- The use of formative assessment, particularly peer and self-assessment
- Students are encouraged to reflect on their own work and identify areas for improvement

There are three types of competencies:

1. KNOWLEDGE-BASED COMPETENCIES:

- **Conceptual Understanding:** Students should acquire a deep understanding of fundamental scientific concepts, theories, and principles.
- **Content Knowledge:** They should be knowledgeable about various scientific disciplines.

2. SKILLS-BASED COMPETENCIES:

- **Experimental Skills:** Students should develop the ability to plan, conduct, and analyze experiments. This includes skills in using laboratory equipment, making observations, and drawing conclusions.
- **Data Analysis:** They should be proficient in collecting, organizing, and interpreting data, including graphical representation and statistical analysis.
- **Problem Solving:** Competencies in problem-solving involve applying scientific principles to real-world situations and arriving at logical solutions.
- **Critical Thinking:** Students should learn to evaluate information critically, differentiate between reliable and unreliable sources, and make informed judgments.
- **Communication Skills:** Competencies related to communication include effectively presenting scientific ideas, writing reports, and explaining complex concepts.

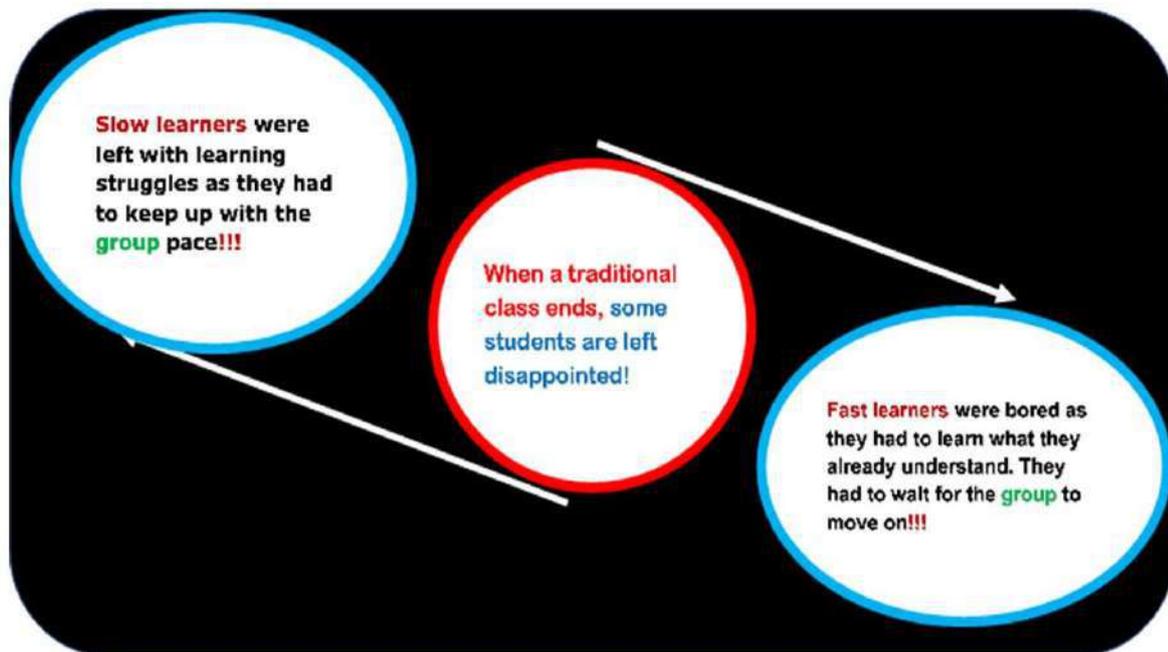
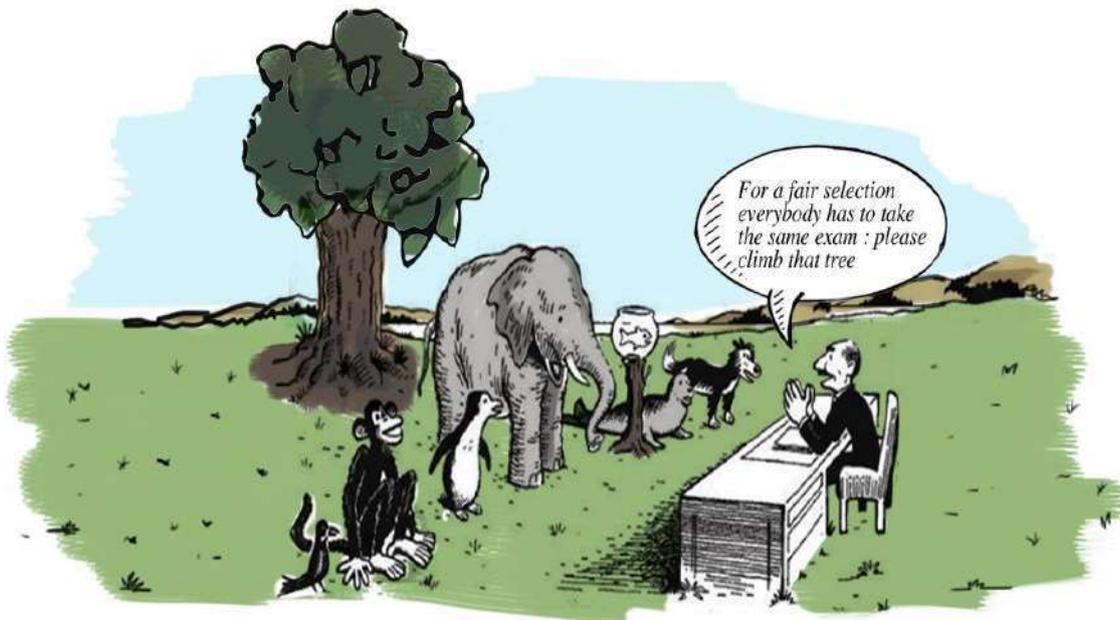
3. ATTITUDINAL COMPETENCIES:

- **Curiosity and Inquiry:** Students should develop a sense of curiosity and an eagerness to explore scientific phenomena. They should ask questions and seek answers.

- **Open-Mindedness:** An important competency is being open to new ideas, perspectives, and evidence, even if they challenge existing beliefs.
- **Respect for Evidence:** Students should understand the importance of empirical evidence in science and respect the scientific method.
- **Ethical Conduct:** Competencies in ethical conduct include understanding the importance of scientific integrity and responsible research practices.
- **Environmental and Social Responsibility:** Students should be aware of the impact of science and technology on society and the environment and consider ethical implications.

COMPETENCY BASED EDUCATION AND COMPETENCY BASED ASSESSMENT

DR. RUBINA M R
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PM SHRI KV CRPF
YELAHANKA BENGALURU

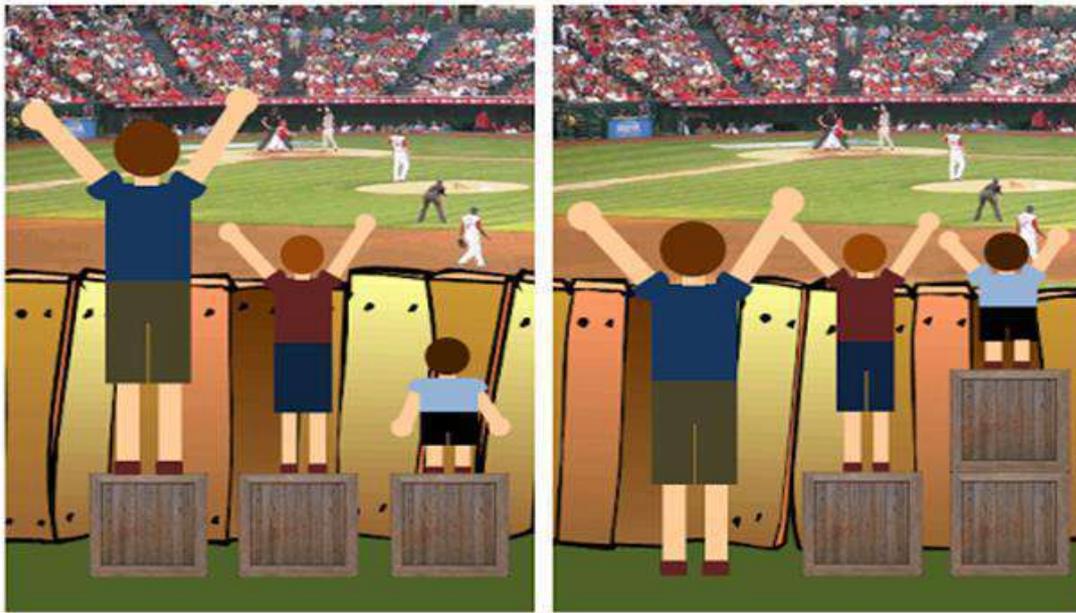


What is COMPETENCY-BASED EDUCATION?

Competency can be defined as an individual's capability of performing a task by using knowledge, skills and abilities.

COMPETENCY BASED EDUCATION

- The ability to apply-
- Knowledge- conceptual and theoretical understanding
- Skill- measureable, observable proficient through training
- Abilities-underlying capacity or talent(natural) in real world situations.



Addressing Equity Issues in Personalized, Competency-Based Learning

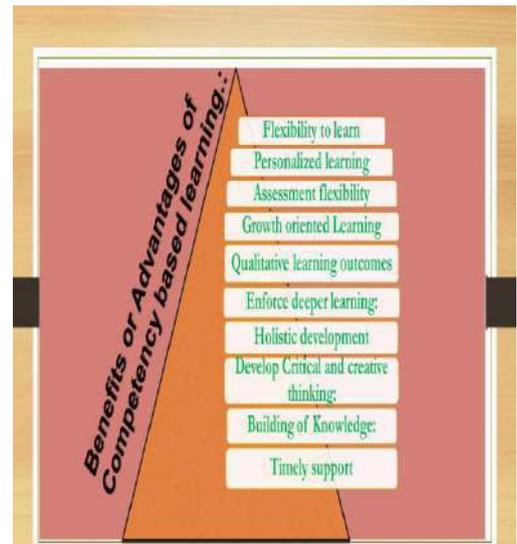
Key Features of CBE approach

- Equity for all student ts
- Differentiated support based on students' individual
- learning needs
- Progress based on evidence of mastery rather than time
- in the classroom
- The use of formative assessment, particularly peer and self-assessment
- Students are encouraged to reflect on their own work



- and identify areas for improvement

Competency-based education (CBE) is an approach to teaching, learning, and assessment that focuses on the student's demonstration of learning outcomes and attaining proficiency in particular competencies in each subject.



TYPES OF COMPETENCIES

1. KNOWLEDGE-BASED COMPETENCIES:

- **Conceptual Understanding:** Students should acquire a deep understanding of fundamental scientific concepts, theories, and principles.
- **Content Knowledge:** They should be knowledgeable about various scientific disciplines.

2. SKILLS-BASED COMPETENCIES:

- **Experimental Skills:** Students should develop the ability to plan, conduct, and analyze experiments. This includes skills in using laboratory equipment, making observations, and drawing conclusions.
- **Data Analysis:** They should be proficient in collecting, organizing, and interpreting data, including graphical representation and statistical analysis.
- **Problem Solving:** Competencies in problem-solving involve applying scientific principles to real-world situations and arriving at logical solutions.
- **Critical Thinking:** Students should learn to evaluate information critically, differentiate between reliable and unreliable sources, and make informed judgments.

- Communication Skills:** Competencies related to communication include effectively presenting scientific ideas, writing reports, and explaining complex concepts.

3. ATTITUDINAL COMPETENCIES:

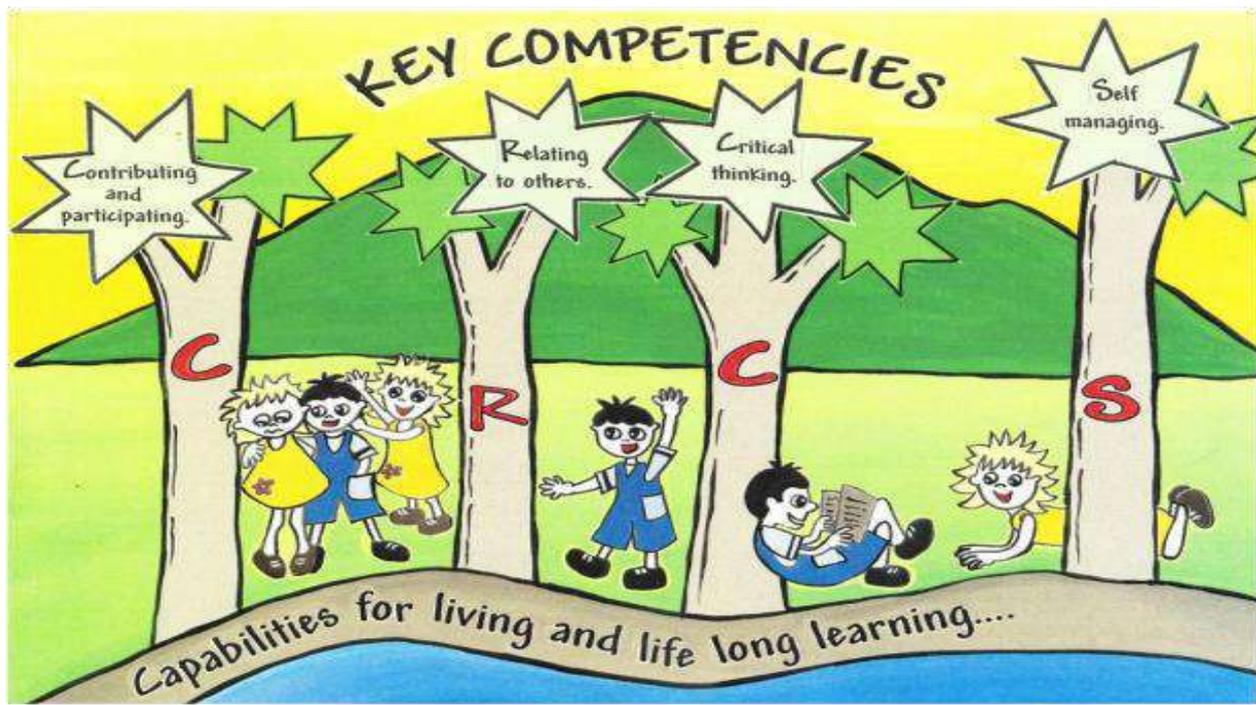
- Curiosity and Inquiry:** Students should develop a sense of curiosity and an eagerness to explore scientific phenomena. They should ask questions and seek answers.

- Open-Mindedness:** An important competency is being open to new ideas, perspectives, and evidence, even if they challenge existing beliefs.

- Respect for Evidence:** Students should understand the importance of empirical evidence in science and respect the scientific method.

- Ethical Conduct:** Competencies in ethical conduct include understanding the importance of scientific integrity and responsible research practices.

- Environmental and Social Responsibility:** Students should be aware of the impact of science and technology on society and the environment and consider ethical implications.



LEARNING OUTCOME

- Evidence of achieving the Competency
- Specific, action verbs
- Measurable statements describing what a learner should know or be able to do after completing a learning experience
- Competency-broader and encompasses multiple learning outcomes

Class IX

Suggested Pedagogical Processes	Learning Outcomes
<p>The learners may be provided with opportunities individually or in groups and encouraged to—</p> <ul style="list-style-type: none"> • observe, group or classify materials, such as mixtures, based on their properties, <i>viz.</i> solubility, passage of light, etc., by performing various activities. Based on the observations, a discussion may be facilitated to help arrive at the appropriate conclusions. Students with visual impairment or low vision may be motivated to observe solubility of the materials by touching (caution should be taken while using the materials). • design and carry out activities. For example, 'Tug of war' to understand balanced and unbalanced forces. They may be encouraged to experiment by applying forces (equal and unequal) on an object in same and opposite directions, followed by peer group discussion to generalise. • study the daily life experiences, using interdisciplinary approach such as the cause behind cooling of water in earthen pots. They may be encouraged to measure and compare the temperatures of water both in earthen pot and metal containers, thereby helping them to relate process of evaporation with cooling effect. Students with visual impairment or low 	<p>The learner—</p> <ul style="list-style-type: none"> • differentiates materials, objects, organisms, phenomena, and processes, based on properties or characteristics, such as, prokaryotes and eukaryotes, plant cell and animal cell, diffusion and osmosis, simple and complex tissues, distance and displacement, speed and velocity, balanced and unbalanced forces, elements, compound and mixture, solution, suspension and colloid, isobars and isotopes, etc. • classifies materials, objects, organisms, phenomena, and processes, based on properties or characteristics, such as, classification of plants and animals under various hierarchical sub-groups, natural resources, classification of matter based on their states (solid/liquid/gas) and composition (element/compound/mixture), etc. • plans and conducts investigations or experiments to arrive at and verify the facts, principles, phenomena or to seek answers to queries on their own, such as, how does speed of an object change? How do objects float/sink when placed on the surface of a liquid? Is there any change in mass

present their observations/ ideas/ learning through flow charts/ concept maps/ graphs and ICT tools.

gather data for calculating different physical quantities, such as distance, displacement, velocity, which can be shared and discussed in groups or with peers. Rubrics can be used to assess the conversion of units and reporting results.

collect and analyse wide variety of graphs from newspapers, magazines or the internet. They may be encouraged to draw, analyse and interpret the graphs (for example, distance-time, speed-time, or acceleration-time graphs of motion of a vehicle on a straight road)

write chemical formulae of simple compounds, chemical equations, etc., using playway methods such as a game of cards.

select and use appropriate devices for measuring physical quantities. They may be encouraged to find the minimum and maximum value that can be measured by an instrument and note down the readings correctly.

collect information from books, e-books, magazines, internet, etc., to appreciate the efforts of scientists made over time, for example, various models of atoms, discovery of microscope, etc., and showcase it in the form of a project or

process of evaporation with cooling effect, various processes of separation with the physical and chemical properties of the substances, production of sound with vibrations of source, etc.

- **explains processes and phenomena,** such as, functions of different organelles, spread of diseases and their prevention, effect of force on the state of motion of objects, action and reaction, rotation and revolution of planets and satellites, conservation laws, principle of separation of different gases from air, melting, boiling, freezing, how bats use ultrasonic waves to catch prey, etc.
- **calculates using the data given,** such as, distance, velocity, speed, frequency, work done, number of moles in a given mass of substance, concentration of solution in terms of mass by mass percentage of substances, conversion of Celsius scale to Kelvin scale and vice versa, number of neutrons in an atom from atomic number and mass number, speed of sound, kinetic and potential energies of an object, boiling points of liquids to predict the order of their separation from the mixture, etc.
- **draws labelled diagrams, flow charts, concept maps, graphs,** such as, biogeochemical cycles, cell organelles and tissues, human ear, distance-time and speed-time graphs, distribution of

directions, followed by peer group discussion to generalise.

- study the daily life experiences, using interdisciplinary approach such as the cause behind cooling of water in earthen pots. They may be encouraged to measure and compare the temperatures of water both in earthen pot and metal containers, thereby helping them to relate process of evaporation with cooling effect. Students with visual impairment or low vision may be encouraged to feel the difference in temperature by touching the surface of the containers.
- conduct survey to understand the process of spreading of diseases. They may be encouraged to collect data from doctors and nurses about various diseases. They can prepare a report on spread, causes, prevention, and cure of diseases. They may share their findings with the community through role plays, skits and also campaign for prevention.

resources, classification of matter based on their states (solid/liquid/gas) and composition (element/compound/mixture), etc.

- **plans and conducts investigations or experiments to arrive at and verify the facts, principles, phenomena or to seek answers to queries on their own**, such as, how does speed of an object change? How do objects float/sink when placed on the surface of a liquid? Is there any change in mass when chemical reaction takes place? What is the effect of heat on the state of substances? What is the effect of compression on different states of matter? Where are stomata present in different types of leaves? Where are growing tissues present in plants?
- **relates processes and phenomena with causes and effects**, such as, symptoms with diseases and causal agents, tissues with their functions, production with use of fertilisers,

NEP 2020 calls for a 'shift from an assessment system that is summative and primarily tests rote memorization skills to one that is more regular and formative, is more competency-based, promotes learning development for our students, and tests higher-order skills, such as analysis, critical thinking and conceptual clarity.



Competency-based education (CBE) is an approach to teaching, learning, and assessment that focuses on the student's demonstration of learning outcomes and attaining proficiency in particular competencies in each subject.

Skill focused: Observation, Analysis, Critical thinking & Inquiring

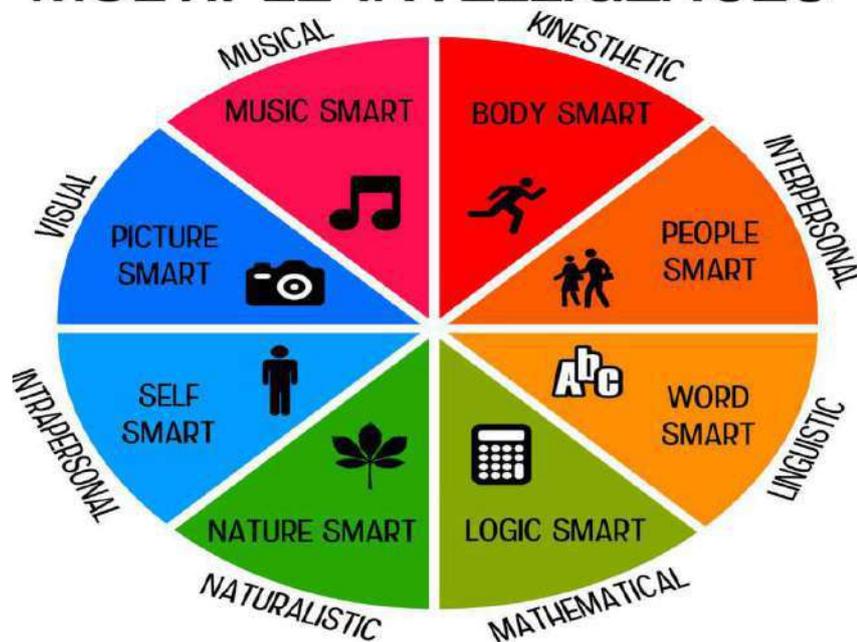
Targeted Learning Outcomes: Conducts investigation to study the process of photosynthesis, Enlists the raw materials needed for the process, Explains the process of photosynthesis

Suggested strategies: Individual/ Group Task

Activity: Study the given picture and answer the questions based on it

1. What is the source of energy in the process of photosynthesis?
2. Name the gas that is used by the plants in photosynthesis.
3. Which gas is the other product of photosynthesis?
4. What is the source of water for the plants for photosynthesis?
5. Which part of the plant helps it to absorb water and minerals?

MULTIPLE INTELLIGENCES



THE ATAL TINKERINGLAB

DR. RUBINA M R
PRINCIPAL
PM SHRI KV CRPF
YELAHANKA BENGALURU

“When I see the young generation busy in innovation with enthusiasm like this, my resolve for 'New India' gets stronger. In the 21st century we will be able to get India the place in the world it deserves.”

Sh. Narendra Modi
Hon'ble Prime Minister of India

OBJECTIVE OF ATL

Foster curiosity, creativity and imagination in young minds and inculcate skills such as design mind-set, computational thinking, adaptive learning, physical computing, rapid calculations, measurements etc. Young children will get a chance to work with tools and equipment to understand what, how and why aspects of STEM (Science, Technology, Engineering and Math).

FEATURE OF SCHEME

ATLs can be established in schools (minimum Grade VI—X) managed by State! Central Government, Local body (Municipality/NagarNigam), Private trusts/society or Tribal/Social welfare department etc.

INFRASTRUCTURE NEED

At least 1,500 Sq. Ft. of built up space from Applicant School. o Existing facilities for meeting rooms and video conferencing among others can be used to supplement the laboratory space.

FUNDING SUPPORT

Grant-in-aid for a maximum period of 5 years.

o One time establishment charge of up to Rs. 10.00 lakh would be provided for each ATL in the first year for instruments, prototyping equipment like do-it-yourself kits, 3D printer, electronic tools.

o Rs. 10.00 lakh would be provided for each ATL over a maximum period of 5 years for operation of ATLs, maintenance of equipment, purchase of consumables, organizing popular science lecture series, innovation events and other scientific activities, competitions and payment of honorariums to the faculty and mentors involved.

POINTS TO NOTE..

- Mode of Application: Online through <http://www.niti.gov.in> Declaration form on the school letterhead will have to be uploaded online by the school. Annexure IV Shortlisted applicants will then be evaluated based on Selection Criteria. Annexure li

- Selected Schools will be required to enter into a Memorandum of Agreement (MOA) Annexure VI and Bond Annexure VII with AIM. Schools managed by Government (Central / States) or local body (Municipality / Nagar Nigam) are exempted from executing

POINTS TO NOTE.. T&C

Announcements of shortlisted applicants and final selection of applicants will be published on the NITI Aayog website.

- No applicant shall submit more than one application and False Application. Applicants shall bear all costs associated with the preparation and submission of their proposals, and their participation in the selection process.

Applicant schools would be required to put in place the requisite physical infrastructure such as laboratory and workshop facilities, computer lab with internet within a period of 3 to 6 months from the date of release of funds.

- The timings of ATL should be such that it allows students to come after working hours of the host institution (Applicant) to experiment and tinker. Specific time periods can be defined and included in the curricula of different grades to introduce the concept of tinkering laboratories.
- Applicant schools would be required to identify and appoint adequate number of faculty members who would be responsible for managing the day-to-day operations of the laboratory.
- ATL would also put in place mentors/volunteers for hand-holding and guidance in either an online or face-to-face environment.

ATL shall develop network with industries, academia, research, civil society for knowledge sharing and mentoring support.

- Separate accounts for the grant and contributions received from other sources.
- Funds released should be kept in a bank account earning interest; the interest earned should be reported to the AIM, NITI Aayog and the same will be treated as a credit to the organization and will be adjusted towards further installments of the grant, if any
- The grant being released should be exclusively spent on the specified purpose for which it has been sanctioned within the stipulated time. Any unspent balance out of the amount sanctioned should be refunded to the Government of India

ACTIVITIES TO BE CONDUCTED UNDER ATL

- Programs to teach and explain students about different concepts —ranging from ideation, design, proto-typing, networking to physical computing. Periodic regional and national level competitions.

Periodic exhibitions / fairs / carnivals. Workshops on problem solving, designing and fabrication of products. Interactions with relevant stakeholders including industry, academia and students from other schools and colleges and universities. Screening of films and organising popular STEM and entrepreneurship talks by reputed speakers. Summer and winter camps.

ADVISORY BODY FOR PERIODIC MONITOR

- Principal of the School/Chairman
- Faculty-in-charge of the ATL —Convener
- Representative from local industry/local community! Young innovators! reputed academiac alumni —Two Members
- Parents of School students —Two Members

SELECTION CRITERIA

Infrastructure

- All weather area (1,500 sq. ft.)
- All weather area (1,000 sq. ft.) in lilly/ Himalayan and island states.UTs
- Computer Lab with internet facility
- Steady Electricity connection
- Science Lab
- Library and Playground

Faculty

- Dedicated & qualified staff: Maths & Sciences

Reach . Enrolment —Min. 400 students in Grade VI—X . Enrolment —Min. 250 students in Grade VI —X in hilly states

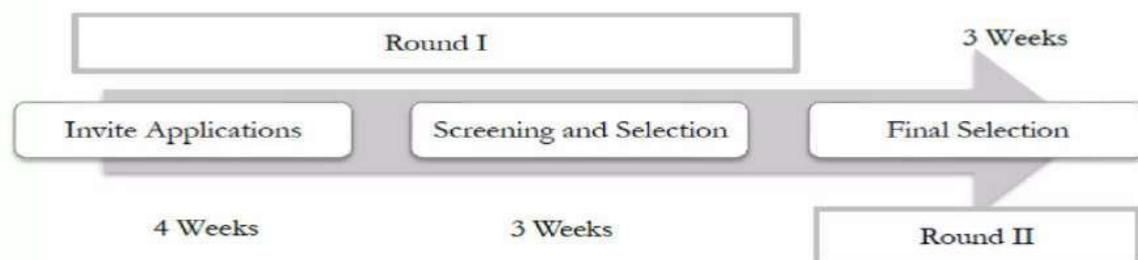
- Regular attendance of 75% & above of the staff & enrolled students over the past 3 years

PARAMETERS TO EVALUATE SCHOOL

Criteria

- % of students scoring 60 —69.99% in Grade X & XII board exams Students iii previous 3 years
- % of students scoring 70—79.99% in Grade X & XII board exams in previous 3 years
- % of students scoring 80—89.99% in Grade X & XII board exams previous 3 years
- % of students scoring 90% and above in Grade X & XII board exams in previous 3 years
- Participation in • Participation level in Science Innovation fair! Events Extra –curricular Science activity Partnerships
- Mentor engagement
- Alumni engagement

SELECTION PROCESS TIMELINE



CONTACT INFORMATION

CONTACT INFORMATION

1. Name of Applicant School:	2. Complete Address of school: Select District: Select Sub-district: State: Pin Code:
3. School contact details: Official Email Address: Official Contact Number:	4. Name of the Principal: Mobile Number: Email Address:
5. Name of Proposed ATL In-charge: Mobile Number: Email Address:	6. UDISE Number:

BASIC INFORMATION

7. Years since Establishment: <input type="checkbox"/> 0-5 years <input type="checkbox"/> 6-10 years <input type="checkbox"/> 11-15 years <input type="checkbox"/> 16 and above	8. Type of School: <input type="checkbox"/> Central Government / Central PSU <input type="checkbox"/> State Government <input type="checkbox"/> Local Body (Municipality/ Nagar Nigam) <input type="checkbox"/> Private-aided <input type="checkbox"/> Private-unaided <input type="checkbox"/> Tribal/ Social Welfare Dept. <input type="checkbox"/> Others
9. Board of Affiliation: <input type="checkbox"/> CBSE <input type="checkbox"/> ISC / ICSE <input type="checkbox"/> State Board <input type="checkbox"/> Others	10. Which Area is Your School in? <input type="checkbox"/> Rural <input type="checkbox"/> Urban
11. Co-educational: <input type="checkbox"/> Yes <input type="checkbox"/> Boys only <input type="checkbox"/> Girls only	12. Education Grade Offered in School. Tick all Options applicable <input type="checkbox"/> Upper Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Higher Secondary
13. Total Number of Teachers in School:	14. Total Student Enrolment of the School:

BASIC INFORMATION

15. Total Student Enrolment (VI to X):	16. Highest Qualification of Principal: <input type="checkbox"/> Below Graduation <input type="checkbox"/> Graduate <input type="checkbox"/> Post Graduate <input type="checkbox"/> M.Phil <input type="checkbox"/> PhD/ Post Doctorate Stream of Qualification of Principal: <input type="checkbox"/> Science <input type="checkbox"/> Maths <input type="checkbox"/> Computer Science <input type="checkbox"/> Commerce <input type="checkbox"/> Others
17. Highest Qualification of ATL-in-Charge: <input type="checkbox"/> Below Graduation <input type="checkbox"/> Graduate <input type="checkbox"/> Post Graduate <input type="checkbox"/> M.Phil <input type="checkbox"/> PhD/ Post Doctorate Stream of Qualification of ATL-in-Charge: <input type="checkbox"/> Science <input type="checkbox"/> Maths <input type="checkbox"/> Computer Science <input type="checkbox"/> Commerce <input type="checkbox"/> Others	
18. Select State: <input type="checkbox"/> Plain state <input type="checkbox"/> Hilly / Himalayan state <input type="checkbox"/> Island state Hilly / Himalayan States include Jammu & Kashmir, Himachal Pradesh, Uttarakhand, Sikkim, Nagaland, Arunachal Pradesh, Assam, Manipur, Tripura, Mizoram, Meghalaya Island States include Andaman & Nicobar Islands and Lakshadweep	

SCHOOL PERFORMANCE

19. Average attendance of staff for the past three years (as per Academic Year):

	2014-2015	2015-2016	2016-2017
Total number of Science teachers			
Total number of Maths teachers			
Total number of Computer Science teachers			
Average attendance (%) of Science, Maths and Computer Science teachers (calculated against total working days)			

20. Average attendance of students for the past three years (as per Academic Year):

	2014-2015	2015-2016	2016-2017
Total number of students from classes VI to XII / X (Please mention the total number of students from VI to X if the school doesn't offer XI & XII)			
Average attendance (%) of students (calculated against total working days)			

SCHOOL PERFORMANCE

21. Percentage of students (Grade X) obtaining the following scores in board exams in the previous 3 years :

	2014-15	2015-16	2016-17
Below 60%	_____	_____	_____
60-69.99%:	_____	_____	_____
70-79.99%:	_____	_____	_____
80-89.99%:	_____	_____	_____
90-100%:	_____	_____	_____

22. Percentage of students (Grade XII) obtaining the following scores in board exams in the previous 3 years :

	2014-15	2015-16	2016-17
Below 60%	_____	_____	_____
60-69.99%:	_____	_____	_____
70-79.99%:	_____	_____	_____
80-89.99%:	_____	_____	_____
90-100%:	_____	_____	_____

ONLINE APPLICATION FORM

CONTACT INFORMATION

1. Name of Applicant School:	2. Complete Address of school: Select District: Select Sub-district: State: Pin Code:
3. School contact details: Official Email Address: Official Contact Number:	4. Name of the Principal: Mobile Number: Email Address:
5. Name of Proposed ATL In-charge: Mobile Number: Email Address:	6. UDISE Number:

SCHOOL PERFORMANCE

23. a) Number of Intra-School Science, Technology & Innovation Related Activities: Exhibitions / Fairs Competitions Organised by your School in 2016-17 (as per academic year):

b) Number of Inter-School Science. Technology & Innovation Related Activities Exhibitions Fairs / Competitions Organised by your School at District. State National Level in 2016-17 (as per academic year):

c) Total Number of Awards Won in Inter-School Science. Technology & Innovation Related Activities / Exhibitions : ‘ Fairs / Competitions at District? State National Level in 2016-2017 (as per academic year): This should not include extra-curricular activities like debates. drama. Painting competitions. music and dance. and sports etc. However, this will include competitions like CBSE Science Exhibition. IRIS. Imagine cup etc.

24. Does your school participate in any of the Science exams? Tick all options applicable. If any other. please specify.

Name of the Exam Number of students participated in 2016-17

National Talent Search Examination (NTSE)

Junior Science Talent Search Examination (JSTS)

Kishore Vaigyanik Protsahan Yojana (KVPY)

National Science Olympiad (NSO)

Other State level:

D None of the above

25. Number of other extra-curricular Scholarships /Awards won: This should include extra-curricular activities like debates. drama. painting competitions. Music, dance and sports etc.

ATAL RELATED INFORMATION

26. Dedicated built-up area available for setting up ATL(in Sq. feet) as per guidelines: [All weather area (1,500 sq. ft.). All weather area (1,000 sq. ft.) in hilly and island states, UTs.]

Yes No

27. Availability of Infrastructure:

	Yes	No
a) Steady electricity connection	<input type="checkbox"/>	<input type="checkbox"/>
b) Computer Lab with internet	<input type="checkbox"/>	<input type="checkbox"/>
c) Science Lab	<input type="checkbox"/>	<input type="checkbox"/>
d) Playground	<input type="checkbox"/>	<input type="checkbox"/>
e) Library	<input type="checkbox"/>	<input type="checkbox"/>
f) Internet speed (2 MBPS or above)	<input type="checkbox"/>	<input type="checkbox"/>

ATAL RELATED INFORMATION

28. ATL recipient schools are required to open sharing their ATL facility with the community / nearby schools, would you agree with the same?

Yes No

29. Notable STEM alumni engaged with school.

a) Total number :

b) Details of associated alumni (Please mention details of upto 5 alumni):

Name of the alumni	Frequency of Engagement	Current Affiliation of Alumni	Current Designation	Current Organisation

Definition: A notable alumni is a person(s) who belongs to technology background or has 10 years of experience or is an award winner, or has won recognition in the area of STEM, or has research publications, won medal at National/ International level.

ATAL RELATED INFORMATION (MENTOR)

30. Linkages to mentors.

a) Total number of mentors school is associated with:

b) Details of associated mentors (Please mention details of upto 5 mentors):

Name of the alumni	Frequency of Engagement	Current Affiliation of Alumni	Current Designation	Current Organisation	Contact Number

Definition of academic includes all higher educational institutions and research organisations. **Industry** includes all big corporates, small companies, entrepreneurs, innovators, maker-spaces, NGO partners.

Definition of Mentor: Mentor is a person/organisation/ entity that engages with the school on-going basis in conducting guest lectures, hands on sessions, supporting student projects, giving guidance and any other hand holding support if required, on a pro-bono basis.

ATAL RELATED INFORMATION

31. Number of STEM guest lectures organized by your school in academic year 2016-2017 :

32. Why do you think your school should be selected for ATL? (50 words)

33. What activities will you do in the ATL to make your school an innovation hub? (50 words)

PM SHRI SCHEME



**DR. RUBINA M R
PRINCIPAL
PM SHRI KV CRPF
YELAHANKA BENGALURU**

VISION

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.

MISSION

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.

QUALITY ASSURANCE OF PM SHRI SCHOOL

The following quality benchmarks would be manifested in a PM SHRI School:

1. Showcase of NEP 2020 in school practices
2. Student registry, including Divyang – for tracking enrolment and learning progress
3. Increase in learning outcomes of each child in the school
4. Every middle grade child exposed/oriented to cutting edge and 21st century skills
5. Every secondary grade child passes out with at least one skill
6. Sports, Arts and ICT facilities for every child
7. Sustainability and Green School

8. Each school linked/connected to Higher education institutions for mentoring
9. Every school linked to the local entrepreneurial ecosystem
10. Every child getting access to counselling for psychological well-being and career
11. 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'.
12. Every child building citizenship values, fundamental duties and responsibilities toward nation-building
13. These schools will be developed as vibrant schools focusing on all round development of children.

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

- ▶ a. Stage-1: States/UTs would sign MoU with Centre laying down the commitments for supporting these schools for achieving specified quality assurance as PM SHRI schools. A standard MoU is placed at Annexure-A
- ▶ b. Stage 2: A pool of schools that are eligible to be selected as PM SHRI Schools would be identified based on prescribed minimum benchmark through UDISE+ data.
- ▶ c. Stage-3: Only the schools from the above eligible pool of schools would compete based on the challenge method for fulfilling certain criteria. Fulfilment of conditions would be certified by States/UTs/KVS/NVS through physical inspection.

MINIMUM BENCHMARKS FOR SHORT-LISTING OF SCHOOLS IN STAGE-2:

- ▶ In order to maximize the benefits from PM SHRI schools, it is proposed to set minimum benchmarks for a school to be selected as a PM SHRI schools. These benchmarks shall be automatically populated from UDISE+ portal based on the latest data. This portal allows real- time updation of data. The minimum benchmarks that the school shall fulfil are as follows:
 1. The school should have its own pucca building in good condition.
 2. Barrier free access -Ramp.
 - ▶The school must be safety oriented.
 4. 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.
 4. The school should have at least one separate toilet each for boys & girls.
 5. The school must have potable drinking water facility.
 6. The school must have separate hand washing facility.
 7. All teachers should have Photo ID Card as per extant guidelines.
 8. Electricity supply should be in working condition.
 9. School should have Library/library corner facilities/ Sports equipment.
 - Schools would be selected through a challenge method.

- 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

1. Short-listed Schools shall apply on PM SHRI School Selection Portal in stipulated time frame.
2. 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.
3. States/UTs/KVS/NVS shall verify the claims reported by Schools through physical inspection and recommend the list of schools to the Ministry accordingly.

FOCUS ON

- ▶ 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.

PM Shri's Progress Monitoring System

Branding Compliance

Sanctioned Budget & Expenditure

View & Forward Data to RO

View Tracking Data

Survey & Polling

Expenditure Reports

E17K - Itemised Expenditure Report

E19K - Spent/UnSpent R/NR Summary

Profile

KV CRPF YELHANKA

SIGNBOARD AT SCHOOL ENTRANCE

Signboard at School Entrance

All Branding Items

Current Photo



Verified & Forwarded to RO

Current Status: Forwarded to HO by RO

3D SELFIE POINT

Current Photo



ADDITION OF PMSHRI IN WEBSITE

ADDITION OF PMSHRI IN SOCIAL MEDIA HANDLES

FORMATION OF PMSHRI SCHOOL INNOVATION COUNCIL

PM Shri's Progress Monitoring System

- Branding Compliance
- Sanctioned Budget & Expenditure
- View & Forward Data to RO
- View Tracking Data
- Survey & Polling

Expenditure Reports

- E17K - Itemised Expenditure Report
- E19K - Spent/UnSpent R/NR Summary

1. CURRICULUM, PEDAGOGY & ASSESSMENT

HEAD	QTY	RATE	AMOUNT	MONTH	STATUS	UPDATE
Curriculum, Pedagogy and Assessment (Head ID: 101)						
Teaching Learning Material for Primary Schools (Head ID: 102)						
TLM / Supplementary Materials for Class I-IV (Head ID: 103)						
4-15 Teaching Learning Material (T-15) (Head ID: 179)	100	1.00000	0.6	Dec 2022	OK	RM/2022
Competency Based Assessment (Head ID: 100)						

1.1 TEACHING LEARNING MATERIAL

Teacher Learning Material



1.2 STUDENT ASSESSMENT

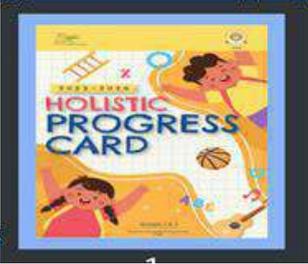
Assessment in School (Head ID: 137)					
6.17 Student Assessment (Head ID: 181)	1	0.20000	0.25	Jan 2024	OK/N/A

Student Assessment



1.3 HOLISTIC REPORT CARD

Holistic Report Cards (Head ID: 111)			
Holistic Report Cards for Students (Head ID: 130)			
7.18 Holistic Report Card (School) (Head ID: 182)	340	0.00015	0.03145
			Nov 2023
			CONTINUE View/Update



10.24 SCIENCE MATHS KIT



10.27 EXPOSURE VISIT

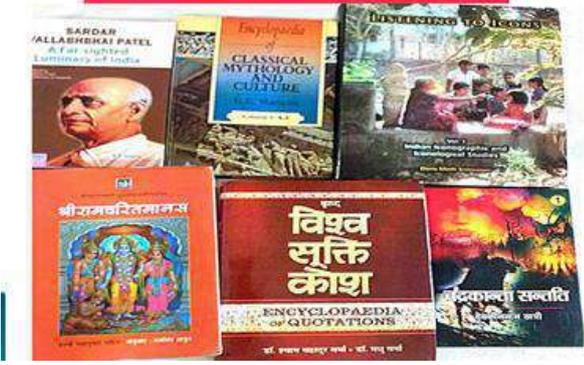
Central Silk Board - Silkworm Seed Production Unit under the Ministry of Textiles at Devanahalli, Bengaluru.



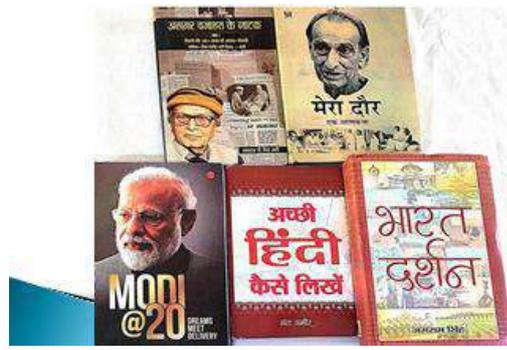
1.6 Mentoring by eminent experts(international) TALK ON ANTIMICROBIAL RESISTANCE



1.7 LIBRARY GRANT



LIBRARY GRANT



1.8 SPORTS AND PHYSICAL EDUCATION

Sports & Physical Education (Head ID: 117)			
Sports and Physical Education (Recurring) (Head ID: 148)			
15.42 Sports Equipment (Head ID: 208)	1	0.50000	0.5
			Nov 2023
			CONTINUE View/Update
15.43 Engagement of Yoga / Sports Teacher / Coaches (Head ID: 209)	1	1.00000	1
			Nov 2023
			CONTINUE View/Update

PM SHRI KV CRPF YELAHANKA BENGALURU



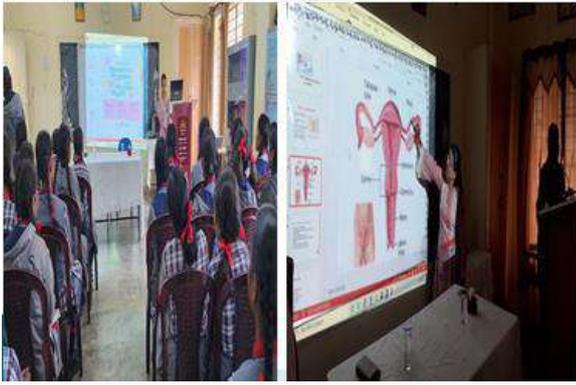
Sports Equipment

1.9 SPECIAL EQUITY PROJECTS

Special Equity Projects (Recurring) (Head ID: 162)			
34.0 Career Guidance and Counselling of Students (Head ID: 298)	1	0.05000	0.05
			Nov 2023
			CONTINUE View/Update
34.115 Adolescent Girls Programs (Head ID: 311)	1	0.15000	0.15
			Dec 2023
			CONTINUE View/Update



1.10 ADOLESCENT GIRLS PROGRAMME



1.11 MEDICAL ASSESSMENT CAMPS

Student Oriented Component (Head ID: 159)					
31.101 Financial Support to Special Educators (Head ID: 292)	1	0.45000	0.45	Nov 2023	CONTINUING View/Update
31.102 Identification and Assessment (Medical Assessment Camps) (Head ID: 293)	1	0.02000	0.02	Oct 2023	CONTINUING View/Update



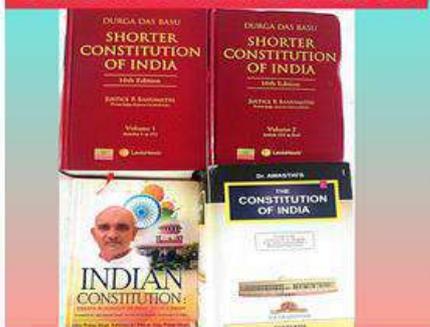
1.12 21ST CENTURY SKILLS- THEATRE WORKSHOP



21st Century Skills



1.13 CONSTITUTIONAL VALUES



1.14 VOCATIONAL EDUCATION

Introduction of Vocational Education at Secondary and Sr. Secondary Level (Head ID: 115)					
Introduction to Vocational Education (Non-Recurring) (Head ID: 142)					
11.30 Tools & Equipment (Head ID: 194)	1	3.00000	3	Feb 2024	CONTINUING View/Update



POTTERY TRAINING



CLAY MODELLING



KVS FLAGSHIP PROGRAMS

**DR. RUBINA M R
PRINCIPAL
PM SHRI KV CRPF,
YELAHANKA, BENGALURU**

VISION

KVS believes in imparting knowledge/values and nurturing the talent, enthusiasm and creativity of its students for seeking excellence through high-quality educational endeavours.

MISSION

- To cater to the educational needs of children of transferable Central Government employees including Defence and Para-military personnel by providing a common programme of education;
- To pursue excellence and set the pace in the field of school education;
- To initiate and promote experimentation and innovations in education in collaboration with other bodies like the Central Board of Secondary Education (CBSE) and the National Council of Educational Research and Training (NCERT) etc.
- To develop the spirit of national integration and create a sense of “Indianness” among children

KVS AS A BENCH MARKING ORGANISATION

KVS FLAGSHIP PROGRAMMES

MORNING ASSEMBLY

All Kendriya Vidyalayas begin their day by chanting of the Holy Mantra “ ओम (ॐ) असतो मा सद्गमय। तमसो मा ज्योतिर्गमय । ” which is not just a Mantra but the very philosophy and way of life in KVS.



KVS FLAGSHIP PROGRAMMES EK BHARAT SHRESHTHA BHARAT

“Ek Bharat Shrestha Bharat.” meaning “One India, Best India,” is an initiative by the Government of India to promote cultural integration and mutual understanding among states and union territories. It encourages people to explore and appreciate the diverse traditions, languages, and heritage of different regions, fostering national unity. The programme is being organised in all KVs as an annual cultural fest showcasing the rich national heritage and **Unity in Diversity**.



KVS FLAGSHIP PROGRAMMES

YOGA

Yoga is an Integral part of the Morning Assembly in all Kendriya Vidyalayas to help students manage stress, and build strength, awareness and harmony in mind and body.



KVS FLAGSHIP PROGRAMMES

SPORTS

Kendriya Vidyalaya Sangathan has been providing varied opportunities to the students to support their holistic development. Games & Sports is one such activity which is carried out at multiple levels for both boys and girls.



KVS FLAGSHIP PROGRAMMES

SCIENCE EXHIBITIONS

With a view to encourage, popularise and inculcate scientific temper among its more than 14 lakh children, KVS organises

- **Rashtriya Bal Vaigyanik Pradarshani** at three different levels.
- **NCSC** – Students follow scientific method to solve everyday problems.
- **INSPIRE Award** (Innovation in Science Pursuit for Inspired Research) scheme



KVS FLAGSHIP PROGRAMMES

FIT INDIA

"Fit India" is a nationwide initiative by the Government of India aimed at promoting physical fitness and a healthy lifestyle. Launched in 2019, it encourages citizens to adopt a healthy life style.



KVS FLAGSHIP PROGRAMMES

ART AND CRAFT

Art and Craft describes a wide variety of activities involving making things with one's own hands. Art and Craft is usually a hobby. Both, children and adults enjoy arts and crafts. Children in KVS learn skills such as wood-craft, sewing, making things with all sorts of material, etc.



KVS FLAGSHIP PROGRAMMES

ATAL TINKERING LAB

With a vision to 'Cultivate one Million Children in India as Neoteric Innovators', Atal Innovation Mission is establishing Atal Tinkering Laboratories (ATLs) in Kendriya Vidyalayas across India.



KVS FLAGSHIP PROGRAMMES

SEEMA DARSHAN

"Seema Darshan" Programme was launched in 2016 as a combined initiative of the Ministry of Defence and Education. Since then, it has been methodically carried out annually at a number of defence sites close to international borders.



KVS FLAGSHIP PROGRAMMES YOUTH PARLIAMENT

"Youth Parliament" provides a platform for young individuals to engage in parliamentary-style debates, discussions, and decision-making processes. These events mimic the functioning of a real parliament, fostering leadership skills, civic awareness, and a deeper understanding of democratic principles among the students in KVS. Participants gain valuable insights into governance and policy issues through their first hand experience.

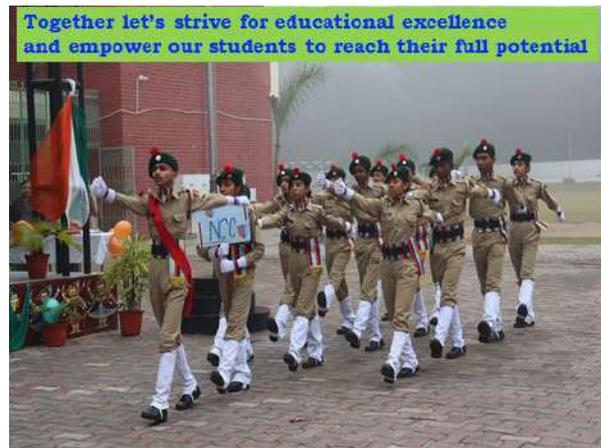


PUSTAKOUPHAR

TARUNOTSAV

SATHEE

PRERANA



BUILDING AS LEARNING AID (BALA)

DR. RUBINA M R
PRINCIPAL
PM SHRI KV CRPF
YELAHANKA BENGALURU

BUILDING AS LEARNING AID (BaLA)

- BaLA (Building as Learning Aid) is an innovative concept towards qualitative improvement in education, through developing child-friendly, learning and fun based physical environment building in school infrastructure.
- This concept was originally developed by Vinyas, Centre for Architectural Research & Design with support from UNICEF.

LEVELS OF BaLA

There are two levels of this intervention:

1. Develop **the SPACES** to create varied teaching-learning situations
2. Develop **the BUILT ELEMENTS** in these spaces as teaching-learning aid

THE SPACES

- The Spaces can be
 1. Classroom
 2. Corridor
 3. Steps and staircase
 4. Outdoor space

THE BUILT ELEMENTS

- The Built Elements can be
 1. Floor
 2. Wall

3. Window
4. Door
5. Ceiling
6. Platform
7. Furniture

OBJECTIVES OF BaLA

- BaLA 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).

ELEMENTS OF BaLA

- These are visual, tactile, olfactory and specially designed kinesthetic movement inside or outside that provide a unique learning experience for your child. We try to ensure that learning is a truly enjoyable and memorable experience for your child.





3. STEPS AND STAIRCASE



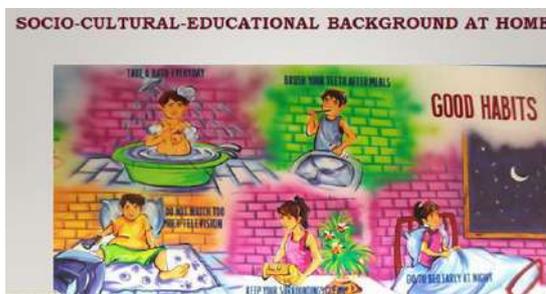
4. OUTDOOR SPACE





THE BaLa IDEAS CAN BE DEVELOPED IN THE FOLLOWING AREAS:

- Need for facilitation of all round growth and development
- Need for literacy environment
- Problematic areas of comprehension in teaching and learning
- Socio-cultural-educational background at home
- Spatial aspirations from school
- Natural behavioural patterns in school space
- Construction, repair and environment enhancement of the school building





Alphabet shape Board



NATURAL BEHAVIOURAL PATTERNS IN SCHOOL SPACE



Alphabet shapes can be used to draw pictures of objects beginning with the same sound as the alphabet. This is a fun way of learning alphabets and recognizing their

shapes. Children can use these alphabet pictures to write words and sentences. This can become an interesting language activity.

PIPE PHONE IN GRAB BAR

A grab bar on the ramp or in a corridor is a useful provision for differently able children. Not only it supports and guides their movements but it can be used as pipe phone. The pipe should be at least 5 cm. diameters, while the length can vary to suit its basic function. Both the ends should be hollow and all obstructions in the length of the pipe should be eliminated.



GROOVED WRITING PATTERNS ON WALLS

Learning materials in a tactile medium are useful for all children, particularly for the visually, hearing or speech impaired. Grooved writing patterns on walls can help all the children to trace and strengthen their finger muscles. This will strengthen the movement required for writing an alphabet shape and enable feeling it (the shape) through finger or wrist movements.

MEASUREMENT SCALES

The length ,width and height of the classroom, doors and windows can be pointed so that children know how much is 2m, 3m or 6m in the real world. Similarly a unit length of floor panel can be used to estimate the entire length of corridor. With a measurement scale pointed in the space around them, they can even measure themselves or objects that they use frequently.



DOOR ANGLE PROTRACTOR

Under the door shutter of class rooms Angle Protractor is painted that can help to develop sense of angle measurement. The door shutter swings a range of angles

when it opens. This can be made in a variety of ways – simply paint the angular lines, or make floor panels while repairing or making a new floor.

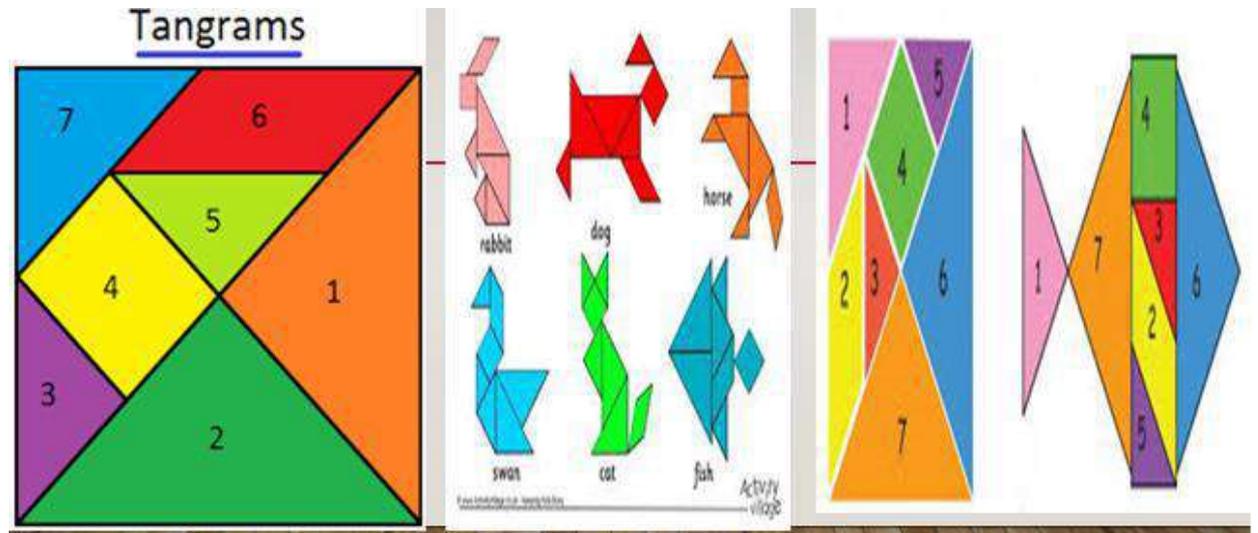
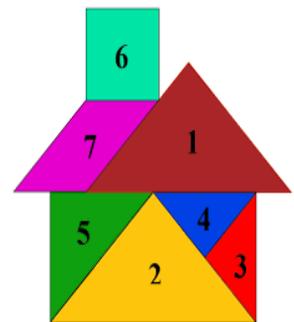
FRACTIONS AIDS

It is always helpful if the children can see or touch physical object to understand the concept of ‘whole’ and its ‘parts’ of fraction. Fraction can be made on window grills, tiles on walls and floors



TANGRAM TILES

Tangram tiles are based on the geometric puzzle of seven pieces. A square is cut into seven geometric shapes, which can be arranged in thousands of ways to create human figures, animals, geometrical shapes, alphabets and so on. The essential condition in a Tangram puzzle is that all the seven pieces must be used to make shape. This knowing can make geometry a lot of fun.



PLANETARY ORBITS

Children enjoy revolving around poles or anything that allows circular motion. The space around a flagpole or pillar is a suitable place to locate the design. The nine orbits can be divided into four quadrant to represent seasons. Each quadrant is further subdivided in three so that there are a total of 12 equal sections which can represent the 12 months of a rotating earth. It is the three-dimensional relationship

of children (as planets) to the pole (as the sun) that will help them understand various concepts

MAP OF CLASSROOMS

An outline map of a classroom may be made on a horizontal surface like teacher's table or the floor. This will introduce them to a map by linking it to their immediate surroundings.

MAP OF THE SCHOOL ON A PLATFORM

A large outdoor floor map of the school allows children to observe places, objects, routes and trees around them and locate them on the map. This can be made on a horizontal or vertical surface preferable in a central location from where children are likely to pass every day and see the entire school space. The map should be oriented in the same direction as the school.

MAP OF A STATE / COUNTRY

The large outlined map of a state/country lined with bricks and mud/sand filling the inside enables children learning by doing.

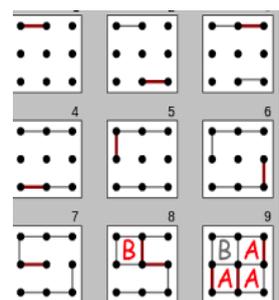
Children can create their own mountains, valleys and rivers.

They can make ships in the ocean and cars or trucks on land. In doing so they can also get a sense of the direction they are moving in. The experience thus generated to understand shapes and forms is likely to be more lasting than mere textbook information.



DOT BOARDS

Dot boards are writing surfaces with dots, which can be joined in a variety of creative ways using chalk. The dots can be placed regularly or in a staggered manner. They can be painted, engraved or embossed. These boards can be used for drawing or



doing activities related to mathematics, language and art.

GRID BOARDS

Grid Boards have a matrix of equal sized squares arranged in 10 rows and 10 columns. They can be made on walls, floors or glass window panes. Since such grids are in the built space they have the advantage of being available for children to use at all times. They can be used for activities in mathematics, language, mapping art and skill development

BOARD GAMES ON FLOORS AND SEATS

Board games can provide an important context within children learn to follow rules, develop strategies, innovative techniques and at the same time learn to win or loose with dignity. Permanent and accessible spaces can be used for creating built-in formats of familiar board games.



MIRROR ON WALLS

Mirrors teach children many concepts, such as what is left and right, image inversion and reflection etc. Apart from the fact that they are easy to integrate with the building, they also have potential to be an educational toy. They can be fixed vertically on a wall with enough space for children to move back and forth in front of a mirror as they observe changes that occur with movement.

WRITING AID ON WINDOW SECURITY

GRILLS

Writing Aids use different built elements to provide a variety of ways and spaces for children to practice wrist and finger movements required for writing. The



rods or bars in windows, on railing or along the steps can be molded into different patterns of varied complexity. These patterns can be based on the wrist and finger movements required for writing alphabets.

INCLUSIVE - BUILDING AS LEARNING AID (*i*-BaLA)

- To make the BaLA elements more child friendly and inclusive, *i*- BaLA is adopted for Hearing impaired, Mentally retarded, Visual impaired children for developing inclusive settings in schools.
- The key features adopted for *i*-BaLA are location, size, content, eligibility, colour scheme, Orientation Reference Locator (ORL), line and edges .



ROLE AND RESPONSIBILITIES OF VICE PRINCIPALS

**Shri. ALEX JOSE
VICE PRINCIPAL
PM SHRI KV PEROORKADA
ERNAKULAM REGION**

Vice Principal in a school typically holds a leadership role with key responsibilities, including

➤ **Overseeing Academic Activities**

- ✓ Proper Conduct of Classes
- ✓ Ensure Availability of teachers
- ✓ Classroom observation and monitoring, Corrections/Guidance for improvement, Uploading observation report in PIMS portal
- ✓ Ensure Proper Maintenance and regular submission of Lesson Plan Diaries, Attendance Register and other Academic Records by the teachers
- ✓ Ensure that CW/HW and other records are properly maintained
- ✓ CALP/Remedial Programmes
- ✓ Proper conduct of Examinations, Internal Assessments and maintaining records and evidence of assessments.
- ✓ Timely preparation of Report Cards/ Result Analysis
- ✓ Conducting/Co-ordinating Vidyalaya Academic Committee/ Subject Committee Meetings
- ✓ Provide necessary training and support to teachers for their professional development
- ✓ Fostering A Positive Learning Environment

- Coordinating Co-Curricular/Extra curricular Activities
 - ✓ Proper organization of CCA programmes
 - ✓ Ensure Effective functioning of various Clubs
 - ✓ Proper utilization of Sports Facilities
 - ✓ Guidance and Support for Competitions at various levels
(Sports/ EBSB-Kala Utsav/ Science Exhibition Other internal and external)
 - ✓ Organizing various celebrations and events
- Ensuring Proper Maintaining of all Relevant Records, Preparation of Monthly/Quarterly reports to RO(Enrolment, Computer Infrastructure, Vacancy Position, In-house Training, CPD, NDMA, Vidyanjali, Rajbhasha...)
- Preparation of Vidyalaya Plan, Inspection Proformas
- Ensuring Compliance With Educational Standards And Administrative Regulations by KVS/ CBSE and Govt. agencies, Affiliation rules and norms
- Strict implementation of Safety norms
- Formation of Mandatory Committees and Maintaining Grievance redressal Mechanisms
- Shaping The School's Vision
- Implementing Policies To Enhance Student Achievement And Well-being.
- Functioning as a Mediator
 - ✓ Liaising With Parents And The Community
 - ✓ Between Teachers

- ✓ Principal and Teachers
- ✓ Teachers and Parents
- ✓ Teachers and Students
- ✓ Between Students

A Vice Principal in a school serves as a key administrator, supporting the Principal in various capacities.

- Enforcing Discipline
- Handling Day-to-day Operations & PM Shri Implementation
- Help to maintain Vidyalaya Infrastructure/ICT
- Step In For The Principal When Needed
- Contribute To Staff Evaluations-APAR
- Collaborate With Teachers And Parents

Essentially, the Vice Principal plays a pivotal role in the overall functioning and success of the school.

In addition to the mentioned responsibilities, a Vice Principal often plays a crucial role in student welfare. This involves addressing behavioral issues, managing student conduct, implementing strategies to create a positive and inclusive school culture, Ensuring Physical and Mental Well being of students/staff etc.

Vice Principals also contribute to the professional development of teachers, facilitating workshops and training sessions. They may be involved in the hiring process for new staff and support the evaluation of teachers' performance.

Vice Principals often handle logistical aspects, such as scheduling, organizing school events, and managing facilities. They collaborate closely with the Principal to ensure the school runs efficiently and that educational goals are met.

Their role requires effective communication skills as they interact with students, parents, teachers, and other stakeholders. Ultimately, the Vice Principal's multifaceted responsibilities contribute to the overall success of the school community.

ROLES AS PER KVS EDUCATION CODE

The Vice- Principal shall work under the overall guidance of the Principal and will attend to whatever duties are specially assigned to him by the Principal, some of which could be as follows:

- (a) To assist the Principal in matters of academic co- ordination, preparation of school time table, co-ordination of Subject Committee meetings, scrutiny of pupils' written work and home assignments, co-ordination of the school examinations and timely dispatch of progress cards of students to parents, etc.
- (b) To organize various co-curricular activities of the school including games and physical education.
- (c) To develop and organize resource of the institution such as the school library, laboratories, teaching aids, etc.
- (d) To assist the Principal in the purchase of books and journals for library and suitable equipment for laboratories.
- (e) To look after the physical upkeep and cleanliness of the school and proper maintenance of property and stock. Assist the Principal in conducting physical verification of school property and device procedures for its careful and proper maintenance.
- (f) To exercise certain specific administrative powers assigned to him when the Principal is either on leave or away from the Vidyalaya on duty.
- (g) Timely completion of Duties/ Responsibilities Assigned by RO/KVS

SWOT ANALYSIS

A SWOT analysis is a strategic tool that helps you identify the strengths, weaknesses, opportunities, and threats of your school. It can help you improve your school's performance, address challenges, and capitalize on opportunities. Here are some steps to conduct a SWOT analysis for your school.

- Assess your school's strengths, weaknesses, opportunities, and threats to identify areas of improvement
- Develop strategic plans to enhance student performance and overall educational quality
- Effectively manage resources and allocate them where they're needed most
- Collaborate with your team to brainstorm innovative solutions and implement them seamlessly

BENEFITS OF SCHOOLS AFTER SWOT ANALYSIS

When conducting a SWOT analysis for your school, you'll gain valuable insights that can shape the future success of your educational institution. Here are some benefits of using the Schools SWOT Analysis:

- Identify and leverage your school's unique strengths, such as experienced faculty, specialized programs, or advanced facilities
- Identify weaknesses and areas for improvement, such as outdated infrastructure or curriculum gaps, to address them proactively
- Uncover opportunities for growth and innovation, such as new funding sources or partnerships with local businesses

Mitigate potential threats, such as declining enrolment or budget cuts, by developing strategies to overcome them and ensure long-term sustainability

HOW TO USE SWOT ANALYSIS FOR SCHOOLS

1. Gather relevant data

Before conducting a SWOT analysis, gather all the necessary information about the school. This includes academic performance data, student enrolment numbers, feedback from teachers and parents, financial information, and any other relevant data points. The more comprehensive the data, the more accurate and insightful your SWOT analysis will be.

2. Identify strengths and weaknesses

Start by identifying the internal factors that contribute to the school's strengths and weaknesses. Look at areas such as curriculum, teaching methods, faculty and staff, facilities, extracurricular activities, and resources. Determine what sets the school apart from others and what areas need improvement.

3. Explore opportunities and threats

Next, analyse the external factors that present opportunities and threats to the school. Consider factors such as changes in educational policies, competition from other schools, demographic trends, technological advancements, and community/alumni support. Identify potential opportunities for growth and areas where the school may face challenges.

Use Gantt Chart to map out the timeline for addressing opportunities and threats, assigning tasks to stakeholders, and tracking progress.

4. Develop strategies and action plans

Based on the insights gained from the SWOT analysis, develop strategies and action plans to capitalize on strengths, overcome weaknesses, seize opportunities, and mitigate threats. Assign specific tasks to individuals or teams responsible for implementing these strategies and establish timelines

for completion. By following these you can gain valuable insights into the school's current state and develop a roadmap for improvement and success.

In Kendriya Vidyalayas' Context:

STRENGTHS:

- 1) **Quality Education:** Kendriya Vidyalayas (KVs) often maintain high academic standards and rigorous curriculum.
- 2) **Experienced Faculty:** KVs typically have well-qualified and experienced teachers.
- 3) **Government Support:** Being part of the central government's education system, KVs benefit from financial and administrative support.
- 4) **Infrastructure:** Many KVs boast good infrastructure, including classrooms, laboratories, and sports facilities.
- 5) **Uniform Curriculum:** KVs follow a standardized curriculum, ensuring consistency and comparability across schools.

WEAKNESSES:

- 1) **Limited Autonomy:** KVs may face challenges in adapting quickly to regional needs due to centralized decision-making.
- 2) **Resource Allocation:** Some KVs may grapple with uneven distribution of resources, impacting facilities and extracurricular activities.
- 3) **Admission Constraints:** Limited seats can lead to tough admission competition, potentially excluding deserving students.
- 4) **Teacher Transfer Policy:** Frequent transfers of teachers may disrupt continuity in student-teacher relationships.
- 5) **Technological Disparities:** Disparities in access to technology may exist among different KVs.

OPPORTUNITIES:

- 1) Collaboration with Industry: KVs can explore partnerships with industries for skill development programs and exposure to real-world applications.
- 2) Digital Learning Platforms: Embrace and integrate advanced digital learning tools and platforms for enhanced education delivery.
- 3) Teacher Training Programs: Invest in continuous professional development for teachers to keep up with evolving educational methodologies.
- 4) Community Engagement: Strengthen ties with local communities, encouraging active involvement in school activities.
- 5) International Exchanges: Facilitate student and teacher exchange programs to promote cultural diversity and global perspectives.

THREATS:

- 1) Budget Constraints: Potential budget cuts may affect infrastructure development and educational resources.
- 2) Policy Changes: Changes in educational policies may require KVs to adapt quickly, posing challenges in implementation.
- 3) Competition with Private Schools: KVs face competition with private schools, impacting enrollment numbers.
- 4) Infrastructure Maintenance: Aging infrastructure may require substantial investments for maintenance and upgrades.
- 5) Public Perception: Negative public perception or misconceptions about KVs could impact admissions and community support.

STRATEGIC LEADERSHIP QUALITIES....

Strategic leadership is a practice in which executives, using different styles of management, develop a vision for their organization that enables it to adapt to or remain competitive in a changing economic and technological climate. Strategic leaders can use this vision to motivate employees and departments, fostering

among them a sense of unity and direction to implement change within their organization.

Strategic leadership in schools involves

- ❖ Setting A Clear Vision
- ❖ Aligning Goals With Educational Objectives
- ❖ Fostering A Collaborative And Innovative Environment To Enhance Student Learning Outcomes.
- ❖ Effective Decision-making
- ❖ Resource Allocation
- ❖ Continuous Improvement I
- ❖ Initiatives to Meet the Evolving Needs of the School Community.
- ❖ In the context of schools, strategic leadership entails not only guiding day-to-day operations but also envisioning the future of education. This involves developing long-term plans that align with the school's mission and values. Strategic leaders collaborate with stakeholders, including teachers, parents, and administrators, to create a shared vision and goals.
- ❖ Effective communication is crucial for strategic leaders to ensure that everyone understands and embraces the strategic direction. They also focus on professional development, fostering a culture of continuous learning among educators to adapt to changing educational trends.

Furthermore, strategic leaders prioritize resource allocation to support educational initiatives. This includes financial resources, technology integration, and professional development opportunities for staff. They may also explore partnerships with community organizations to enhance educational programs

In essence, strategic leadership in schools requires a forward-thinking approach, collaboration, and the ability to adapt to the dynamic landscape of education to provide students with a well-rounded and future-ready learning experience.

Strategic leadership is crucial for schools for several reasons:

- 1) **Visionary Direction:** Strategic leadership provides a clear and compelling vision for the school, guiding decision-making and actions toward long-term goals. This vision creates a sense of purpose and direction for the entire school community.
- 2) **Effective Decision-Making:** Strategic leaders make informed decisions based on a deep understanding of the school's mission and goals. This ensures that choices align with the overall educational strategy, promoting consistency and coherence in the school's initiatives.
- 3) **Resource Optimization:** Strategic leadership involves efficient allocation of resources—financial, human, and technological. This optimization ensures that resources are directed toward initiatives that contribute most effectively to the school's strategic objectives.
- 4) **Adaptability and Flexibility:** In the dynamic field of education, strategic leaders are adept at adapting to changes in educational trends, technology, and student needs. Their ability to adjust strategies enables schools to remain relevant and responsive.
- 5) **Collaborative Culture:** Strategic leadership fosters a collaborative culture within the school. Leaders work with teachers, staff, students, and parents to create a shared understanding of the educational vision, promoting a sense of teamwork and collective responsibility.
- 6) **Continuous Improvement:** By setting measurable goals and regularly assessing progress, strategic leaders drive a culture of continuous improvement. This ensures that the school is always striving to enhance educational outcomes and overall effectiveness.

7) Long-Term Sustainability: Strategic leadership focuses on creating a sustainable educational environment. By planning for the long term, leaders contribute to the stability and resilience of the school, ensuring it can adapt to challenges and thrive over time.

To summarize, strategic leadership is vital for schools as it provides a roadmap for success, promotes efficient resource use, adapts to change, fosters collaboration, and ultimately contributes to the ongoing improvement and sustainability of the educational institution.

To recap, effective, good strategic leaders are strong communicators, active listeners, passionate, positive, innovative, collaborative, honest, diplomatic, empathetic, and humble. By taking the steps to embody these qualities, you're already becoming a better leader and can help move your team towards success!

IN-HOUSE STRATEGIES FOR CAPACITY BUILDING OF TEACHERS

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In house strategies for Capacity Building of Teachers

In-house training for teachers refers to professional development sessions or workshops conducted within the school or educational institution where the teachers work. These sessions are designed to enhance their skills, knowledge, and teaching methodologies, often focusing on specific subjects, teaching techniques, or educational technologies relevant to the school's curriculum and goals.

Need for In-house Training for Teachers:

- 1) Customization: Tailoring training to address specific needs and challenges within the school or institution.
- 2) Relevance: Ensuring the content aligns with the curriculum, teaching methods, and educational goals of the institution.
- 3) Consistency: Promoting a unified approach to teaching practices and methodologies among the staff.
- 4) Cost-effectiveness: Minimizing expenses associated with external training programs, travel, and accommodation.

Advantages of In-house Training for Teachers:

- 1) Contextualized Learning: Teachers can apply newly acquired knowledge directly to their familiar classroom environments.
- 2) Team Collaboration: Fostering a sense of collaboration and shared learning among colleagues.
- 3) Continuity: Facilitating ongoing professional development that can be seamlessly integrated into the school's academic calendar.

- 4) **Increased Morale:** Undergoing professional development programmes can boost the morale of teachers and job satisfaction.
- 5) **Responsive to School Goals:** Allows training to be aligned with the specific educational priorities and objectives of the institution.
- 6) **Flexible Scheduling:** Easier to coordinate training sessions around the teachers' schedules and school calendar.

In-house training thus becomes a valuable tool for schools to empower their teaching staff, ensuring a more cohesive and effective educational experience for students.

CONTINUOUS PROFESSIONAL DEVELOPMENT PROGRAMMES

The NEP 2020 also recommend (Para 5.15) that “Teachers will be given continuous opportunities for self-improvement and learning the latest innovations and advances in their professions. These will be offered in multiple modes, including local, regional, state, national, and international workshops as well as online teacher development modules.

Platforms (especially online platforms) will be developed so that teachers may share ideas and best practices. 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 formative and adaptive assessment of learning outcomes

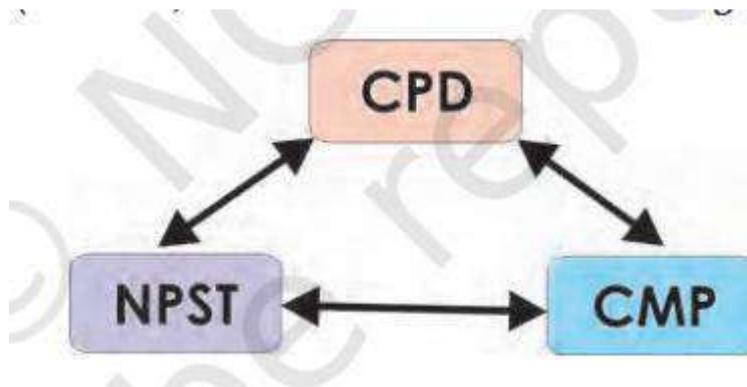
Competency based learning, and related pedagogies...

such as experiential learning, arts-integrated, sports-integrated, and storytelling-based approaches, etc.”

NEP 2020 (Para 5.16) also recommended that “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 can share best practices with one another.

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” (MHRD, National Education Policy 2020, p. 22).



In continuation of this, CPD will be linked to Career Management and Progression (CMP) of all teachers“ a system of multiple parameters for proper assessment of performance will be developed for the teachers according to peer reviews, attendance, commitment, hours of CPD, and other forms of service to the school and the community or based on National Professional Standards for Teachers (NPST)”

“A common guiding set of NPST will be developed by 2022, that would cover expectations of the role of the teacher including library staff at different levels of expertise, and the competencies required for that stage. It will also comprise standards for performance appraisal, forecaster, that would be carried out on a periodic basis.

INNOVATION AND EXPERIMENTATIONS, ICT IN SCHOOL MANAGEMENT

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Incorporating innovation and experimentation in school management involves embracing new teaching methods, technology integration, experiment with student-centric approaches, encourage teacher collaboration, leverage data-driven decision-making for continuous improvement and Enhance school administration with effective digital mechanisms.

Need for innovation and experimentation in school management

Innovation and experimentation in school management are essential to adapt to changing educational needs, foster student engagement, and enhance overall learning outcomes.

It helps schools stay relevant, encourages creative teaching methods, and prepares students for a rapidly evolving world by instilling critical thinking and problem-solving skills.

Few areas of Innovation and Experimentation in School Administration

1. **Digital Administrative Tools:** Implementing innovative software for tasks like attendance tracking, scheduling, and communication to streamline administrative processes.
2. **Cloud-Based Systems:** Utilizing cloud technology for secure storage and easy access to administrative data, allowing for collaboration and efficient management.
3. **Data Analytics for Decision-Making:** Employing data analytics tools to analyze administrative data, identify trends, and make informed decisions for resource allocation and improvement strategies.

4. Human Resources Innovation: Exploring flexible staffing models, professional development opportunities, and employee well-being initiatives to create a positive and dynamic work environment.
5. Financial Management: Implementing financial technologies for budgeting, expense tracking, and transparent financial reporting to ensure efficient resource allocation.
6. Parent and Community Engagement Platforms: Utilizing online platforms and communication tools to engage parents and the community in school activities, fostering a collaborative relationship.
7. Energy-Efficient Infrastructure: Introducing sustainable practices and energy-efficient technologies in school facilities to reduce environmental impact and operational costs.

Few strategies of Innovation and experimentation in Pedagogical Practices

1. Flipped Classroom: Inverting the traditional teaching model by having students review instructional content at home through videos or readings, allowing class time for discussions and hands-on activities.
2. Project-Based Learning: Fostering a student-centered approach through hands-on projects that encourage critical thinking, problem-solving, and practical application of knowledge.
3. Gamification: Integrating game elements into lessons to enhance engagement, motivation, and learning outcomes.
4. Blended Learning: Combining traditional face-to-face instruction with online learning tools and resources to create a personalized and flexible learning experience.

PEDAGOGICAL SHIFT IN LIGHT OF NEP-2020

The National Education Policy (NEP) 2020 emphasizes a pedagogical shift towards a more holistic and flexible approach. It encourages experiential learning, critical thinking, and skill development, aiming to reduce rote memorization. Teachers are encouraged to adopt interactive and student-

centric methods, fostering a deeper understanding of subjects. Additionally, the NEP emphasizes the integration of technology in education to enhance the learning experience.

The National Education Policy (NEP) 2020 advocates several pedagogical practices to transform the education system in India:

1. **Holistic Development:** Focus on holistic development, encompassing cognitive, social, emotional, and physical aspects of a learner.
2. **Multidisciplinary Approach:** Encourages a multidisciplinary approach, allowing students to choose a diverse set of subjects and fostering a well-rounded education.
3. **Experiential Learning:** Promotes experiential learning methods, including hands-on activities, experiments, and real-world applications to enhance understanding.
4. **Critical Thinking:** Emphasizes the development of critical thinking and analytical skills, moving away from rote memorization.
5. **Flexibility and Choice:** Provides flexibility in the choice of subjects and allows students to choose their learning paths based on their interests and aptitudes.
6. **Technology Integration:** Recommends the integration of technology in teaching and learning processes to make education more engaging and accessible.
7. **Assessment Reforms:** Shifts focus from exams to continuous and comprehensive evaluation, encouraging a more holistic assessment of a student's capabilities.
8. **Teacher Training:** Focuses on continuous professional development for teachers to equip them with new teaching methodologies and techniques.
9. **Local Languages:** Encourages the use of mother tongue or regional languages as the medium of instruction, at least until Grade 5, to facilitate better understanding.

10. Life Skills Education: Incorporates life skills education, aiming to prepare students for real-life challenges and instilling values like teamwork, empathy, and resilience.

These practices are designed to make the education system more inclusive, flexible, and aligned with the needs of the 21st century

Experiential learning, as advocated by the National Education Policy (NEP) 2020, involves hands-on, practical experiences to enhance understanding and skill development. Here are key details:

1. **Learning by Doing:** Experiential learning emphasizes active engagement, allowing students to learn by doing rather than passive reception of information.
2. **Real-World Application:** It focuses on real-world application of knowledge, connecting theoretical concepts to practical scenarios to make learning more relevant.
3. **Field Trips and Excursions:** Incorporates field trips, excursions, and visits to relevant places to provide students with first hand experiences outside the classroom.
4. **Projects and Assignments:** Encourages project-based learning where students work on extended projects, fostering collaboration, research, and problem-solving skills.
5. **Simulations and Role-Playing:** Utilizes simulations and role-playing activities to immerse students in scenarios that mimic real-life situations, promoting critical thinking and decision-making.
6. **Internships and Apprenticeships:** Facilitates internships and apprenticeships, allowing students to gain practical experience in a professional setting, bridging the gap between academia and the workplace.
7. **Interactive Workshops:** Engages students in interactive workshops, discussions, and hands-on activities to deepen their understanding of subjects and encourage participation.

ADMISSION GUIDELINES

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Important Changes

1. Revised Class Strength
2. Transfer Admissions
3. Special Provisions

Section Strength

- ▶ Section strength 32 for all fresh admissions (Class I to XII)
- ▶ Admission upto 40 in Class I and 45 in other classes only for wards of parents of Category I & II in Civil and Defence Sector and Categories I to III in Project and IHL Sector. This also includes KV TC cases.
- ▶ Section strength in Class XI - 40 (For admission of KV students)

Mid – year Admissions

- Applicable within the revised strength of 32 per section for all categories
- Enhanced limit upto 40 for Class I and upto 45 for other classes
- Enhanced limit applicable to only to Category I and II in Civil and Defence Sector and Categories I to III in Project and IHL sector KVs
- The class strength beyond 45 is not permitted
- Alternative arrangements will be made by Regional Offices
- Local transfer cases to be limited to 32

Special Provisions – Subsumed within sanctioned strength

Following Special Provisions have been subsumed within sanctioned class strength

- ◆ Wards of Defence Personnel under Ministry of Defence
- ◆ Single girl children in class I and from class VI

- ◆ 60 admissions wards of employees of Ministry of External Affairs
- ◆ 15 children of the employees of the Research and Analysis Wing (RAW)
- ◆ 50 seats for wards of Central Police Organizations (Ministry of Home Affairs)

Special Provisions –Minor modifications

- ❑ Children who are recipients of Pradhan Mantri Rashtriya Bal Puraskar is incorporated under Special Provision (I –VII)
- ❑ Kala Utsav winners have been incorporated under Special Provision (I – VIII)

Para 2 of Special Provisions

Admission of wards of Armed, Para Military and others

1. DRDO has been included
2. Admission will be granted with following conditions
 - ▶ Only when Strength of the Class less than 40 in Class I and 45 in other Classes
 - ▶ Such admission request shall be considered only in those stations where schools run by those organizations are not available.

Seats allotment due to change in Sanction Strength in Class -I

- ❖ RTE -8 Seats
- ❖ SC-5 Seats
- ❖ ST -2 Seats
- ❖ OBC -7 Seats
- ❖ CWSN-1 Seat (Horizontally Reserved)
- ❖ Rest as per Priority Categories

Changes in Class XI Admission

- ✓ Section Strength is 40.(32 for Fresh Admissions as per priority category)
- ✓ Initially to accommodate own KV Students on merit .

- ✓ In case of neighbouring KV/KVs not having Class XI , then merit list will be prepared including students of own KV as well as neighbouring KV(s).
- ✓ DC will decide allotment of neighbouring KVs of the Region (if any)
- ✓ Students passed through Supplementary Examination will be accommodated in the same procedure.

Other changes in Admission Guidelines

- ◆ All India Services (IAS, IPS, IFOS) have been incorporated under Central Govt. employees
- ◆ Definition State Govt Employees is incorporated
- ◆ Govt share in PSU and Autonomous Bodies have been changed to 50 % or more instead of 51% and more.
- ◆ Grand children of project employees are not included in Category I from Project /IHL Sector. However , directly hired project employees incorporated under Priority
- ◆ Preference in admission will be given as per the followings in Project /IHL Sector under Priority Category –I
 1. Serving employees
 2. Deputation Employees
 3. Retired Employees
 4. Directly hired contractual employees

(However, the Contractual staff hired through agency, outsourced, third party shall not be given any priority in admission)

Draw of lots for Class I and Balvatika 3

Declaration of List of Provisional selected candidates for Class I and Balvatika - 3 is 20.04.2024 instead of 19.04.2024 due to Poll day in some States .

NCPCR GUIDELINES ON SAFETY AND SECURITY

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INTRODUCTION

“**School Safety**” has been defined as creating safe environment for children, starting from their homes to their schools and back. This includes safety from any kind of abuse, violence, psycho-social issue, disaster: natural and manmade, fire, transportation. Emotional safety is especially important because it is often difficult for teachers and parents to detect emotional problems and difficulties in children. Bullying can cause victimized students to suffer from lower self-esteem and daily stress about their well-being.

In a developing country like India, several schools are located remotely and in vulnerable areas. Many of them also fall short of responding adequately to emergency situations. There have been inclining trends reported regarding physical or psychological harm/ mental harassment/ discrimination caused to school students as a result of accidents, bullying, corporal punishments, harassment, stress and assault. Keeping in view of such incidents, it is important that the existing guidelines on safety and security of children in schools include a Safety and Security Checklist, as a ready reckoner.

This Manual on Safety and Security of children in Schools will act as comprehensive guidelines for the Education Departments, Educational Boards, school staff, students etc. This will also empower students to learn about safety measures.

INFRASTRUCTURE

School infrastructure includes many components viz., physical structures such as school building, playground, water bodies (if any), electrical and fire safety mechanisms, school transport etc. This section examines some of the existing

guidelines to see what are the specifications mentioned in them in order to ensure and maintain a safe school infrastructure, where children will be safe and secure.

- School building
 - Classroom
 - Laboratory
 - Toilets
 - Drinking Water
 - Electrical System and Safety
 - Fire Safety Management
 - Earthquake Management
 - Playground
 - Minimum Standards for Safety related to Sports
 - Boundary Wall and Gates
 - School Premises and Surroundings
 - Barrier Free Access for Children with Disabilities
 - Measures to Prevent Children from Dangers of Water and Drowning
 - Safety from Constructional Hazards
 - Safety during Celebration of Festivals
 - Safety in School Transports
 - Clearances and Certificates
-
- Health and Hygiene
 - Screening, Health Care and Referral:
 - Immunization
 - Micronutrient (Vitamin A and IFA) Management:
 - Hygiene and Sanitation

a. Toilets

Separate toilets for boys and girls, with one unit generally having one toilet (WC) plus 3 urinals should be provisioned in every school. The ratio to be maintained is preferably one unit for every 40 students.

Essential components for girls and boys (separate) toilets

- Squatting area, with adequate availability of water for washing within toilet block.
- Orientation and opening for natural light and ventilation.
- Door with child-friendly latch.

- Floor with adequate slope and maintainable durable finish.
- Light weight roof cover.
- At least one toilet for Children with Special Needs (CWSN) with necessary provisions.
- At least one incinerator in girl's toilet block and niche to keep sanitary napkins.
- Hooks for hanging clothes.
- Graphics and visuals depicting key hygiene messages.
- Use of water conserving techniques.

Essential components for girl's and boy's urinals

- ◆ Partition between urinals.
- ◆ Opening for natural light and ventilation.
- ◆ Screen door in at least one urinal upto 1500mm height.
- ◆ Floor made of ceramic tiles for easy maintenance with adequate slope and easy to maintain durable finish.
- ◆ Light weight roof cover.
- ◆ Use of water conserving techniques.

b. Menstrual Hygiene Management

Similarly, Menstrual hygiene management facilities including soap, adequate and private space for changing, adequate water for cloth washing and disposal facilities for menstrual waste, including an incinerator or dustbins should be ensured by every school.

c. Hand Washing

- ▶ Daily hand washing with soap before Mid-Day-Meal (MDM) should be done by children and MDM staff.
- ▶ Sufficient group hand washing facilities allowing groups of 10-12 students to wash hands at the same time should be available in school.
- ▶ The hand washing station should be simple, scalable and sustainable, relying on usage of minimum water. These hand washing facilities can be developed using local materials.
- ▶ Group hand washing with soap sessions should be conducted before the Mid-Day-Meals are served, and should be supervised by teachers, who emphasize good hand washing techniques.
- ▶ The hand washing sessions should be used as an opportunity for delivering hygiene messages, especially the message that hands should be washed at two critical times: before eating and after using the toilet. The sessions can also be used to deliver messages on sanitation and drinking-water safety.
- ▶ Adequate time allocation (preferably 10-12 mins) before the Mid-Day-Mealtime, to ensure that every child and teacher can wash hands with soap, conveniently

d. Drinking Water

The MDM guideline also highlights the importance of provision of safe drinking water to children in schools.

- ★ Daily provision of sustainable safe drinking water and adequate water for hand-washing, in a child-friendly way. In addition, water for school cleaning

and also food preparation and cooking. Safe handling and storage and maintenance of drinking water should be practiced throughout the school.

- ★ The school authorities should ensure that drinking water is potable and if the water is being drawn from an underground source, necessary filtration/purification to be organized with support from district level for portability of water.
- ★ Drinking water should be at a safe distance of at least 10 meters from the bleach/soak pits attached to school toilets or nearby toilets or from the community sewage water drain.

I. Testing of drinking water

- ✚ Bore water/tap water/hand-pump water is being used (in general) for cooking, drinking and washing.
- ✚ Water needs to be tested for chemical as well as microbiological contamination. The testing of water can be done in convergence with the concerned water supply/Public Health Engineering departments of the States/UTs.

PSYCHO SOCIAL ASPECTS

1. Corporal Punishment

As per the provisions of RTE Act 2009, the **corporal punishment** may be identified as physical punishment, mental harassment or discrimination. *Corporal punishment will also include all forms of sexual offences as per the Protection of Children from Sexual Offences Act.* That means if an act of sexual abuse as defined in POCSO Act, 2012 and POCSO (Amendment) Act, 2019 is inflicted on a child as a means of corporal punishment, the provisions of violation of POCSO Act, 2012 and POCSO (Amendment) Act, 2019 shall also be applicable against the offender.

“**Mental harassment**” is any **non-physical treatment** that is detrimental to the psychological wellbeing of a child e.g. sarcasm that hurts or lower the child’s dignity, calling names and scolding using humiliating adjectives, intimidation, using derogatory remarks on the child, ridiculing the child on background or status or parental occupation, belittling a child in classroom due to his/her inability to meet the teacher’s expectations of academic achievement etc.

“**Discrimination**” is understood as prejudiced views and behaviour towards any child because of her/his caste/gender, occupation or region and non-payment of fees or for being a student admitted under the 25% reservation to disadvantaged groups or weaker sections of society under the RTE, 2009. It can be latent; manifest; open or subtle. It includes but is not restricted to the following:

- ✧ Bringing social attitudes and prejudices of the community into the school by using belittling remarks against a specific social group or gender or ability/disability;
- ✧ Assigning different duties and seating in schools based on caste, community or gender prejudices (for example, cleaning of toilets assigned by caste; task of making tea assigned by gender); admission through 25% reserved seats under the RTE; or non-payment of any prescribed fees;
- ✧ Commenting on academic ability based on caste or community prejudices;
- ✧ Denying mid-day meal or library books or uniforms or sports facilities to a child or group of children based on caste, community, religion or gender;
- ✧ Deliberate/wanton neglect.

2. Bullying, Intimidation and Isolation

Bullying can be directly from the bully to the victim (e.g., through physical intimidation or attacks, verbal abuse, unwanted attention and advances, damaging property), or it can be indirect (e.g., through spreading malicious rumours). It can also include cyber-bullying (e.g., sending unpleasant SMS messages, photographs or emails, to the victim or to others). Bullying has

severe detrimental effects on those who are bullied. The effects can be immediate. They can also be long-term and can cause lifelong damage. In every bullying situation, there are typically three key parties: the victim, the bully or bullies, and those who stand by (by-standers), who are aware of the bullying. Each of these three parties is affected negatively by bullying. The responsibility of preventing any undesirable aspect of bullying and ragging rests jointly and also individually on all stakeholders, which includes the head of the institution teacher, non-teaching staff, students, parents and local community. A systematic response to the bullying problem is needed within the schools.

3. Abuse

The World Health Organization(WHO) defines child abuse and child maltreatment as "all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power

Child abuse includes among other things:

1. Physical abuse/ Violence
2. Emotional abuse
3. Neglect/ Ill-treatment,
4. Sexual abuse

Measures for Protection from Child Sexual Abuse (CSA)

1. Selection of employees

1. School should ensure Police verification of the school employees and connected staff in schools to prevent any kind of abuse against the school children.

2. No candidate with a criminal record of sexual and or physical violence against children should be recruited for any position within an educational institution.
3. All newly selected candidates must also provide a signed affidavit to the educational institution that they have not been accused of offence under the POCSO Act, 2012 and JJ Act, 2015.
4. Persons employed on an ad-hoc or contractual basis to teaching as well as nonteaching positions must be made to adhere to the aforementioned.
5. It must be ensured that at least half of the total number of teaching staff is female (as mentioned under SSA) , in order to ensure that girl students are provided adequate care and protection.

2. Policy regarding employees in respect of Child Sexual Abuse (CSA)

A grievance committee for child sexual abuse (CSA) to address cases of child sexual abuse should be formed by the school. The constitution, roles and responsibilities of the committee should be as follows;

- a) Schools must constitute a CSA committee within one month of academic year every year.
- b) The CSA committee should constitute of 25% students and 50% representatives of management and teachers and 25% SMC Members/PTA. The representatives of the committee should be 50% females.
- c) The term of CSA committee will be one year. Every year new committee will be constituted by giving representation to students in rotation. Every year at-least 2/3rd of the representatives of children should be replaced with new members.
- d) Meeting of CSA committee should be conducted every month and proceedings of meetings be recorded.

- e) The main functions of the committee shall be responsible for creation of awareness regarding CSA in schools, good touch vs bad touch, complaint box, report any all instances of CSA to the authorities.
- f) To encourage students to report any fear or apprehension of sexual abuse to any person in whom the student has trust and confidence, so that appropriate measure can be taken.

Sensitization and awareness of staff towards prevention, identification, and reporting of child sexual abuse and sexual violence:

Staff members should be taught to understand the basic characteristics of a sexual abuse, the process used by an abuser to choose and prepare a child for abuse (grooming), and key indicators of sexual abuse, and be prepared to respond immediately to inappropriate or harmful behavior, potential risk situations, and potential boundary violations. These are to include:

1. Gender sensitive learning material
2. In-house induction sessions for all teachers and staff
3. Provision for guidance and counseling

C. Additional Safeguards

1. Complaints/Grievance redressal system
2. Presence of CCTV cameras
3. Well-lit and accessible bathrooms/toilets
4. Monitoring of student behavior and performance

SCHOOL QUALITY ASSESSMENT AND ASSURANCE FRAMEWORK

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INTRODUCTION

School Quality Assessment and Assurance (SQAA) is a commitment by Central Board of Secondary Education to provide global parameters of attainment as standards in schools affiliated to it. The CBSE aspires to lay down a set of standards and best practices as paradigms for attaining the benchmark in an individual institution for the upliftment of learning outcomes in the domain of school education imparted to children. The main purpose of SQAA is enhancement of quality, recognition of excellence, promotion of accountability, and benchmarking schools across a range of descriptors or indicators of assessment. It also captures the unique ethos of an institution such as a school nurturing and promoting excellence in sports, or integrating innovative technology in classroom teaching, or with state of the art infrastructure or incubators of innovation in teaching learning processes, or involved extensively with community outreach activities, or focused on promoting social cohesiveness and equity, or excelling in the area of science and technology. This will also provide a degree of choice to a student or parent looking for specific qualities. The School Quality Assurance Assessment (SQAA) is easily implementable, feasible, transparent, objective, and carries with it a measure of credibility and acceptability.

FRAMEWORK OF SQAA

Since quality is a complex issue in education and should be seen in a holistic manner so CBSE School Quality Assessment and Assurance is holistic and it covers all aspects of school functioning, namely Scholastic



Processes, Co-Scholastic Processes, Infrastructure, Human Resources, Inclusive Practices, Management and Governance, Leadership and Beneficiary Satisfaction. These eight domains carry different weightage and are further divided into sub domains which qualify the various aspects of that particular domain.

Although it is expected that each school meets the best practices as depicted in the benchmarking statements, not all statements will apply to or be appropriate for each school. Each school will mark against the statement that is applicable and appropriate for the school. This will help the school to aspire for the next level. The first statement under each sub-sub domain depicts the best practice(s) carrying a weightage of 4. In order to get a score of 4, the other three statements must stand true/appropriate for the school.

Description of the Level of the Score per sub-sub domain There are four levels of performance of ‘Dynamic-Evolving’, ‘Stable’, ‘Transient’ and ‘Inceptive’ for rating school processes. The school can refer the following criteria to know where it stands in terms of developmental stage, and formulate appropriate and achievable plans for selfimprovement and enhance accountability.

Score	Maturity Level	Guidance
4	Dynamic-Evolving	Demonstrates strong benchmarked defined and documented processes. Governance and leadership exhibits accountability, responsibility, self-evaluation and improvement planning.
3	Stable	Evidences of data based improvement processes. System is defined and documented. People are aware of their roles in the institution and practicing it. Practices are preventive and corrective in nature.
2	Transient	System is in early constructive years. Practices are generally corrective in nature.
1	Inceptive	System is at initial stage. Practices are individual based.

Domains and Sub Domains

S. No. Domains/Sub-domains

1 Scholastic Processes

1.1 Curriculum Planning

- 1.1.1 Principal and teachers are familiar with the spirit and content of NCF
- 1.1.2 Curriculum develops skills and abilities which prepare students for lifelong learning and fosters global citizenship.
- 1.1.3 The Principal and teachers are familiar with the curriculum documents and support material brought out by CBSE.
- 1.1.4 There is an Annual Curriculum and Pedagogical Plan for the development of Scholastic Skills

1.2 Teaching Learning Processes

- 1.2.1 School follows an optimum number of teaching days and teaching hours.
- 1.2.2 Teacher – Student Ratio
- 1.2.3 Teachers adopt varied teaching learning approaches reflecting their understanding of the needs of the students.

1.3 Student Performance, Assessment of Learning Outcomes and Feedback

- 1.3.1 Learning Indicators/Outcomes are used as check points to assess child's learning at different points of time.
- 1.3.2 The school has defined procedures and criteria to regularly assess the students' performance and uses the results to improve their performance.
- 1.3.3 Varied assessment tools and techniques are used to assess the performance of the students.
- 1.3.4 Teachers prepare balanced question papers to assess the performance of students.
- 1.3.5 The school ensures 75% attendance of its students
- 1.3.6 The school ensures all students achieve and progress on their development continuum.

2 Co-Scholastic Processes

2.1 Curriculum and Pedagogical Planning

2.1.1 There is an Annual Curriculum and Pedagogical Plan for the development of Co- Scholastic Skills (CSS).

2.2 Art Education

2.2.1 The school provides opportunities for Art and Visual and Performing Arts activities.

2.3 Work Education

2.3.1 The school implements Work Education Programme.

2.4 Skill Enhancement

2.4.1 The school provides facilities to the students to participate in Literary and Creative Skills; Scientific Skills; Information and Communication Technology Skills; Organizational Leadership Skills and Aesthetic Skills.

2.5 Mainstreaming Physical Education and Sports

2.5.1 School has a Policy for promoting Healthy Physical Education in Students.

2.5.2 School has a strong leadership and management of PE and Sport.

2.5.3 Teaching and learning of PE is rich and engaging.

2.5.4 PE is given designated time in the curriculum.

2.5.5 Assessment is as per the learning outcomes and the grade given in the curriculum document.

2.5.6 PE helps in making healthy life style choices.

2.5.7 Inclusive PE and Sport is an important aspect of school ambience.

2.5.8 PE follows an integrated approach and all the four strands are a part of the larger curriculum.

2.6 Life Skills Education

2.6.1 The school has a Life Skills development programme

2.7 Values Education

2.7.1 The school has a well-integrated Value Education Programme.

3 Infrastructure - Adequacy, Functionality, Aesthetics and Safety

3.1 Classrooms, Library, Laboratory, Computer Labs and ICT Facilities

3.1.1 The school has sufficient classrooms conducive to learning.

3.1.2 The School Library facilitates effective delivery/implementation of its educational programmes.

3.1.3 Laboratories are available to support learning activities

3.1.4 Computer and other ICT facilities are available to support different administrative and educational activities in the school.

3.2 Principal's Office, Staff Room and Administration Offices

3.2.1 The school has sufficient space for Principal, Staff and Administration as per requirements.

3.3 Infirmary (Medical room), Water and Sanitation, Health Management facilities

3.3.1 The school has adequate water, sanitation and health management facilities and follows effective waste management practices.

3.4 Furniture

3.4.1 The school has adequate, safe, comfortable, age appropriate and aesthetically designed furniture.

3.5 Lighting and Ventilation

3.5.1 The school building is designed for natural lighting and ventilation in keeping with the best international norms.

3.6 Disaster Management Provisions

3.6.1 Adequate provisions/ effective measures are in place for Disaster Management.

3.7 Eco-friendly Orientation, Aesthetics, Lawns and Green Plants

3.7.1 The school practices eco-friendly processes.

3.8 Safety Provisions

3.8.1 The school ensures safety measures as per statutory requirements and as defined by the Board from time to time.

3.9 Playground and Sports Facilities

3.9.1 Indoor and outdoor sport facilities are available and support differently-abled students.

3.10 Rooms for Activities – Arts, Sculpture, Music, Dance, Theatre, Technology

3.10.1 The school has adequate number of activity rooms for art, sculpture, music, dance, theatre, technology.

4 Human Resources

4.1 School Staff – Teaching and Non-Teaching

4.1.1 The school recruits qualified and competent staff (teaching and non-teaching) that is sufficient in number to support fulfilment of school mission and objectives.

4.1.2 The school has an induction policy in place for the new employees.

4.1.3 The school conducts staff appraisal.

4.1.4 The school carries out staff development programmes and capacity building of teachers.

4.1.5 The school decides the salary and other allowances as per state norms/central norms.

4.1.6 The school provides staff incentives and appreciation.

4.1.7 The school has a well-developed mechanism of mentoring of teachers.

4.2 Parents

4.2.1 Parents interface with school.

4.3 Students

4.3.1 Students as Resources.

4.4 Alumni

4.4.1 The school interacts with Alumni.

4.5 Community

4.5.1 The school is committed to fostering effective school community partnership for providing enriching opportunities to enhance students' achievement and wellbeing.

5 Inclusive Practices

5.1 Barrier free environment

- 5.1.1 The school provides barrier free access in terms of physical environment to the students with disabilities.
- 5.1.2 The school provides barrier free access in terms of curriculum to students with special needs.
- 5.1.3 The school provides barrier free access in terms of teaching and assessment to the children with disabilities.

5.2 Games, Sports and other Recreational Facilities

- 5.2.1 Adequate and appropriate indoor and outdoor games, sports and other recreational facilities are provided to students with disabilities.

5.3 Transportation Facilities

- 5.3.1 The school provides adequate transportation facilities to students with disabilities.

5.4 Overcoming Attitudinal Barriers

- 5.4.1 Training and sensitization programmes are conducted by the school for all the concerned with the students with disabilities.

5.5 Other Support Services

- 1.5.1 Training and sensitization programmes are conducted for all staff members by the school with respect to students with disabilities.

6 Management and Governance

6.1 Vision and Mission Statement

- 6.1.1 The school is guided by clear vision and mission statements.
- 6.2 Institutional Planning Mechanism
 - 6.2.1 The school has both long term and short term plans commensurate with its vision and mission statement for institutional planning.

6.3 Effective Coordination

- 6.3.1 The management ensures effective co-ordination within the school and with outside community.

6.4 Resource Management

6.4.1 There is a rationale for resource management and mechanisms are in place

6.5 Relationship Management

6.5.1 There is a formal mechanism for relationship management (staff, parents, community, alumni, etc.)

6.6 Activity Management

6.6.1 There is complete activity management mechanism available in the school.

6.7 Data and Record Maintenance

6.7.1 There is complete data and record maintenance.

6.8 Oral and Written Communication

6.8.1 Effective oral and written communication systems are in place.

6.9 Standard Operating Procedures

6.9.1 The administration follows Standard Operating Procedures.

6.10 Financial Administration

6.10.1 There is a mechanism for financial administration including record keeping, budget, audit, etc.

6.11 Fee Structure

6.11.1 Judicious fee is charged commensurate with the facilities provided by the school.

6.12 Admission Process

6.12.1 The school has a provision for Free and Compulsory Education under the RTE Act 2010.

6.12.2 The school admission policy is in consonance with CBSE guidelines and norms.

7. Leadership

7.1 Scholastic and Pedagogical Leadership

7.1.1 The school leader has a clear Vision and Direction to take the school forward.

7.2 Collaborative Leadership

7.2.1 The school leaders demonstrate effective communication, cross-functional collaborations and build relationships

7.3 Systems for Ongoing Quality and Change Management

7.3.1 The school leaders strive for continual improvement in the learning outcomes of students

7.3.2 The school leaders demonstrate capacity to improve systems in the school and ensure an ethos of responsibility and accountability

7.3.3 The school leaders promote innovation by introducing creative methods and techniques that equip students and the institution with 21st century skills

8.1 Satisfaction of Students

8.1.1 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.

8.2 Satisfaction of Teachers

8.2.1 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.

8.3 Satisfaction of Office Staff

8.3.1 School provides opportunities to the Office Staff to express their opinion, views and suggestions regarding the policies and uses this feedback for improvement.

8.4 Satisfaction of Principal

8.4.1 The Management/Society 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.

8.5 Satisfaction of Parents and Alumni

8.5.1 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.

8.6 Satisfaction of Community

8.6.1 The school principal charts relevant community outreach programmes (viz, preserving the heritage, working with old age homes, preserving environment) and integrates them in the annual curriculum plan for all age groups.

8.7 Satisfaction of Management

8.7.1 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.

ELIGIBILITY FOR SQAA PROCESS

- a. All schools affiliated with CBSE
- b. All schools aspiring for CBSE affiliation Each school affiliated to the Board must undergo the process of SQAA and update its information online on the eight domains once every three years, starting from the year, 2020. The schools aspiring to be affiliated to the Board can also undergo the process in an offline mode and prepare themselves for being a CBSE School.

PROCESS OF SCHOOL QUALITY ASSESSMENT AND ASSURANCE

The process of School Quality Assessment and Assurance involves *two essential phases*:

Phase 1: Self-Assessment using different instruments of SQAA

Phase 2: Validation by External Peer Assessor Team by visiting the Assesse School

Phase 1	Self-Assessment	<ul style="list-style-type: none">• Mandatory: Outcome of Self-Assessment to be uploaded on the CBSE Portal once in every three years
Phase 2	Validation by External Peer Assessor Team	<ul style="list-style-type: none">• On demand by school• May be done by members of Hubs of Learning for each other on voluntary basis• On random basis by the Board

EFFECTIVE COMMUNICATION WITH STAKEHOLDERS

**Mr. K. VISHWANATHAN
VICE-PRINCIPAL
PM SHRI K V, OTTAPALAM
ERNAKULAM REGION**

Communication is an art to convey the information, message, idea with proper understanding, in an effective and efficient manner.

EFFECTIVE AND EFFICIENT COMMUNICATION REQUIRES THE FOLLOWING ELEMENTS:

- A. The conveying of the message in right time.
- B. The understanding of the message in the right sense.
- C. The manner the message is communicated
- D. Follow up of the same should be mandatory.
- E. Communication to take the form that is most appropriate.

Communication with students:

- ✓ Patience and tolerance.
- ✓ Be a good listener,
- ✓ Understand the needs of the student. (KYS)
- ✓ Make a team of informers.
- ✓ Be firm where required.
- ✓ Give them first and second chance
- ✓ Motivate them in all ways
- ✓ Inculcate values and feelings of brotherhood
- ✓ In no way bring caste , religion,
- ✓ Be fair ...unbiased
- ✓ Communicate in a manner as to gain trust
- ✓ Communicate to know they are safe and secured.

- ✓ Talk with respect
- ✓ Be careful of the tone and language
- ✓ Any form of communication not to create discomfort.

With parents

- ◆ Be a good listener.
- ◆ Have lots of patience
- ◆ Listen to them and teacher need not be called in front of parents if any complaint against teacher.
- ◆ Invite them in school functions
- ◆ Take their help in school activities
- ◆ Do not take any personal obligation.
- ◆ With calmness but firmness handle the indiscipline cases of the students
- ◆ Be aware of the language and tone .
- ◆ Wherever written communication needed, the same should be provided, for e.g shortage of attendance .
- ◆ Always display respect in communication
- ◆ Provide required information in WhatsApp group

With staff

- ★ Be formal in behavior
- ★ Find out if any problem faced by staff
- ★ Be of all possible help
- ★ Be a linking pin between staff and principal
- ★ Try to maintain harmony among staff
- ★ Avoid groupism ...if negative
- ★ Be firm in task allotted
- ★ Be a good listener

- ★ Motivate the staff in meeting .
- ★ Focus on their strengths and achievements and give credit for the success of events.
- ★ Delegation of task.
- ★ To have trust but monitoring is essential wherever felt
- ★ To have informal communication for obtaining feedback
- ★ Not to pass any personal comment.
- ★ Welcome /take their suggestions/ideas

With Conservancy Staff

- ▶ Be polite and speak with respect
- ▶ Have humanity approach and be flexible.
- ▶ Ensure that all are given their due importance in functions of the Vidyalaya.
- ▶ Their casual attitude , if any not to be accepted.
- ▶ Punctuality to be ensured.
- ▶ Ensuring that they provide report of the daily task

With Principal

- ▶ Coordinate at all the times
- ▶ Provide all the information that Principal should know
- ▶ Be formal in communication
- ▶ Communication with other stakeholders efficiently in presence and absence of Principal
- ▶ Be a helping hand in all the meetings wherever possible
- ▶ Be accountable and take up the responsibility.
- ▶ Take initiative in the activities of the Vidyalaya and communicate the ideas to the Principal

With Chairman /Nominee chairman/Members

- ✓ Follow proper channel of communication
- ✓ Follow proper protocol in communication
- ✓ Do not offer gifts other than basic gestures
- ✓ Be polite and humble
- ✓ Do not argue with them over the things not accepted by them.
- ✓ Present all the information required in Vidyalaya management committee/
executive management committee and other occasions
- ✓ The seating and other arrangement on the various occasions to be followed

Forms of communication

1. Verbal communication
2. Nonverbal communication
3. Silence
4. Listening

RTI ACT AND HANDLING OF COURT CASES

Mr. K. VISHWANATHAN
VICE-PRINCIPAL
PM SHRI K V, OTTAPALAM
ERNAKULAM REGION

RTI ACT 2005

Right to Information Act 2005 empowers the citizen of India to access the information available with Government departments, Public Sector Undertakings, Local Bodies, Voluntary Organisations substantially benefited from Government, Statutory Bodies under law of the State.

- Fundamental right- RTI is a part of the fundamental right of
- Article 19(1)- Freedom of speech and expression.
- Article 21- Right to life and Personal liberty



Section – 6 (1)

A person, who desires to obtain any information under this Act, shall make a request in writing or through electronic means in English or Hindi or in the official language of the area in which the application is being made, accompanying such fee as may be prescribed specifying the particulars of the ...

Time Limit for Supply of Information.

Section 7-(1)

Subject to the proviso to sub-section (2) of section 5 or the proviso to subsection (3) of section 6, the Central Public Information Officer or State Public Information Officer, as the case may be, on receipt of a request under section 6 shall, as expeditiously as possible, and in any case within 30 (Thirty) days of the receipt of the request, either provide the information on payment of such fee as may be prescribed or reject the request for any of the reasons specified in sections 8 and 9. If the sought information concerns the life or liberty of a person, in that case information shall be provided within forty eight hours.

Reasons to Rejection, Section – 7(8)

- ▶ Where a request has been rejected under sub-section (1) of Section- 7, the Central Public Information Officer or State Public Information Officer, as the case may be, shall communicate to the person making the request,
- ▶ (i) The reasons for such rejection;
- ▶ (ii) The period within which an appeal against such rejection may be preferred; and
- ▶ (iii) The particulars of the Appellate Authority.

Section 8 –

- ▶ There shall be no obligation to give any citizen Information on the following Grounds:
- ▶ An information which relates to personal information and disclosure of which has no relationship to any public activity or interest, or which would cause unwarranted invasion of privacy of the individual.

Section 8 (1)

- ▶ *i) Information, disclosure of which would prejudicially affect the sovereignty and integrity of India, the security, strategic, scientific or economic interests of the State, relation with foreign State or lead to incitement of an offence;*
- ▶ *(ii) Information which has been expressly forbidden to be published by any court of law or tribunal or the disclosure of which may constitute contempt of court;*
- ▶ *(iii) Information, the disclosure of which would cause a breach of privilege of Parliament or the State Legislature;*
- ▶ *(iv) Information including commercial confidence, trade secrets or intellectual property, the disclosure of which would harm the competitive position of a third party, unless the competent authority is satisfied that larger public interest warrants the disclosure of such information;*
- ▶ (v) Information available to a person in his fiduciary relationship, unless the competent authority is satisfied that the larger public interest warrants the disclosure of such information;
- ▶ (vi) Information received in confidence from foreign Government; (vii) Information, the disclosure of which would endanger the life or physical safety of any person or identify the source of information or assistance given in confidence for law enforcement or security purposes;
- ▶ (viii) Information which would impede the process of investigation or apprehension or prosecution of offenders;
- ▶ (ix) Cabinet papers including records of deliberations of the Council of Ministers,

Penalty on Public Information Officer
section 20(1)

Where the Central Information Commission or the State Information Commission, as the case may be, at the time of deciding any complaint or appeal is of the opinion that the Central Public Information Officer or the State Public Information Officer, as the case may be, has, without any reasonable cause, refused to receive an application for information or has not furnished information within the time specified under sub-section (1) of section 7 or malafidely denied the request for information or knowingly given incorrect, incomplete or misleading information or destroyed information which was the subject of the request or obstructed in any manner in furnishing the information, it shall impose a penalty of Rs 250 (Two Hundred and Fifty) each day till application is received or information is furnished, so however, the total amount of such penalty shall not exceed twenty-five thousand rupees.

PIO

Public Information Officers (PIO) are designated by the Public Authorities in all administrative units or offices under it to provide information to the citizens requesting for information under the Act.

APIO

Assistant Public Information Officers (APIOs), are responsible only for receiving applications and passing them on to PIOs

APPELLATE AUTHORITY

- ▶ The first appeal lies within the public authority itself which is made to an officer designated as the First Appellate Authority by the concerned public authority. The First Appellate Authority happens to be an officer senior in rank to the CP10. The second appeal lies with the Central Information Commission.

APIO, PIO and APPELLATE AUTHORITY in KVS

- ▶ APIO – Principal
- ▶ PIO – AC or AO
- ▶ APPELLATE AUTHORITY - DC

COURT CASES

- ▶ There are variety of court cases.
- ▶ Cases in District Courts.
- ▶ Cases in CATs (Service Matters)
- ▶ Cases in Higher Courts (High Court Supreme Court)



Action Taken on the Court Order

The hon'ble court order on receipt in kvs hq legal section is forwarded to the concerned section dealing with the subject matter for further action, at the earliest. Further, the decision, so as to comply with the court is taken by the concerned section only.

OA and MA

OA – Original Application (OS – Original Suit)

MA- Miscellaneous Application

Applicant - One who files the case

Respondent – Person against whom the case is filed

Writ petition

Handling of Court Cases

The Principal immediately after receiving the intimation from the court making him the party of a case must intimate the RO with a copy of the OS

VAKALATHNAMA

The Principal has to get the permission to file the 'Vakkalathnama' if he is the only respondents.

The Vakalathnama of the AC or DC is also a party, their Vakalathnama have to be taken

WHO WILL BE THE LAWYER

- ▶ The lawyer must be from the panel prepared by Ministry of Law and Justice.(Government Pleader)
- ▶ They have a panel of advocates in every city .

FILE MA

- ▶ If the applicant has made higher officials like the commissioner or the secretary of Ministry of Education MA should be filled through the advocate not to involved such officers as there is no relevance for the case as they are no way connect to the case.
- ▶ The Principal must see who are the party in the case and reduce the number of respondents as far as possible .

Fees Paid to the Lawyer

- ▶ Fees will be payable as per the Government of India Rules, depending upon Hearing , Effective Hearing ,Non Effective Hearing.
- ▶ Generally fees will be paid centrally by the R.O or H.Q.

Transfer Cases

- ▶ Transfer Cases are handled by the R.O. though the Principal may be one of party.
- ▶ The principal must inform the D.C. immediately in case of a stay or any other directions and act as per the instructions of D.C. so that we can vacate the stay.

TRAINING ASSOCIATES

**FLN-NIPUN BHARAT MISSION, NCF- FS 2022, JADUI PITARA, BAL
VATIKA, VIDYA PRAVESH, CMP**

**Mr B K JHA
TA(PRIMARY)
ZIET MYSURU**

NIPUN BHARAT

National Initiative for Proficiency in Reading with Understanding and Numeracy'
(NIPUN Bharat).

What is the purpose of the FLN mission?

The purpose of FLN mission is to ensure that every child in the country necessarily attains foundational literacy and numeracy by the end of Grade-III, and not later than Grade-V, by 2025.

What is NIPUN Bharat in brief?

Government of India launched the National Mission on Foundational Literacy and Numeracy on 5th July, 2021 to attain its objectives by 2026-27. The mission is known as the 'National Initiative for Proficiency in Reading with Understanding and Numeracy' (NIPUN Bharat).

What are the 5 domains of NCF FS?

Learning and Development in 5 domains: Physical Development, Socio-emotional and Ethical Development, Cognitive Development, Language and Literacy Development, Aesthetic and Cultural Development, Positive Learning Habits has been included as another domain of development at this stage.

What are the main points of the NIPUN Bharat Mission?

NIPUN Bharat Mission is to create an enabling environment to ensure universal acquisition of foundational literacy and numeracy, so that by 2026-27 every child achieves the desired learning competencies in reading, writing and numeracy at the end of Grade III and not later than Grade V.

What is FLN and NIPUN Bharat?

NIPUN Bharat (FLN)- As per the National Education Policy (NEP) 2020, the highest priority for the school education system is to achieve universal acquisition of foundational literacy and numeracy skills at primary level by 2025. Foundational learning is the basis of all future learning for a child.

What do you mean by Bal Vatika?

Prior to age of 5, every child will move to a 'Preparatory Class' or 'Balvatika' i.e. before Grade-I with a focus on developing cognitive, affective, and psychomotor abilities and also early literacy and numeracy.

What is Balvatika in FLN?

The Balvatika programme is envisaged as a three-year programme before Grade 1 which is meant to prepare children with cognitive and linguistic Competencies that are prerequisites for learning to read, write and develop number sense through a play- based approach.

What is Vidya Pravesh?

The National Council of Educational Research and Training (NCERT) developed a Guidelines for Three-month Play-based School Preparation Module for Grade-I children called 'VIDYA PRAVESH'. VIDYA PRAVESH is one of the significant components of NIPUN Bharat mission to achieve Foundational Literacy and Numeracy.

What is the purpose of Vidya Pravesh and Balvatika?

Vidya Pravesh is an integral part of Nipun Bharat— National Mission on Foundational Literacy and Numeracy (FLN Mission), an initiative of the Government of India and is well aligned to the key competencies and the learning outcomes of Pre-school 3 that is termed as Balvatika (Annexure I)

What is the focus of Vidya Pravesh and Bal Vatika?

Providing children with 'Vidya Pravesh — Three-month Play-based School Preparation Module for Grade-I' is an attempt to promote their holistic development by providing age- appropriate experiences for developing requisite competencies necessary for Grade-I.

81(B)/POCSO AND POSH ACT, INTERNAL COMPLAINED COMMITTEE, NCPCR GUIDELINES AND IMPLEMENTATION

Mrs RUMMA RAINA
TA(ECONOMICS)
KVS ZIET MYSURU

SAFETY AND SECURITY OF CHILDREN IN SCHOOLS

Child Sexual Abuse in India

- ◆ Not less than 9000 children go missing in India every year.
500,000 children are estimated to be forced into the sex trade every year.
- ◆ Approximately 2 million child commercial sex workers are between the age of 5 and 15.
- ◆ Approximately 3.3 million child commercial sex workers are between 15 and 18 years
- ◆ 80% of these children are found in the five metros – Delhi, Mumbai, Kolkata, Chennai and Bangalore.
- ◆ 71% of them are illiterate.
(Feb.2022)SOURCE:<https://give.do/blog/10-ngos-working-against-human-trafficking-in-india/>

THE NATIONAL COMMISSION FOR PROTECTION OF CHILD RIGHTS (NCPCR)

- The National Commission for Protection of Child Rights (NCPCR) was set up in March 2007 under the Commissions for Protection of Child Rights (CPCR) Act, 2005,
- NCPCR is a statutory body(non-constitutional body which is set up by an Act of parliament)under the administrative control of the Ministry of Women & Child Development ,GoI.
- The Commission's Mandate is to ensure that all Laws, Policies, Programmes, and Administrative Mechanisms are in consonance with the Constitution and the UN Convention on the Rights of the Child

(came into force in 1990).

FUNCTIONS AND POWERS OF THE COMMISSION

- Examine and review the safeguards provided by or under any law for the protection of child rights & recommend measures for their effective implementation.
- Present Reports on working of those safeguards to the central government.
- Inquire into violation of child rights and recommend initiation of proceedings in such cases.
- Examine all factors that inhibit the enjoyment of rights of children affected by terrorism, communal violence, riots, natural disaster, domestic violence, HIV/AIDS, trafficking, maltreatment, torture and exploitation, pornography and prostitution and recommend appropriate remedial measures.
- Look into the matters relating to the children in need of special care and protection including children in distress, marginalized and disadvantaged children, children in conflict with law, juveniles, children without family and children of prisoners and recommend appropriate remedial measures.
- Study treaties and other international instruments and undertake periodical review of existing policies, programmes on child rights and make recommendations for their effective implementation in the best interest of children.
- Undertake and promote research in the field of child rights.
- Spread child rights literacy among various sections of society.
- Inspect or cause to be inspected any juvenile custodial home.
- Inquire into complaints and take Suo moto notice of matters relating to:
 - Deprivation and violation of child rights.

- Non-implementation of laws related to child rights.
- Noncompliance of policy decisions related to child rights.

POCSO ACT 2012

- ❖ POCSO Act was enacted because the provisions of IPC were not very adequate to address sexual assault, sexual harassment, pornography and sexual violence against boys.
- ❖ It was only in 2014 that NCRB (National Crime Records Bureau) started recording the cases under POCSO Act.
- ❖ According to the NCRB data, the number of POCSO cases increased by more than 30% between 2016 and 2020.
- ❖ Between 2017 and 2020 for which data is available, girls constituted 97.1% to 97.6% of the victim's each year, while boys constituted nearly 2.3% to 2.8%.
- ❖ Among the different offences reported under POCSO Act , cases reported under section 4 and 6 (penetrative/aggravated sexual assault) constituted around 54% each year between 2016 and 2019.
- ❖ The share of cases of rape increased to 59.4% in 2020. 99% of the victims of rape in each of these years were girls.
- ❖ In 2019 and 2020, an average of 129 cases were reported every day under POCSO.

POCSO ACT 2012

The POCSO Act, 2012 is a comprehensive law to provide for the protection of children from the offences of sexual assault, sexual harassment and pornography, while safeguarding the interests of the child at every stage of the

judicial process by incorporating child-friendly mechanisms for reporting, recording of evidence, investigation and speedy trial of offences through designated Special Courts.

The said Act defines a child as any person below eighteen years of age, and defines different forms of sexual abuse, including penetrative and non-penetrative assault, as well as sexual harassment and pornography, and deems a sexual assault to be “aggravated” under certain circumstances, such as when the abused child is mentally ill or when the abuse is committed by a person in a position of trust or authority vis-à-vis the child, like a family member, police officer, teacher, or doctor.

POCSO Act prescribes stringent punishment graded as per the gravity of the offence, with a maximum term of rigorous imprisonment for life and fine or both and even death(amended in 2019).

In keeping with the best international child protection standards, the said Act also provides for mandatory reporting of sexual offences. This casts a legal duty upon a person who has knowledge that a child has been sexually abused to report the offence; if he/she fails to do so, he/she may be punished with six months imprisonment and/or a fine. (under Section 21 of the Act)/(same punishment for false reporting as well. extendable up to one year if false reporting made against a child).

WHERE TO REPORT

- ❖ MAHILA AND SHISHU DESK OF THE NEAREST POLICE STATION
- ❖ NCPCR

- ❖ POCSO E-Box
- ❖ HELPLINE MOBILE No. [9868235077](tel:9868235077)
- ❖ CHILDLINE HELPLINE No. [1098](tel:1098)

As per the Act, the police personnel on receiving a report of sexual abuse of a child are given the responsibility of making urgent arrangements for the care and protection of the child, such as obtaining emergency medical treatment for the child and placing the child in a shelter home, should the need arise.

The police are also required to bring the matter to the attention of the *Child Welfare Committee (CWC) within 24 hours of receiving the report, so the CWC may then proceed to make further arrangements for the safety and security of the child.

*State governments by notification in Official Gazette constitute CWC in every district.

The case will then be put before a Special Court.

The Special Court shall have all the powers of a Court of Session.

The evidence of the child shall be recorded within 30 days.

The trial & disposal of the case, as far as possible, should take place within a period of one year from the date of taking cognizance.

INDICATORS OF ABUSE

* Behavioural Indicators

- Regression in behaviour, school performance or attaining developmental milestones
- Acute traumatic response such as clingy behaviour and irritability in young children
- Sleep disturbances

- Eating disorders
- Problems at school
- Depression
- Social problems, Poor self-esteem
- Inappropriate sexualized behaviours

*** Physical Indicators**

- ▶ Unexplained genital injury
- ▶ Inflammation of the vagina
- ▶ Vaginal or penile discharge
- ▶ Bedwetting and fecal soiling beyond the usual age
- ▶ Anal complaints (e.g. fissures, pain, bleeding)
- ▶ Pain on urination
- ▶ Urinary tract infection
- ▶ Sexually Transmitted Infections
- ▶ Pregnancy/Presence of sperm (parents/teachers)

S.No	Statements	Yes/No	Remarks
1	Does the school have a grievance committee on Child Sexual Abuse (CSA)?		
2	All teaching, non-teaching, contractual and other staff is sensitized on the CSA committee and child laws.		
3	All teaching and non-teaching staff is specifically trained to be alert to signs and indicators of child abuse		
4	Are parents and students sensitized from time to time on the Child Protection Policy/ Guidelines/ child laws and reporting Mechanisms?		
5	Is there a recruitment and verification protocol and procedure in place for teaching, non-teaching, contractual, voluntary and other staff, before they are allowed to work with the children?		
6	Is there a clearly laid out procedure and line of reporting for teachers and other members of the staff to be followed, in the event of a child abused by teaching or non-teaching staff or anyone else connected with the school?		
7	Does the school undertake on-going training for teaching and key non-teaching personnel on protection of child rights, child safety and child development, child abuse and related issues?		

