



शिक्षा मंत्रालय
MINISTRY OF
EDUCATION

PM SHRI SCHOOLS

FRAMEWORK ON SCHOOL TRANSFORMATION



Part 2

Implementation and Programmatic Guidelines

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Ministry of Education
Government of India

A. About the PM SHRI Guiding Framework

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

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

Outline of the Guiding Framework

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

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

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

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

Purpose of the Framework

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

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

- a. It acts as a reference for suggestive actions that may be undertaken by schools to achieve school transformation
- b. It acts as a practical guide to aid the implementation for concepts that may be novel to some users
- c. It acts as a reinforcement of methods that users are already familiar with

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

B. Introduction to PM SHRI Schools

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

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

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

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

C. Aims and Objectives

- i. The selected schools will help showcase the implementation of the National Education Policy 2020 and emerge as exemplar schools over a period of time.
- ii. This initiative is intended to prepare more than 14,500 exemplar schools in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students.
- iii. These schools will provide leadership in their respective regions in providing high-quality education in an equitable, inclusive and joyful school environment that takes care of the diverse background, multilingual needs, and different academic abilities of children and makes them active participants in their own learning process as per the vision of NEP 2020.
- iv. These schools aim to nurture students in a way that they become engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by the National Education Policy 2020.
- v. The aim of these schools will not only be cognitive development, but also to create holistic and well-rounded individuals equipped with key 21st century skills.
- vi. Pedagogy adopted in these schools will be more experiential, holistic, integrated, play/toy-based (particularly, in the foundational years) inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and, enjoyable.
- vii. Focus will be on the learning outcomes of every child in every grade – with continuous formative assessment of Quantitative, Verbal & Logical Reasoning Skills. Assessment at all levels will be based on conceptual understanding and application of knowledge to real life situations and will be competency-based. Skill-Based Aptitude Test (SBAT) will be introduced for vocational education.
- viii. Assessment of the resources available and their effectiveness will be done in terms of availability, adequacy, appropriateness, and utilisation for each of the domains and their key performance indicators will be done and gaps will be filled in a systematic and planned manner.

- ix. Linkage with Sector Skill Councils and local industry for enhancing employability and providing better employment opportunities.
- x. These schools will be developed as Green Schools incorporating environment friendly aspects like energy efficient using solar panels and LED lightings, nutrition gardens with natural farming, waste management, plastic-free, water conservation and harvesting, study of traditions/practises related to protection of the environment, climate change related hackathons and awareness generation to incorporate organic lifestyle.
- xi. Efforts to be made to involve community and alumni in volunteer efforts for enhancing learning by providing at schools: one-on-one tutoring; the teaching of literacy and holding of extra help sessions; teaching support and guidance for educators; career guidance and mentoring to students.
- xii. The dignity of the school as an institution would be restored and important dates, such as the foundation day of the school, will be celebrated along with the community and the list of important alumni may be displayed and honoured. Furthermore, the un-utilized capacity of school infrastructure could be used to promote social, intellectual, and volunteer activities for the community and to promote social cohesion during non-teaching / schooling hours and may be used as a "Samajik Chetna Kendra"
- xiii. It is also aimed to achieve universal participation in the school of neighbourhood children by carefully tracking the enrolment of students, as well as their learning levels, in order to ensure that they (a) are enrolled in and attending school, and (b) have suitable opportunities to catch up and re-enter school in case they have fallen behind or dropped out.
- xiv. For providing equitable and quality education from the Foundational Stage through Grade 12 to all children up to the age of 18, suitable facilitating systems shall be put in place.
- xv. These schools are expected to emerge as leaders in education and will offer guidance to neighbourhood schools to achieve the benchmarks of PM SHRI schools over time.
- xvi. These schools will be aligned with the requirements for the emerging economy as per Industrial Revolution 4.0.
- xvii. Regular visits in the PM SHRI Schools by other schools in the district/block/cluster or nearby sub-locality will be encouraged to motivate them to adopt the interventions and become exemplar schools themselves

PART II

IMPLEMENTATION AND PROGRAMMATIC GUIDELINES



Table of Contents	
Particulars	Pg no
About the PM SHRI Guiding Framework	1
Introduction to PM SHRI Schools	3
Aims and Objectives of PM SHRI Schools	4
Programmatic and Financial Norms of PM SHRI Schools	9
Pillar 1: Curriculum, Pedagogy and Assessment	9
Support at Pre-school Education/Balvatika (ECCE)	9
Teaching Learning Materials for implementation of Innovative pedagogies	11
Learning Enhancement Programme (LEP)/Remedial teaching	13
Competency Based Assessment	15
Holistic Report card for Students	17
School Readiness module in all class 1 schools	18
Teacher Resource Material/Activity Handbook	20
Rashtriya Avishkar Abhiyan (RAA)	21
Introduction of Vocational Education at Secondary and Senior Secondary	23
Library	26
Sports and Physical Education	27
Innovation	29
Pillar 2: Access Infrastructure - Adequacy, Functionality, Aesthetics and Safety	33
Residential Schools/ Hostels (Existing)	33
Strengthening of Existing Schools	35
Green School	37
Digital Library	40
ICT and Digital Initiatives	41
Annual School Grant	43
Transport/ Escort Facility	45
Free Uniforms and Textbooks	47
Pillar 3: Human Resources and School Leadership	49
Capacity Building through DIETs	49
Pillar 4: Inclusive Practices and Gender Equity	51
Provision for children with special needs (CWSN)	51
Self Defence training for girls and Special Equity Projects	54

Pillar 5: Management, Monitoring & Governance	56
Child Tracking	56
Pillar 6: Beneficiary Satisfaction	57
Community Participation including training of SMC/SMDC	58
Resources	60

So far, we have covered introduction to PM SHRI schools, the selection methodology and the pillars of the PM SHRI schools, i.e. Curriculum, Pedagogy and Assessment; Access and Infrastructure (Adequacy, Functionality, Aesthetics and Safety); Human Resources and School Leadership; Inclusive Practices and Gender Equity; Management, Monitoring and Governance, and Beneficiary Satisfaction. The section explained how transformations across these pillars can be brought to life within the school environment. The next part covers the programmatic and financial norms that may be followed across these pillars.

Programmatic and Financial Norms of PM SHRI Schools

Programmatic and Financial Norms of PM SHRI Schools are provided for the interventions under six pillars. It is to be noted that these Programmatic and Financial Norms is an evolving document, which can be modified/changed as per State/UT/KVS/NVS requirements and local context. Ministry/ Governing Council (GC) will have the flexibility to create any interventions and increase/decrease any norms in the scheme within the approved financial outlay at Program Approval Board (PAB) stage.

Pillar 1: Curriculum, Pedagogy and Assessment

The PM SHRI schools should act as a network of exemplar schools that will demonstrate excellence and act as belief, practises and knowledge centres for the entire learning ecosystem. Instead of focusing on rote memorisation, the learning environment should equip students with agency and a sense of purpose, and the competencies they need, to shape their own lives and contribute to the lives of others. In these schools teaching and learning should be conducted more interactively, questions should be encouraged, and classroom sessions should regularly contain more fun, creative, collaborative, and exploratory activities for students for deeper and more experiential learning. To achieve excellence in Curriculum, Pedagogy and Assessment, following are the suggestive norms and activities that can guide schools to accomplish the task at hand. To form a deeper understanding about Curriculum, Pedagogy and Assessment, refer to part 1 chapter 1 of the framework.

a. Support at Pre-school Education/Balvatika (ECCE)

Proposed Norms:	
Programmatic Norms	<ul style="list-style-type: none">Co-location of Anganwadis in Primary Schools.Introduction of I year of Balvatika in existing primary schools would be given priority as per (NEP Para 1.6).Requirement of additional Classrooms (ACR), Toilets, Drinking water facility etc. will be provided under the strengthening component for starting Balvatika/pre-primary classes.
Financial Norms	<ul style="list-style-type: none">Recurring grant including manpower deployment and other teaching learning aids/ materials of up to ₹ 2.00 lakh per school per annum for Balvatika/pre-primary sections.Additional support of ₹ 1.5 lakh may be provided depending upon the

requirement as per State specific proposal submitted to PAB.

- Provision of up to ₹ 500/ per child for Teaching Learning Materials, indigenous toys and games, play based activities per annum for pre-primary sections in Govt. Schools.
- Non-recurring grant of up to ₹ 3.00 lakh per school for Bala Features, Child friendly furniture, outdoor play materials etc. for pre-primary sections in Govt. Schools and co-located Anganwadis (one time grant).
- **In Kendriya Vidyalaya Non-recurring grant will be funded by Kendriya Vidyalaya budget itself and only recurring grant will be funded by PM SHRI Funds.**

Suggestive Action Items

1. Adequate facilities for drinking water, separate toilets for boys and girls may be made available at Balvatika. Provisions of toilets should be student's size and age appropriate.
2. The Balvatika may have student size appropriate furniture like chairs, tables, desks, benches, bookshelves, closets, cabinets, racks, beds, etc. The furniture should be as colourful as possible.
3. A grid could be painted on classroom floors. This is to identify numbers and students can also skip or jump to identify the same clan numbers.
4. Blackboards could be stretched across the length of the classroom's four walls and replace the traditional blackboard. These boards could also take into consideration the height of the students. On one wall, calendars could be painted with a black grid wherein children can perform their activities. The border along the calendar could also be used to depict the seasons.
5. Schools may arrange for a child zones/learning corners that allows students to pick from a range of carefully picked educational indigenous toys, making learning systematic and fun.
6. Love for reading could be developed in students through interesting, colourful books, narratives and interactive discussions. The library hour can be made more interesting with story-telling sessions
7. Children could be urged to play outside that keeps them fit, and at the same time help with gross motor skills and hand-eye coordination as well. Swings can also be placed in that space for students to enjoy with their peers.
8. Schools could appoint 1 or 2 teachers based on the student number along with one attendant who performs general cleaning of the premises and provides help to the teacher in taking care of the needs of the students.

9. Special provisions in access to the classroom, furniture, accessible infrastructure, classroom resources, books in accessible formats and play toys may be made for students with disabilities.
10. Health check-ups or vaccination drives may be organised for students in collaboration with local government hospitals. Records may be maintained for the same.

The above-mentioned activities are only suggestive in nature, schools can design/ plan activities based on context or specific needs of the states.

Standards

- i. School has 1-3 years of Balavatika for 3–6-year-olds integrated as pre-primary sections
- ii. Variety of TLM in local language is made available
- iii. School Fosters mother tongue/home language/regional language & Teachers nurture the development and maintenance of peer bonding through class language diversity
- iv. School has adopted innovative Toy-based/ play-based/activity-based pedagogy for all five years of foundational stage
- v. School conducts observation-based assessment in grades 1-2, to ensure progress of each child.
- vi. School monitors FLN activities very closely to ensure all children reaching grade 3 acquire foundational skills of literacy and numeracy
- vii. Exchange visits of Teachers and Students are held for an enriching and learning experience

b. Teaching Learning Materials for implementation of Innovative pedagogies

Proposed Norms:

Programmatic Norms

- **Core TLM** i.e. teaching learning materials aligned to learning outcomes- in all languages, including mother tongue/home languages/local languages, Indian Sign Language (ISL) for language and mathematics.
- **Supplementary graded material:** will be provided to children to enhance the learning levels in reading, comprehension and numeracy, such as, Worksheets, workbooks, quizzes, etc.
- **Supplementary TLM:** for acquiring various skills and competencies in cognitive as well as other domains: Toys, Puzzles, puppets, games, board games, Story books, anecdotes, jokes, local rhymes, local folk songs/lore, art and craft, online access, etc.

	<ul style="list-style-type: none"> Focus will be on promoting experiential learning such as art integrated and sports integrated education, use of toy-based pedagogy, etc.
Financial Norms	<ul style="list-style-type: none"> Provision of up to ₹ 500 per child per annum up to primary level as per state specific action plan. 50 % of this provision may be for school/teacher level activities. This intervention would be available for all students from Class I to V.

Suggestive Action Items

1. Schools may encourage teachers to use visuals in the classroom via infographics that use large images to reinforce key concepts and colours that stimulate mental activity.
2. Scent can have a strong effect on learning and overall memory. Incorporating nature trips can be effective in learning, not only for word/term association but for calming effects as well.
3. Schools may ensure the availability of building block play areas. Traditional building toys such as building blocks, jigsaw puzzles and playing with geometrical shapes make the brain more adept at understanding mathematics.
4. The children of classes I and II may be left with the material to experiment and express on subjects and situations they observe around them. Class III onwards they can be given simple topics related to their day to day life and immediate environment which also covers their curriculum.
5. Books may be made available in the library and in the classroom to read and hence helping in improving reading level.
6. Core TLM may be made available to students and incorporated in daily lesson plans.
7. Worksheets and workbooks should be provided to students on a regular basis to check for understanding and practice.
8. Students can be involved in creating easy glove and hand puppets, stick puppets, and finger puppets that they might like to use as a prop during storytelling/creating and also during their play in interest areas. They may also be encouraged to use these puppets during dramatisation as it enhances communication and oral expression skills.
9. Indigenous toys and games, puppetry, art, stories, and poetry/songs, may be mapped to the curriculum and used in the classroom. Students could be asked to share an indigenous folk story with the classroom.
10. Students may be encouraged to visit different communities as part of cultural exchange programmes or identify indigenous settlements in their own city/town. Students may also visit places of historical and cultural significance, archaeological sites and learn about local

heroes.

The above-mentioned activities are only suggestive in nature, schools can design/ plan activities based on context or specific needs of the states.

Standards

- i. Variety of TLM in local language is made available
- ii. Teachers are empowered to adopt varied teaching learning approaches/pedagogies reflecting their understanding of the needs of the diverse students.
- iii. The school is using the explicitly defined competencies/Learning Outcomes for all classes
- iv. Teaching and learning in the school integrate use of technology for an enhanced experience.
- v. Peer learning is institutionalised
- vi. Innovative projects are undertaken in the school by teachers in new disciplines/topics, etc. in the areas of teaching and learning, TLM development, teacher capacity building, to bring qualitative improvement in school education

c. Learning Enhancement Programme (LEP)/Remedial teaching

Proposed Norms:

Programmatic Norms

- i. This programme will include following four areas:
 - a. **Classroom based interventions** focusing on enhancing the students' learning capacities – that is, activity-based and hands-on experiential/art-integrated/sport-integrated learning to acquire listed learning outcomes. Here, teachers are expected to record individual Student Academic Progress to be able to identify areas of improvement from time to time.
 - b. **Academic enrichment in classrooms** aimed at engaging students beyond classrooms through various interventions, such as, group research, group work, portfolios, presentations by students, debates, quizzes, library books, extra reading, project-work, etc.
 - c. **Individualised learning interventions** for children with special needs, and identified slow learners, especially with the help of special educators, therapists, peer learning, parental/volunteer involvement, etc.

	<p>d. Academic enrichment beyond classrooms - Topic-centered and Project-based Circles will be encouraged and supported at the levels of schools, both in online as well as offline mode. Examples include Science Circles, Math Circles, Music & Dance Performance Circles, Chess Circles, Poetry Circles, Language Circles, Drama Circles, Debate Circles, Sports Circles, Eco-Clubs, Photography clubs, Social-service clubs, Digital clubs, Heritage clubs, Literary clubs, Art clubs, Health & Well-being Clubs/ Yoga Clubs and so on.</p> <p>Note: Class-wise topics/circles may be formed to encourage students with singular interests and/or talents in the classroom by giving them supplementary enrichment material and guidance and encouragement for conducting various activities/deliberations to understand/comprehend the particular themes/topics/areas. (NEP 4.44)</p>
<p>Financial Norms</p>	<ul style="list-style-type: none"> ▫ Financial Support will be provided under School Specific project as per the allocation of flexi fund under quality subject to viable proposal. ▫ This intervention would be available for all students from Class I to XII.
<p>Suggestive Action Items</p>	
<ol style="list-style-type: none"> 1. Schools may adopt Activity-Based Learning (ABL) or Teaching at the Right Level (TaRL) approaches to design appropriate LEPs, wherein students may be seated in small groups, carrying out independent learning through activities supported by teachers and peers. 2. Schools may support the teachers in designing appropriate Teaching Learning Materials (TLMs) to support the programmatic process, and encourage teachers to use locally relevant TLMs. 3. Schools may adopt the methodology of "Assessment Informed Instruction" wherein weekly formative assessments are conducted to identify student learning levels so that remediation may happen accordingly. 4. Schools may collaborate with DIETs to ensure that appropriate capacity building and material development orientation training sessions are conducted with teachers to equip them for implementing LEPs. <p>The above-mentioned activities are only suggestive in nature, schools can design/ plan activities based on context or specific needs of the states.</p>	
<p>Standards</p>	

- i. Teachers guide students for acquiring critical thinking, creativity, problem-solving skills along with design thinking skills, to enable them to come out with solutions for various socio-economic-technological-sectoral challenges
- ii. Learners are adept at 21st Century Media skills of Information literacy, Media Literacy and Technology Literacy
- iii. School fosters citizenship skills and constitutional values, and knowledge and understanding of one's responsibility towards Fundamental Duties
- iv. School integrates Knowledge of India, throughout the curriculum at all stages, wherever relevant
- v. School ensures awareness and understanding of current affairs and knowledge of critical issues facing local communities, States, the country, and the world.
- vi. The school fosters values through a climate of care, compassion, and respect; welcomes diversity and creates a culture of pride for the school amongst the stakeholders.
- vii. School ensures that classroom transactions include knowledge of heritage, civilizational ethos and culture of India and encourages students to be conscious of duties towards society, living beings and the nature
- viii. Teachers use multiple modes of assessment to assess the performance of the students. Continuous formative assessments are conducted in these multiple modes that does not rely only on pen-paper format of assessment.
- ix. Peer and self-assessment techniques are understood and integrated.
- x. Competencies/Learning Outcomes are used as check points to assess student & learning through initiatives such as Rashtriya Avishkar Abhiyan for making learning of Science and Mathematics a joyful and meaningful activities etc.
- xi. Holistic Progress Card (designed by SCERT) is prepared for each child. The school ensures all students achieve and progress on their developmental continuum.
- xii. The school ensures attendance of its students.

d. Competency Based Assessment

Proposed Norms:	
Programmatic Norms	<ul style="list-style-type: none"> ▫ Pedagogy and assessment adopted in these schools will be more experiential, holistic and competency based. ▫ Focus will be on learning outcomes of every child in every grade – Assessment of Quantitative, Verbal & Logical Reasoning Skills. ▫ Assessment at all levels will be based on conceptual understanding and

	application of knowledge to real life situations and will be competency-based.
Financial Norms	• Provision of up to ₹ 25,000 per school
Suggestive Action Items	
<ol style="list-style-type: none"> 1. Teachers may interview each student on projects or activities that they have been involved in to ensure that further learning has taken place after conducting the activity and that the students can link new knowledge with what they have learnt in the class. The interview, if conducted imaginatively, could be very brief but at the same time will give proof of the student's own research and presentation. 2. Quizzing may be a group activity led by the teacher or a learner-led. The class can be divided into small groups of 3 to 4 students each and the groups can prepare 10 quiz questions each for the rest of the class to answer. 3. Students could be asked to do analysis of a given text, not taken from the textbook, or of a newspaper article related to the topic at hand. This is to ensure the conceptual clarity, analytical skills and understanding of interlinked issues. 4. Through case studies, a problem is presented as a real-life case and then students discuss possible solutions. The case may be related to the topic under study. It might require the student to do additional research, as cases must normally not be taken from textbooks. This is also a very learner-centric form of assessment. 5. Schools may prepare their own rubrics for self-assessment. Through this assessment student could be able to understand the gaps in their understanding through this non-threatening method and also set goals for themselves. 6. Peer Assessment may be promoted to provide a wide range of feedback to the student from different perspectives, sometimes unexpected ones too. This helps develop skills of collaboration and taking criticism positively and constructively. 7. Students should be encouraged to develop a portfolio of documents representing academic work and any other evidence of academic work done over the academic semester/year, which individual learners can assemble over a period of time and systematically display. Students can maintain portfolios in physical form or as e-portfolio or a combination of the two, but in an illustrative way. It may include journals, project work, class work etc. 8. When students enter the classroom, the teacher may give them a card. The Entry cards may ask them to use their prior knowledge so the teacher has an idea of what students already know before entering the new lesson. 9. Exit cards should be used as a quick assessment tool to collect feedback about a lesson 	

from students. These are meant to check for student understanding at the end of class.

The above-mentioned activities are only suggestive in nature, schools can design/ plan activities based on context or specific needs of the states.

Standards

- i. Teachers use multiple modes of assessment to assess the performance of the students. Continuous formative assessments are conducted in these multiple modes that does not rely only on pen-paper format of assessment.
- ii. School conducts observation-based assessment in grades 1-2, to ensure progress of each child.
- iii. Peer Learning is Institutionalised
- iv. Peer and self-assessment techniques are understood and integrated.
- v. Competencies/Learning Outcomes are used as check points to assess student & learning through initiatives such as Rashtriya Avishkar Abhiyan for making learning of Science and Mathematics a joyful and meaningful activities etc.
- vi. Holistic Progress Card (designed by SCERT) is prepared for each child. The school ensures all students achieve and progress on their developmental continuum.
- vii. The school provides barrier free access in terms of teaching and assessment to Divyang.
- viii. Post NAS Activities undertaken based on NAS District Report card

e. Holistic Report card for Students

Proposed Norms:	
Programmatic Norms	<ul style="list-style-type: none"> • Holistic, 360-degree, multi-dimensional report showing progress/ uniqueness of each learner in the cognitive, affective, and psychomotor domains. • AI-based software would be developed and used by students to help track their growth through their school years (NEP Para 4.35). • DIETs will conduct the orientation on HPC for teachers and also conduct programmes for creating awareness among the parents and community.
Financial Norms	<ul style="list-style-type: none"> • Provision of ₹ 20 per student for all children (Including ₹ 5.00 at the state level for development of format for HPC).
Suggestive Action Items	

1. HPC may include the assessment that includes the intellectual/cognitive, affective/emotional, social, and psycho-motor/physical dimensions. It should also include an assessment of values, learning skills, such as critical thinking, creativity, collaboration, problem-solving, etc. and life skills, such as courage, self-awareness, self-control, decision-making, etc.
2. The learning assessment may be based on multiple tools/methods, for example, group work, project work, in-class assessment, tests and quizzes, etc. and an overall portfolio of work.
3. The overall assessment may be done by the teachers and could include feedback from various sources, including self-assessment, peer assessment and parent feedback.
4. HPC may reflect sports and art education to ensure that from the foundational stage onwards they have an equal place in the school curriculum for the overall growth of the child.
5. HPC may include descriptive components that are not evaluative in nature such as social emotional wellbeing.
6. HPC may be presented in an attractive, simple and readable manner, accounting for the educational background of parents/guardians.
7. The progress of all students may be reported at least annually to parents/guardians through the HPC, which should be shared in printed form or preferably e-form. This should be on the basis of, and for, all the dimensions of learning and development as articulated and aimed for in the curricular goals.

The above-mentioned activities are only suggestive in nature, schools can design/ plan activities based on context or specific needs of the states.

Standards

- i. Holistic Progress Card (designed by SCERT) is prepared for each child. The school ensures all students achieve and progress on their developmental continuum
- ii. Peer Learning is Institutionalised
- iii. Peer and self-assessment techniques are understood and integrated

f. School Readiness module in all class 1 schools

Proposed Norms:

Programmatic Norms

- An interim 3-month play-based-school readiness/ preparation module - for all students who enter Grade 1 which should include monthly assessment framework, three in number (NEP Para 2.5).

Suggestive Action Items

1. Modules on school readiness including the competency of Pre-primary and some initial components of grade 1 could be prepared by the teachers.
2. Activity-based approach for teaching may be adopted, incorporating the BALA infrastructure into the teaching-learning process.
3. The modules may consist of the activities and workbooks around the learning of alphabets, sounds, words, colours, shapes, and numbers, and involving collaborations with peers and parents.
4. More focus may be on joyful and experiential learning through art, stories, poetry, rhymes, games, toys, songs, or activity-based in-Home Language/Mother tongue focusing on rich local traditions. (Integrating art, sport, ICT, storytelling, toys, games, puzzles, etc.).
5. Print rich classroom environments could be created in the form of word walls, story books, posters to assist in development of print awareness and literacy skills.
6. Indigenous/ locally available material may be used which is low cost or no-cost and easily accessible. Make sure children can manipulate the material and have safe accessibility to the material and other resources.
7. The grading system may be adopted for improving the competency and skill of the child rather than detaining the child in the same class.
8. Classroom transactions may be based on Lesson Plans integrating real-life situations keeping in view inter/multidisciplinary learning for the student to be able to attain competency in each area.
9. Observational assessments may be designed in a way that captures the proficiency of students at three levels- low, medium and high. It could be made fun and engaging and to be held at regular intervals.
10. Training/workshops may be organised for the teachers to develop the school readiness module in alignment with the needs of grade 1.

The above-mentioned activities are only suggestive in nature, schools can design/ plan activities based on context or specific needs of the states.

Standards

- i. School has 1-3 years of Balavatika for 3-6 year olds integrated as pre-primary sections
- ii. The school admission policy and process is non-discriminatory, rational, transparent and in consonance with prevalent guidelines and RTE Act guidelines and norms
- iii. School fosters mother tongue/home language/regional language & Teachers are nurturing development and maintenance of relationships

g. Teacher Resource Material/Activity Handbook

Proposed Norms:	
Programmatic Norms	<ul style="list-style-type: none"> ▫ Provision of Teacher Manuals, Activity Handbooks, resource materials for teachers to align their innovative pedagogies with learning outcomes and grade level competencies. ▫ Preparation of No-cost, Low-Cost, Do It Yourself (DIY) type TLM by school teachers.
Financial Norms	<p>Provision for:</p> <ul style="list-style-type: none"> ▫ Up to ₹ 200 per teacher teaching at Primary/Upper primary level. Additional support of Up to ₹ 150 may be provided depending upon the requirement as per State specific proposal submitted to PAB. ▫ Up to ₹ 200 per teacher teaching at Secondary/Senior Secondary level. Additional support of Up to ₹ 300 may be provided depending upon the requirement as per State specific proposal submitted to PAB.
Suggestive Action Items	
<ol style="list-style-type: none"> 1. Seminars or workshops could be organised to create teacher resources like manuals, handbooks etc handbook in languages spoken by students in school. 2. Subject specific "Community of Practice" of teachers could be formed to share the best practices and also share subject specific challenges. 3. Teacher Resource material could be made available in school libraries and could be accessed whenever required 4. Collaboration with nearby DIET institutions could be arranged in creating the teaching resource material. 5. The quality of the teaching materials could be ensured and they should be upgraded at continuous intervals. 6. Every teacher in the school could be using these resource materials to align their innovative pedagogies with learning outcomes and grade level competencies. 7. Best practices or materials could be shared with SCERT so that other schools can also be benefitted from them. <p>The above-mentioned activities are only suggestive in nature, schools can design/ plan activities based on context or specific needs of the states.</p>	

Standards	
i.	Teachers are empowered to adopt varied teaching learning approaches/pedagogies reflecting their understanding of the needs of the diverse students
ii.	Teaching and learning in the school integrate use of technology for an enhanced experience
iii.	Learners are adept at 21st Century Media skills of Information literacy, Media Literacy and Technology Literacy
iv.	Ensure availability of seamless internet connection to access the resources & contents

h. Rashtriya Avishkar Abhiyan (RAA)

Proposed Norms:	
Programmatic Norms	<p>To promote Science and Maths learning at upper primary to Senior Secondary (for classes VI to XII) as per the guidelines of RAA in order to inculcate the following:</p> <ul style="list-style-type: none"> • Mathematics and computational thinking will be given increased emphasis throughout the school years, starting with the foundational stage, through a variety of innovative methods, including the regular use of puzzles and games that make mathematical thinking more enjoyable and engaging. • To promote Science and Maths learning at upper primary to Senior Secondary (for classes VI to XII) as per the guidelines of RAA in order to inculcate the following: Scientific temper and evidence-based thinking; creativity and innovativeness (NEP para 4.23) • Capacity building of maths teachers for promoting the study of joyful mathematics related to real-life experiences and mathematical thinking involving artificial intelligence, machine learning, and data science, etc. (NEP Para 4.25). • Mentoring will be done by higher educational institutions.
Financial Norms	<p>Depends upon the school specific proposal which could include:</p> <ul style="list-style-type: none"> • Science and Maths kits upto @ ₹ 10,000 per kit (50 % of this provision may be for school/teacher level activities). • Topic-centered and Project-based Clubs and Circles including Science Circles and Math Circles having a total children of more than 25 upto @

	<p>₹ 5000 per circle.</p> <ul style="list-style-type: none"> • Exposure visits Up to @ ₹ 500 per student or as per action plan submitted by the State/UT in the PAB. • Mentoring by Eminent Experts @ Up to ₹ 10,000 (Upto ₹ 5,000 for National & Up to ₹ 10,000 for International Experts).
Suggestive Action Items	
<ol style="list-style-type: none"> 1. Planned visits to Science Museums and Innovation hubs under mentorship of Higher Education Institutions/ UG or PG Students of Engineering or Science / Mathematics students could be organised. 2. Science fairs and Mathematics Melas could be organised in the school where students can display their experiments/innovations/models. 3. Science and Mathematics clubs/circles could be established in the school and should be provided with kits to understand the concepts better. 4. School libraries could be enriched with books for teachers and students to sustain interest in Science, Mathematics and Technology. 5. Students could be encouraged to develop a research project in teams or individually that could be sponsored by the school. 6. Seminars/webinar or workshop could be organised with National or International Experts in the field of Mathematics and Science 7. Students could be encouraged to write Science communication articles in local media based on self- observation, experience and analysis. 8. Community-Scientist interactions could be held at certain intervals using TV, Radio and other technologies to sensitise parents and society on Science and Mathematics education. <p>The above-mentioned activities are only suggestive in nature, schools can design/ plan activities based on context or specific needs of the states.</p>	
Standards	
<ol style="list-style-type: none"> i. Competencies/Learning Outcomes are used as check points to assess learning; Rashtriya Avishkar Abhiyan is integrated for making learning of Science and Mathematics a joyful and meaningful activity. ii. Competencies/Learning outcomes are used to assess progress in conceptual clarity and application of knowledge to real-life situations, rather than on information in textbook chapters and topics. iii. Students have developed science and mathematics projects with a focus on learning 	

through real life situations.

- iv. School has active science and mathematics clubs/circles from Preparatory to Secondary levels
- v. Laboratories are available to support learning activities in the areas of Science, Maths, etc
- vi. School regularly participates in district/state/national level activities/Hackathons, etc. related to science and mathematics

i. Introduction of Vocational Education at Secondary and Senior Secondary

Proposed Norms:	
Programmatic Norms	<ul style="list-style-type: none">• Vocational Education to be introduced as an integral part of general education at Secondary and Senior Secondary level. The vocational subjects are to be introduced as an additional/mandatory subject at the secondary level and as compulsory (elective) at the Senior Secondary level.• Vocational education will be integrated in the educational offerings of all secondary schools in a phased manner over the next decade. Skill labs will also be set up and created in the schools in a hub and spoke model which will allow other schools to use the facility (NEP Para 16.5).• Induction Training of up to 10 days and In-service training of up to 05 days for Teachers/Skill Trainers including re-training of existing vocational trainers in DIETs/SCERT/NCERT / PSSCIVE in relevant job roles.• Vocational interventions & enhancing internship / entrepreneurship opportunities with local industry through internships and developing tie-ups for apprenticeships.• Skill Based Aptitude Test (SBAT) will be introduced.• Children will be encouraged to intern with local retailers, artisans and other informal micro-enterprises along with opportunities related to development of state of art knowledge and futuristic technologies such as- IT, Artificial Intelligence, Machine Learning, 3-D printing, IOT, technology, Data Analytic, Space Technology, Business Intelligence, Augmented Reality/ Virtual Reality, Cyber Security, Data Science, Robotics etc.• School will be aligned with the requirements for the emerging economy

	<p>as per Industrial Revolution 4.0.</p> <ul style="list-style-type: none"> ▫ Promotion of linkages with Sector Skill Council.
<p>Financial Norms</p>	<p>Non-Recurring for Tools/ Equipment</p> <ul style="list-style-type: none"> ▫ Up to ₹ 5.00 lakh per school per Job Role (One-time grant). <p>Recurring</p> <ul style="list-style-type: none"> ▫ Cost of Assessment and Certification upto @ ₹ 600/- per student for Class X and XII. ▫ For schools serving other schools in the vicinity under the Hub and Spoke Model, an additional amount upto ₹ 5.00 lakh per spoke school will be provided to the Hub schools where the lab has been established, to meet the additional costs of incentive to trainers/additional trainers/raw material, on the job training etc. ▫ Construction of Workshop/laboratory cum Class room @ State Schedule of Rate (SSOR) as per requirement of States/UTs for schools serving as hub for vocational education. ▫ Wherever available, ITI may be used as Hubs. ▫ For transportation of students from spoke schools to Hub School, upto ₹ 3,000 per student per annum may be provided to spoke schools. ▫ Induction Training of 10 days and In-service training of 05 days for Teachers/Skill Trainers including re-training of existing vocational trainers in relevant job roles @ ₹ 300-500 per day per trainee. ▫ As per job roles suggested by PSSCIVE, the focus should be on setting up 'industry like' and 'industry ready' labs/ workshops.
<p>Suggestive Action Items</p>	
<ol style="list-style-type: none"> 1. 'LokVidya', i.e., important vocational knowledge developed in India, could be made accessible to students through integration into vocational education courses. 2. Vocational interventions & internship/entrepreneurship opportunities with local industry could be developed for apprenticeships. A close connection with industry, business and services could be ensured and courses/curriculum should be developed accordingly. 3. For children enrolled in vocational education, students could be encouraged to intern with local retailers, artisans and other informal micro-enterprises 4. Mapping of skills with developmental projects/ nearby industry could be done to ensure the employability of the students. 	

5. Convergence with MSDE could happen regularly for ongoing schemes, skill initiatives, financial benefits, incentives, scholarships etc on skill development. Modules and technology through the SSC eco-system of NSDC could also be included.
6. The existing infrastructure of schools, ITIs and Polytechnics could be used to ensure optimum utilization, not only for school going children but also for out-of-school children.
7. Students could be provided training modules, preferably in the online mode/blended mode for courses in entrepreneurship, soft skills such as communication skills, courses on digital and financial literacy, entrepreneurship etc. as a part of the vocationalisation of education.
8. Annual fairs could be organised in schools where students set up their stalls and get real-world market experience.

The above-mentioned activities are only suggestive in nature, schools can design/ plan activities based on context or specific needs of the states.

Standards

- i. The School Vocational Education Programme is aimed at developing employability and entrepreneurial skills in the students.
- ii. The school ensures mandatory digital, financial, communication, citizenship and health literacy to all students in a grade-appropriate manner
- iii. School provides internship / bagless days/ entrepreneurship opportunities with local industry through internships.
- iv. The school has a Life Skills development program focussing on thinking, social and emotional skills.
- v. School Provides opportunities related to development of state of art knowledge and futuristic technologies such as- IT, Tinkering labs, Artificial Intelligence, Machine Learning, 3-D printing, IOT, technology, Data Analytic, Space Technology, Business Intelligence, Augmented Reality/ Virtual Reality, Cyber Security, Data Science, Robotics etc. to students.
- vi. School promotes local "Lok Vidya" by exposing learners to its practical as well as theoretical aspects.
- vii. The school provides ample opportunities for Art Education to every learner in any of its areas or combination of areas, (such as – art and painting, dance, music, literature and poetry, theatre, graphic designing, animation, etc.) with the help of teachers/local artists/parents/joint topic circles or clubs with neighbourhood schools/online classes, etc.

j. Library

Proposed Norms:	
Programmatic Norms	<ul style="list-style-type: none"> ▫ In order to complement the activities under Foundational Literacy and Numeracy and inculcate reading habits among students of all ages, strengthening of school libraries including purchase of books, newspapers, magazines, etc. ▫ Must involve elements of community contribution. ▫ Enjoyable and inspirational books for students at all levels will be developed, including through high-quality translation (technology assisted as needed) in all local and Indian languages, braille and books in accessible formats for CwSN.
Financial Norms	<ul style="list-style-type: none"> ▫ Provision for library grant as per the following: <ul style="list-style-type: none"> a. Up to ₹ 5,000 for schools up to Primary level . b. Up to ₹ 13,000 for schools up to upper primary. c. Up to @ ₹ 15,000/- for Secondary schools. d. Up to ₹ 20,000/- for Senior Secondary schools. ▫ Additional support may be provided for library as per State/UT specific plans submitted to PAB. ▫ These grants will be provided on the basis of progress/utilization of previous years. ▫ These grants will be available on an annual basis.
Suggestive Action Items	
<ol style="list-style-type: none"> 1. The library could be located in an area of maximum accessibility to the students and teachers and should be strategically placed in a quiet area free from excessive noise with good ventilation and ample daylight in the library room. 2. There could be space maintained for computer workstations, displays (shelves/ tables/ stands) and a library circulation counter. The library could be appropriately designed to meet the special needs of differently-abled library users. 3. The library could be made inviting and pleasing with comfortable furniture like chairs, reading tables, bookshelves, display rack etc. The wall and furniture could also be painted with attractive, non-reflective and eye/reading-friendly shades. 4. Library may have at least five books (other than textbooks) per student to maintain the appropriate ratio of total enrolled students in school to total number of library books in school. 	

5. Library resources could include books, fiction, non-fiction, reference books, encyclopaedia, periodicals, magazines, journals and newspapers in as many languages as possible. Books to help attain foundational literacy and numeracy could also be made available for primary grade students. Option of e-books may also be explored
6. A Book/ Periodical/ Multimedia Selection Sub-Committee may be formed by including the subject teachers as well as student representatives to get the books and other reading materials personally examined before their purchase.
7. Dedicated periods could be allotted for the library, especially in grades so that students can improve their oral reading fluency under the supervision of the teacher.
8. School libraries could be set up- particularly in convergence with other ministries/departments- to serve the community during non-school hours and book clubs may meet in public/school libraries to further facilitate and promote widespread reading.

The above-mentioned activities are only suggestive in nature, schools can design/ plan activities based on context or specific needs of the states.

Standards

- i. School Fosters mother tongue/home language/regional language & Teachers nurture the development and maintenance of peer bonding through class language diversity
- ii. The School Library facilitates effective delivery/implementation of its educational programmes. (Where an exclusive school library is not possible, the school has set up or has access to community/institutional libraries in the neighbourhood and/or to libraries in convergence with the provisions of other departments)
- iii. The school has sufficient classrooms that are conducive to learning, and school has planned for strengthening of existing school infrastructure within one academic session.

k. Sports and Physical Education

Proposed Norms:

Programmatic Norms

- The sports equipment will be provided under this component. Expenditure for meeting expenses on procuring sports equipment for indoor & outdoor games in convergence with the Department of Sports.
- In order to develop fitness as a lifelong skill and attitude, specific dedicated time to be allotted in the school time table for sports and physical education in accordance with para 4.6 of NEP.

<p>Financial Norms</p>	<ul style="list-style-type: none"> ▫ Non-Recurring: Up to ₹ 5 lakh for developing playground field, outdoor/indoor sports and games facilities (one time grant). ▫ Recurring: Up to ₹ 50,000 for Sports Equipment and additional facilities. ▫ Up to ₹ 1.00 lakh for engagement of Sports/Yoga Teacher/ Coaches. This grant may be provided from the first year itself. ▫ These grants will be provided on the basis of progress/utilization of previous years. ▫ These grants will be available on an annual basis.
<p>Suggestive Action Items</p>	
<ol style="list-style-type: none"> 1. School Leadership and Management may develop a detailed Physical Education development plan through the Physical Education Coordinator and a Committee composed of staff, parents and students. 2. Students may be provided with the opportunity to meet local sports persons in order to encourage and inspire them 3. The School Calendar could include an annual sports day to encourage the spirit of sports and healthy competition. Schools may also try to host sports events beyond the common sports games - such as sack run, obstacle course, capture the flag etc. 4. Schools may provide the scope for conducting before-and-after school sports programs such as physical activity clubs, intramural sports, interscholastic sports and physical activity clubs. Incorporate a range of physical activities for students to choose from. 5. Games and Sports, Adventure and Health and Fitness, Shramdaan (Volunteerism), - all these strands could be interwoven in the curriculum and opportunities should be provided to each student to participate in each activity <p>The above-mentioned activities are only suggestive in nature, schools can design/plan activities based on context or specific needs of the states.</p>	
<p>Standards</p>	
<ol style="list-style-type: none"> i. School has a Policy and a leadership by example for inculcating a lifelong habit and culture for Health, sports and fitness in Students ii. Indoor and/or outdoor sports/yoga facilities/equipment are available and support Divyang iii. The school provides Guidance, mentoring to gifted/talented children from diverse socio-economic backgrounds in the Area of Science, Mathematics, Technology, Arts, Sports etc iv. The School provides sports facilities, STEM opportunities, art education, vocational education, self-defence training, etc. to girls without discrimination and tracks their retention 	

and transition very closely

- v. All children in the school undergo annual health check ups
- vi. All children in the school are screened on PRASHASHT App (developed by NCERT for screening disabilities)

I. Innovation

Proposed Norms:	
Programmatic Norms	<p>Flexible funds for innovation (Up to Rs. 40% of a PM SHRI School proposal):</p> <ul style="list-style-type: none">• School Specific Projects to create and nurture holistic and well-rounded individuals equipped with key 21st century skills such as critical thinking, creativity, scientific temper, communication, collaboration, multilingualism, problem solving, ethics, social responsibility, and digital literacy.• Encourage 'Learning while doing' methodology in the education system with a shift from 'Book centered education' towards 'Work centered education'.• Counselling to be made available to support students in their concerns related to career guidance, mental health and emotional well-being.• Use of joyful and innovative pedagogy for teaching and learning of all subjects/topics in all grades.• Bagless days with internship with local craftsmen for exposure to vocational (NEP para 4.26).• Teaching Learning Materials support for Balvatika.• Publication of school magazine.• Integration of tradition/local knowledge/Lok-Vidya in teaching-learning.• Study of Indian knowledge system.• Every student may take a fun course, during Grades 6-8, that gives a survey and hands-on experience of a sampling of important vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, etc. as mapped by local skilling needs (NEP Para 4.26).• For enhancing internship/entrepreneurship opportunities with local industry through tie-ups for apprenticeships and other informal micro-

	<p>enterprises; Skill Based Aptitude Test (SBAT), raw materials, consumables, honorarium for experts/instructors, employability camps etc. as per State/UT specific proposal submitted to the PAB.</p> <ul style="list-style-type: none"> ▫ Holding of Science/Maths/Social Science exhibitions, provision of supplementary materials, conducting of NAS/SLAS, organizing of annual/sports days, celebrations of other days of national importance. <ul style="list-style-type: none"> - Holding of seminars/workshops/guest speakers talks, etc. - Undertaking trekking, nature walk, mountaineering or any other such activities. ▫ Additional support for Nutritional Garden/Herbal Garden as per State/UT specific proposal. ▫ Additional support for extracurricular activities such as Summer Camps, Drawing/Dance/Debate competitions, Bagless Days, etc. ▫ Additional support may be provided for library as per State/UT specific plans submitted to PAB. ▫ Setting up of Atal Tinkering Lab in PM SHRI schools in convergence with the scheme under NITI Aayog (https://aim.gov.in/Translation_ATL_June_20/English_ATL_Handbook.pdf). ▫ Coordination with Higher Educational Institutions or any other institutes to promote teaching-learning, sports, health and extra-curricular activities etc. ▫ Any other proposal/activities submitted by the School in the PAB as per the requirement for promotion of teaching learning practices, school safety, assessment, extra-curricular activities, etc.
<p>Financial Norms</p>	<p>As per school specific project including financial support for engagement of additional staff/PMU for financial/administrative support.</p> <ul style="list-style-type: none"> ▫ Support upto Rs. 1.00 lakh per school for Activities under Career Counselling/Guidance, Mental Health and Psychological Well-being, including for training of teachers and conducting workshops/seminars etc. ▫ Support upto Rs. 50,000 per school for organizing health camps/ identification camps for disabilities ▫ Setting up of Atal Tinkering Lab in PM SHRI schools in convergence with the scheme under NITI Aayog

(https://aim.gov.in/Translation_ATL_June_20/English_ATL_Handbook.pdf) or provision for the same @ Up to Rs 10 lakh for setting up and operation of ATL as per state/UT specific proposal.

Suggestive Action Items

1. In order to promote 21st century skills among students in PM SHRI schools, proposals for innovation may include skill-based Lesson Plans, training of teachers on the same, enhancing the integration of general education, IT skills and vocational education and skill-based workshops for students.
2. School level training could be organised for teachers on innovative pedagogies where they can learn to teach topics like shapes and symmetry, search for examples from across the world and be motivated to do it by learning the same by doing.
3. Digital devices and video resources could be used to support the analysis of a story, promoting thinking skills and discussion.
4. Children may be given periodic exposure to activities outside school through visits to places/monuments of historical, cultural and tourist importance, meeting local artists and craftsmen and visiting higher educational institutions in their village/Tehsil/District/State.
5. All students could be encouraged to participate in a 10-day bagless period sometime during Grades 6-8 where they intern with local vocational experts such as carpenters, gardeners, potters, artists, etc. However, Bagless days may be encouraged throughout the year for various types of enrichment activities involving arts, quizzes, sports, and vocational crafts.
6. Schools may conduct school self-evaluation and also third-party evaluation to identify areas which need more focus and devise strategies for improvement. School may also appoint finances and people to conduct these improvement projects.
7. Schools may collect data on key performance indicators laid down for various interventions. This may be analysed through a collaborative and participative approach to build ownership of all stakeholders towards the goal of achieving excellence.
8. Schools may ensure that the PRABANDH portal is constantly monitored since physical and financial monitoring will be conducted through the same
9. Schools may prepare a self-improvement plan which is aligned to the performance indicators/standards as detailed in the SQAF
10. Best Practices could be uploaded to the Shagun portal for sharing ideas and learning from one another.

The above-mentioned activities are only suggestive in nature, schools can design/plan activities

based on context or specific needs of the states.

Standards

- i. The school provides ample opportunities for Art Education to every learner in any one of its areas, or combination of areas, (such as – folk art, drawing and painting, dance, music, literature and poetry, theatre, graphic designing, animation, etc.) with the help of teachers/local artists/parents/joint topic circles or clubs with neighbourhood schools/online classes, etc.
- ii. Innovative projects are undertaken in the school by teachers in new disciplines/topics, etc. in the areas of teaching and learning, TLM development, teacher capacity building, to bring qualitative improvement in school education
- iii. School actively builds capacities for innovative pedagogies for its own teachers as well as advocates the same for teachers from neighbourhood schools
- iv. The school leaders promote innovation by introducing creative methods and techniques that equip students and the institution with 21st century skills
- v. Teachers guide students for acquiring critical thinking, creativity, problem-solving skills along with design thinking skills, to enable them to come out with solutions for various socio-economic-technological-sectoral challenges
- vi. Learners are adept at 21st Century Media skills of Information literacy, Media Literacy and Technology Literacy
- vii. Exchange visits of Teachers and Students are held for an enriching and learning experience
- viii. School provides opportunities related to development of state of art knowledge and futuristic technologies such as - IT, Tinkering labs, Artificial Intelligence, Machine Learning, 3-D printing, IOT, technology, Data Analytics, Space Technology, Business Intelligence, Augmented Reality/ Virtual Reality, Cyber Security, Data Science, Robotics etc. to students (Middle and Secondary level)
- ix. School provides internship / bagless days/ entrepreneurship opportunities with local industry through internships

Pillar 2: Access Infrastructure - Adequacy, Functionality, Aesthetics and Safety

As exemplar schools, PM SHRI schools should provide a learning atmosphere to every student where they can acquire maximum knowledge and skills to grow as a responsible individual. This will ensure that teachers and students, including children of all genders and children with disabilities, receive a safe, inclusive, and effective learning environment and are comfortable and inspired to teach and learn in their schools. This may be attained by upgrading and enlarging the schools that already exist, building additional quality schools in areas where they do not exist, and providing safe and practical conveyances, especially for the girl children, and/or hostels so that all children have the opportunity to attend a quality school of the appropriate level. To achieve excellence in Access Infrastructure - Adequacy, Functionality, Aesthetics and Safety Curriculum, following are the suggestive norms and activities that can guide schools to accomplish the task at hand. To form a deeper understanding about Access Infrastructure - Adequacy, Functionality, Aesthetics and Safety Curriculum, refer to part 1 chapter 2 of the framework.

a. Residential Schools/ Hostels (Existing)

Proposed Norms:	
Programmatic Norms	<ul style="list-style-type: none"> ▫ Support for reaching out to children in sparsely populated, or hilly and densely forested areas with difficult geographical terrain and border areas where opening a new primary or upper primary school and Secondary/Senior Secondary schools may not be viable (NEP para 3.2). ▫ Incinerator and Sanitary pad vending machines in all girls' hostels from funds provided.
Financial Norms	<ul style="list-style-type: none"> ▫ As per SSOR/CPWD Rates, whichever is lower. ▫ Fund under infrastructure should be around 30% of the overall state budget for PM SHRI schools. ▫ Recurring grant to KGBVs would be provided under Samagra Shiksha scheme as per KGBV norms. ▫ Non-Recurring grant to KGBVs for upgradation would be provided under Samagra Shikshascheme as per KGBV norms.
Suggestive Action Items	
<p>1. Residential schools/hostels could have proper accommodation facilities and barrier free access for students who live far away from school and students with disability respectively to reduce dropout rates and increase attendance rates.</p>	

2. The residential rooms may be equipped with rooms with adequate lighting, ventilation, beds, tables and chairs, almirah and cabinets, washrooms etc.
3. School could ensure a hostel mess to cater to all the nutritional needs of the students and include a balanced diet.
4. Security provisions could be in place for the safety of students.
5. Full time wardens may be employed to look after the needs of the students.
6. Facilities for outdoor and indoor games may be made available in the residential schools to help children spend their time exploring their interests in the most productive manner.
7. Schools may ensure adequate facilities for girls during their menstrual days, like availability of sanitary pads, hand washing soap and liquid, water and a dustbin for the disposal of the sanitary pad.
8. The hostel could follow the guidelines related to the safety of the children in schools contained in the following:
 - Ministry of Education Guidelines on School Safety and Security (2021) for fixing accountability of the School Management in the matter of Safety and Security of children studying in schools.
 - The guidelines issued by the Hon'ble Supreme Court of India in Writ Petition (Civil) no. 483 of 2004.
 - The Guidelines on School Safety Policy, 2016 issued by the National Disaster Management Authority which is statutory in nature.
 - Manual on Safety and Security of Children in Schools Developed by National Commission for Protection of Child Rights.
 - National Building Code-2005, as amended from time to time.

The above-mentioned activities are only suggestive in nature, schools can design/ plan activities based on context or specific needs of the states.

Standards

- i. School has sufficient rooms/dormitories, recreational spaces, washrooms, drinking areas, residence of warden, residence of staff, visitors' room, laundry room, storage room for food items (perishable and non-perishable) and additional bedding, and common room.
- ii. The hostel fosters a culture of cleanliness and hygiene. Girls' hostel provides for sanitary pad vending machine as well as incinerators
- iii. School provides for safety and security of students.
- iv. Students' physical, mental, socio-emotional and intellectual well-being is taken care of by intensive pastoral care programmes.

b. Strengthening of Existing Schools

Proposed Norms:	
Programmatic Norms	<p>Provision for:</p> <ul style="list-style-type: none"> • Strengthening activities/infrastructure support to be provided for Balvatika/pre-primary sections in Primary School. • Science and Maths Lab, language lab, Atal tinkering lab in collaboration with Niti Ayog, Computer Room, Art Cultural Room, Library, ACR, Water & Toilet, essential classroom furniture, resource centre (for CwSN) staff room, boundary wall, etc. • Major Repair, Minor Repair. • Electrification. • Energy efficient/ solar power/ adoption of organic lifestyle. • Rain water harvesting system. • Solar panel. • Barrier free access throughout the school campus including classrooms, drinking water facilities, toilets, play/sports area, libraries & laboratories etc. The Harmonized Guidelines and Standards for Universal Accessibility in India³¹ maybe referenced for creating barrier free access in schools. • Residential Quarters for teachers in remote and difficult areas. • All proposals for strengthening of existing schools must contain a non-negotiable component of convergence with provisions of various other ministries, such as, playgrounds, boundary walls, electrification, maintenance of toilets, solar panel, ramps and handrails, etc.
Financial Norms	<ul style="list-style-type: none"> • As per SSOR/CPWD Rates, whichever is lower (Fund under infrastructure should be around 30% of the overall state budget for PM SHRI schools). • The building plan to mandatorily include rain water harvesting and barrier free access. • Electrification will also include Energy saving fittings; it may also include

³¹ https://cpwd.gov.in/Publication/HG2021_MOHJUAN.pdf

Renewable Energy (like Wind Energy, Hydro Electric energy, Solar Energy etc.) based on the proposal received after seeing the viability.

Suggestive Action Items

1. The PM SHRI schools may ensure the availability of adequate and safe infrastructure, which includes, working toilets, clean drinking water, electricity, computing devices, internet, libraries, etc to reduce dropout rates and increase attendance rates.
2. Schools may arrange for the latest and high-quality science, mathematics, language, social science, and tinkering laboratories space and supplies.
3. The roof of the school could be used to collect rainwater for rainwater harvesting. It is necessary that the roof be kept clean to remain the rainwater pure when it is collected.
4. The school buildings and their constituent elements such as floors, walls and ceilings could be treated innovatively as the components of the Building as Learning Aids (BaLA) to simplify the learning process.
5. If necessary, staff quarters could be made available for teachers.
6. All the parts of the school building could be accessible either by ramp or by lifts; all the surfaces should be non-slippery and handrails should be provided in the walkways.
7. Schools may provide bus transportation facilities for the students coming from very far distances, specifically girls and CwSN. School buses could have almost all the accessible features like seat belts or special belts, contrast colour on vehicle steps and railing, wheelchair lift (either built-in or manual), non-skid flooring, wide doors and steps, handrails, special priority seating, etc.

The above-mentioned activities are only suggestive in nature, schools can design/ plan activities based on context or specific needs of the states.

Standards

- i. The school has sufficient classrooms that are conducive to learning, and school has planned for strengthening of existing school infrastructure within one academic session.
- ii. School has adequate number of separate toilets for girls/boys/transgender/CWSN), and they are clean, and functional with running water. Hand wash area is clean, accessible, adequate and functional
- iii. The School Library facilitates effective delivery/implementation of its educational programmes. (Where an exclusive school library is not possible, the school has set up or has access to community/institutional libraries in the neighbourhood and/or to libraries in

- convergence with the provisions of other departments)
- iv. Laboratories are available to support learning activities in the areas of science, maths, etc.
 - v. Computer and other ICT facilities are available to support learning and different administrative activities in the school.
 - vi. The school has adequate rooms or space/s for art education, such as for, art, sculpture, music, dance, theatre, Topic circles/clubs, etc.
 - vii. The school has sufficient space for Principal, staff and administration as per requirements
 - viii. The school has effective preventive health care and health management facilities & provision of Incinerators and Sanitary Pad vending Machines
 - ix. The school fosters a culture of cleanliness and hygiene.
 - x. The school provides safe drinking water; adequate sanitation facilities and follows effective waste management practices
 - xi. The school has adequate, safe, comfortable, age appropriate and aesthetically designed furniture
 - xii. The school ensures safety measures as per statutory requirements and as per DoSEL guidelines
 - xiii. School ensures fire safety measures
 - xiv. Effective measures are also in place for Disaster Management; School has its own Disaster preparedness plan which is displayed prominently in the school and every classroom

c. Green School

Proposed Norms:	
Programmatic Norms	Schools will be developed as Green schools incorporating environmentally friendly aspects like Energy efficient using solar panels and LED lightings, nutrition gardens with natural farming, waste management, plastic free, water conservation and harvesting, study of traditions/practises related to protection of environment, climate change related hackathons and awareness generation to incorporate organic lifestyle. Soil testing may be encouraged in the school to understand the configurations of soil and the report may also be shared/disseminated to nearby farmers to use this information for more effective agricultural planning.
Financial Norms	<ul style="list-style-type: none"> • Provision for solar panel, Waste management etc., to be done in convergence with related Department or as per the proposal submitted

by State/UT @ State Schedule of Rate (SSOR).

- Provision for Soil testing kits and consumables as per State/UT specific proposal.
- LED lightings @ up to ₹ 2,000.
- Activities promoting Green School such as Hackathon, Study of traditions/practises related to protection of environment, climate change etc.
 - @ up to ₹ 5,000 as per enrolment of 200 students.
 - @ up to ₹ 10,000 as per enrolment of more than 200 students.

Suggestive Action Items

1. Solar Power

- PM SHRI schools could install solar panels in their premises at places like rooftop/vacant unused areas of campus etc.
- The number of solar panels needed for the school building could be determined by its energy usage.
- Energy-efficient LED lights could be utilised in school premises which should be sourced from solar panels.

2. Waste Management

- The Biodegradable and Non-biodegradable wastes could be segregated in the school. The biodegradable could be turned into compost.
- Facilities for waste management- Biogas plant/recycling of water from wash basins for irrigation of kitchen garden/compost facilities/segregation of waste/no plastic zone/waste management at source could be available in school premises.
- The laboratory wastes could be disposed of as per the guidelines.
- Provision of menstrual hygiene management facilities like proper disposal facilities for menstrual waste, including an incinerator and dust bins could be in place.

3. Nutritional Gardens

- Beds, paths, plant nurseries, compost heaps and a garden shed could be made on the school premises. A small patch of land could be dedicated for a mini-farm or for gardening, where students may be taught about the plantation of trees and taking care of it.
- Students could identify and learn the right method of watering the plants. Stored rainwater could be used to water the plants in the kitchen garden of schools.

Students could also be given their own garden space and taught to use easy-to-handle garden equipment.

- Compost made from biodegradable waste in school could be used in organic farming to provide nutrients to the soil.
 - Use of plastic could be restricted by replacement of the often-used plastic objects like flower pots and dustbins with the available greener options.
4. The students could be encouraged to wear uniforms made from locally sourced and sustainable materials which in turn may also provide additional income to the locals.
 5. Teacher training programmes could be held to keep the teachers updated with the latest and best environmental practices and the most effective ways to propagate them among the students.
 6. Each child in the school should be made aware of the ways in which water can be saved/conserved through the Eco Club members. Following this awareness generation, each child of the school should help in saving water in school or at home, by adopting various methods.
 7. Other activities may include the celebration of important days like World Environment Day, Water Day, Earth Day etc. through field visits, interactive sessions with experts, action research projects, games, quizzes, awareness-raising rallies etc.
 8. Schools may encourage the practice of the “5 R’s” (Refuse, Reduce, Reuse, Repurpose, Recycle) in schools with real-life examples in the context of paper, water, cutlery etc.
 9. Schools may conduct a Water Audit through which students could understand the water consumption of school as in how much water is used at various spaces for different activities. This information may help to set benchmarks and prepare a water efficiency plan.
 10. Climate change related hackathons and awareness programs could be organised to incorporate organic lifestyle.

The above-mentioned activities are only suggestive in nature, schools can design/ plan activities based on context or specific needs of the states.

Standards

- i. The school follows eco-friendly/green practices and Conduct Workshops/ Orientation Programs for Students, Teachers, Staff, Community, Parents on study of traditions/practises related to protection of environment, climate change related hackathons and awareness generation to incorporate organic lifestyle.
- ii. School Follows Energy efficient/LED lighting//solar power; school has Waste Management/recycling, rainwater harvesting, water conservation/auditing, and is plastic-

free.

- iii. School has a kitchen/nutritional garden where children learn organic/natural farming practices

d. Digital Library

Proposed Norms:	
Programmatic Norms	Provision of digital libraries comprising tablets with pre-loaded educational content for students of classes upper primary and above.
Financial Norms	Non-recurring: Provision up to 40 tablets per School @ up to ₹ 15,000 per tablet (One-time grant). Recurring grant: Provision for recurring grant @ up to ₹ 50,000 per annum for upgrading of content, maintenance, including AR/VR/Haptics, other innovative techniques, etc.
Suggestive Action Items	
<ol style="list-style-type: none">1. School could make tablets accessible to students with preloaded educational contents.2. School may ensure that ratio of the tablets is appropriate to total enrolled students so that every child could get quality time with the device. The timetable and schedule should be planned accordingly.3. Creative incentives may be initiated by teachers so that all the students get enrolled.4. School could encourage teachers to align their daily lesson plans with the content accessed by students on tablets.5. Teachers could provide worksheets to students based on preloaded educational content for classroom task.6. Personalised and Adaptive Learning (PAL) programme could be adopted to cater the different needs of students.7. Schools may upgrade the content of tablets regularly based on the needs of students so the relevance of the content is maintained.	

The above-mentioned activities are only suggestive in nature, schools can design/plans activities based on context or specific needs of the states.

Standards

- i. The school has ICT labs/Smart class facilities to support educational activities. School ensures pre-loaded tablet and access to digital library.
- ii. Ensure availability of seamless internet connection to access the resources & contents.

e. ICT and Digital Initiatives

Proposed Norms:

<p>Programmatic Norms</p>	<p>The component will cover classes VI to XII.</p> <p>The non-recurring/ recurring grant under 'ICT and Digital Initiatives' for schools will be available for ICT/ smart classrooms/ and adopting futuristic technologies such as- such as- IT, Artificial Intelligence, Machine Learning, 3-D printing, IOT, technology, Data Analytic, Space Technology, Business Intelligence, Augmented Reality/ Virtual Reality, Cyber Security, Data Science, Robotics, etc.</p> <p>Flexibility to procure hardware such as tablets/ laptops/notebooks/integrated teaching learning devices, assistive devices and open source operating system as well as Hardware, Software, training and resource support.</p> <p>This would include support for digital boards, smart classrooms, virtual classrooms and DTH channels also.</p>
<p>Financial Norms</p>	<ul style="list-style-type: none"> • Non- recurring grant Up to @ ₹ 10.00 lakh (includes support for digital boards, smart classrooms, virtual classrooms and DTH channels on pro-rata basis). Efforts will be made to adapt inclusive ICT practices. • Recurring grant @ ₹ 2.50 lakh (including E Content, Inclusive software/Apps/devices, Digital Resources, Charges for Electricity and technical support). • This fund will also be given in addition to the funds already provided under Samagra Shiksha as per requirement. It will not be eligible for

replacement of existing devices sanctioned under Samagra Shiksha.

- The School may also use Solar Power-Hybrid solar instead, to ensure Sustainability and Internet connectivity (Tele communications/ satellite communication/ OFC) through convergence with related Departments.

Suggestive Action Items

1. Smart classroom/interactive panels could be built for all grades with high-quality content.
2. Schools could ensure a separate laboratory with adequate provisions if the school is offering any subject related to Computer Science or IT at the Senior Secondary level.
3. Schools could ensure internet connectivity in the school.
4. Schools could ensure adequate provisions related to cyber safety in the computer laboratory and students could be allowed in the laboratory only under the supervision of a teacher.
5. Before adopting the ICT and Digital initiatives, school could identify the needs of the students and context of the school to maintain the ratio of total enrolled students to number of smart classrooms in the school having digital/smart boards/virtual classrooms/smart TV.
6. ICT labs could be used for a minimum of two periods per week for subject learning skills and ICT skills so as to best leverage resources to its full potential to drive student learning. Smart Classrooms, should be used for a minimum of two periods per weeks per subject so as to ensure that the teachers make the most of the available infrastructure to deliver better teaching and learning.
7. Convergence with the Department of Telecom could be established for extension of Bharat Net services to the schools.
8. Schools could leverage existing e-learning platforms such as DIKSHA, SWAYAM and SWAYAMPURABHA for creating virtual labs.
9. Educational Videos from DIKSHA and other tech platforms., are available in the public domain and could be stitched together to create courses or microlearning packages. These videos could also be integrated into daily lesson plans across PM SHRI schools.
10. All teachers could undergo a one-time basic training to build familiarity with digital teaching and learning initiatives in the state. These training should ensure training in various hardware and software modalities that are likely to be used in the classroom.

The above-mentioned activities are only suggestive in nature, schools can design/plans activities based on context or specific needs of the states.

Standards

- i. Computer and other ICT facilities are available to support learning and different administrative activities in the school.
- ii. The school has ICT labs/Smart class facilities to support educational activities. School ensures pre-loaded tablet and access to digital library
- iii. Ensure availability of seamless internet connection to access the resources & contents.

f. Annual School Grant

Proposed Norms:					
Programmatic Norms	<ul style="list-style-type: none"> • School grant on an annual basis for annual maintenance and replacement of non-functional school equipment and for incurring other recurring costs, such as consumables, laboratories, electricity charges, internet, water, development of specific teaching aids/tools by school teachers to enhance classroom learning in the school under LEP etc. • Organisation of Annual function, Awareness camps/ programs/ celebrations of national programmes/ activities. • Extracurricular activities such as Summer Camps, Drawing/Dance/Debate competitions, Bagless Days, etc. • Promote Swach Bharat campaign. • All schools to make efforts for convergence with the provisions of various other departments, such as, playgrounds, boundary walls, electrification, maintenance of toilets, solar panel, ramps and handrails, etc. 				
Financial Norms	<ul style="list-style-type: none"> • There must be transparency in utilization and provision for Social Audit. <i>All PM SHRI Schools will conduct Social Audit on an annual basis.</i> • To be spent only by VEC/SMC/SMDC. • Provision @ up to ₹ 50,000 to ₹ 1.50 lakh based on enrolment as per details provided in the table below: <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th style="text-align: center;">Number of students in School</th> <th style="text-align: center;">School Grant *</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">≤ 100</td> <td>₹ 50,000/-(including at-least ₹ 2,500 for swachhta action plan).</td> </tr> </tbody> </table>	Number of students in School	School Grant *	≤ 100	₹ 50,000/-(including at-least ₹ 2,500 for swachhta action plan).
Number of students in School	School Grant *				
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	>100 to ≤ ₹ 7 250	,000/- (including at-least ₹ 5,000 forswachhta action plan).
	> 250 to ≤ 1000	₹ 100,000/- (including at-least ₹ 7,500 for swachhta action plan).
	> 1000	₹ 150,000/-
<ul style="list-style-type: none"> At least 10% grant for Swachhta Action Plan 		

Suggestive Action Items

1. Action based activities such as tree plantations, cleanliness drives could be arranged both within and outside the school campus, i.e., in the classrooms, school garden, school playground, neighbourhood, community etc.
2. Recycle bins could be placed at various places in schools to promote recycling of waste among students, teachers and other employees.
3. The school could fix a day of the week and declare that the cleanliness day on which they would spend their time on cleaning the areas surrounding them either in their locality or nearby their school.
4. The school could ensure fresh and clean water for the purposes like for drinking, washing hands, toilets, cleaning School, and also should have the clean water storage facility.
5. The Water resources and hand-washing facilities could be regularly cleaned and must be children friendly. The school should regularly check for the cleanliness of water resources and water storage and also should maintain hygiene at the toilet and other places which are used frequently.
6. The schools could have separate toilets for boys and girls (both toilets to be disabled friendly) maintaining the ratio of one-unit toilet containing one toilet and three urinals for 40 students.
7. The students could be taught the process and benefits of land-filing so that they can motivate their parents and neighbours to adapt to it instead of spreading the pile of garbage.
8. The students in rural area could visit all nearby houses in their village and request people to not defecate in open by telling them the dark side of it. They could also motivate them to use household toilets.
9. Annual Day/Sports Day could be celebrated every year where students can showcase their talent. Parents should also be invited to attend such occasions.

10. Schools could ensure resource integration by establishing tie-ups with local artists and organisations at district, state, national and if possible, even international level for co-curricular activities.
11. Circles like Music & Dance Performance Circles, Poetry Circles, Drama Circles, Debate Circles and so on could be encouraged and supported at the levels of schools, school complexes, districts, and beyond.
12. The school could also plan some awards for the students to laud their valuable support towards cleanliness.

The above-mentioned activities are only suggestive in nature, schools can design/plans activities based on context or specific needs of the states.

Standards

- i. School has adequate number of separate toilets for girls/boys/transgender/CWSN) and they are clean, and functional with running water. Hand wash area is clean, accessible, adequate and functional
- ii. School provides internship / bagless days/ entrepreneurship opportunities with local industry through internships.
- iii. The school has adequate rooms or space/s for art education, such as for, art, sculpture, music, dance, theatre, Topic circles/clubs, etc
- iv. School ensures safety and security of students in residential facilities
- v. The hostel fosters a culture of cleanliness and hygiene. Girls' hostel has sanitary pad vending machine as well as incinerators
- vi. School ensures organisation of Annual function, Awareness camps/ programs/ celebrations of national programmes/ activities every year

g. Transport/ Escort Facility

Proposed Norms:

Programmatic Norms

- Provision for transport /escort facility up to secondary level for Children in remote habitations with sparse population where opening of schools is unviable or where Gross Access Ratio is low.

	<ul style="list-style-type: none"> ▫ State would need to notify such habitations and identify the number of children in that habitation who would be provided this facility. This would be appraised based on the data provided by the State for such children under UDISE+. ▫ Convergence with Gram Panchayat/Urban Local Bodies/ Municipality for providing transport facility, if any. <p>Note: For a student availing transport facility from a particular PM SHRI School, at the time of shifting to another school the provision of this facility will be ensured/monitored in that school as per Samagra Shiksha or any other applicable scheme.</p> <ul style="list-style-type: none"> ● In addition, there have been various successful policies and schemes such as targeted scholarships, conditional cash transfers to incentivize parents to send their children to school, providing bicycles for transport, etc., that have significantly increased participation of SEDGs in the schooling system in certain areas. These successful policies and schemes must be significantly strengthened across the country.
<p>Financial Norms</p>	<ul style="list-style-type: none"> ▫ Transport facility may be provided up to an average cost @ up to ₹ 6,000/ per child per annum up to Class XII. ▫ This would be appraised based on actual cost to be incurred as per the distance, the terrain and the type of transport facility to be provided. ▫ The option of Cash transfer will be allowed in the form of DBT to Aadhar linked bank accounts linked to the actual attendance. ▫ In accordance with norms of Samagra Shiksha, State/UT may also explore the possibility of provision of one time transportation grant @ Up to Rs. 6000 per girl student (Classes 9 to 12) for bicycle as an environment friendly/green transport initiative in order to have increased participation of SEDGs in the schooling system: <p>The option of Cash transfer will be allowed in the only form of DBT to Aadhar linked bank accounts.</p>
<p>Suggestive Action Items</p>	
<p>1. School buses: Schools could provide bus transportation facilities for the students coming from very far distances, specifically girls and CwSN. Every school should also implement the Hon'ble Supreme Court guidelines on School Transportation.</p>	

2. **Travel by bicycles:** Students living nearby could be encouraged to use bicycles to commute to and from, which will help in Green School concepts with zero carbon emission and help students to be healthy as well.
3. **Nature walk group:** Students coming from nearby locations may be asked to walk to school in groups so that effective interaction and socialisation take place between the students. Higher class students / capable students may be deputed as leaders/ monitors of such groups so that children will develop leadership qualities in them.
4. **Emergency Situations:** Schools could have facilities to transport children from school to hospitals/home in case of a medical emergency.

The above-mentioned activities are only suggestive in nature, schools can design/plan activities based on context or specific needs of the states.

Standards

- i. The school provides adequate transportation facilities to Divyang
- ii. School has student and teacher registry and enrolment tracking of every child, particularly SEDGs
- iii. School maintains zero dropout rate and 100% transition rate in all grades

h. Free Uniforms and Textbooks

Proposed Norms:

Programmatic Norms

Free Uniforms (Including Shoes)

- To access GoI funds, the State RTE Rules must declare uniform as a child entitlement up to class VIII.
- These will be appraised based on the data provided by the State for such children under UDISE+.
- Procurement of uniform or stitching may be done through local self-help groups/SMCs.

Free Textbooks

- Textbooks in appropriate languages and at appropriate levels of difficulty are relatively low-cost inputs with high returns in terms of student achievement.
- These will be appraised based on the data for such children under UDISE+.

Financial Norms	<p>Free Uniforms (Including Shoes)</p> <ul style="list-style-type: none"> ▫ Two sets of uniforms for all girls, and children belonging to SC/ST/BPL families' up to class VIII at an average cost of up to ₹ 600/- per child per annum. ▫ The option of Cash transfer will be allowed in the form of DBT to Aadhaar linked bank accounts. <p>Free Textbooks</p> <ul style="list-style-type: none"> ▫ Provision for textbooks to all children an average cost of ₹ 250/- per child at primary level and ₹ 400/- per child at upper primary level. ▫ Primers/textbooks developed for tribal languages with bridging materials to facilitate a transition to the State language of instruction and English, would be eligible for textbooks for classes I and II within the ceiling of ₹ 200/- per child. ▫ The option of Cash transfer will be allowed in the form of DBT to Aadhaar linked bank accounts. ▫ In case of any savings, State/UT may utilize this fund for providing additional stationary/workbooks to students.
	Suggestive Action Items
<ol style="list-style-type: none"> 1. School may develop a tracking mechanism linked to the UDISE+ data to ensure that all children up to class VIII are provided with uniforms for free 2. Schools may ensure the availability of high-quality textbooks, including textbooks printed in Braille or large print. 3. Schools may ensure seamless cash transfer to parents for the purchase of textbooks. 4. School may leverage the support of local self-help groups or local vendors to produce eco-friendly uniforms in bulk <p>The above-mentioned activities are only suggestive in nature, schools can design/plan activities based on context or specific needs of the states.</p>	
Standards	
<ol style="list-style-type: none"> i. School gives access to education in all stages – Foundational, Preparatory, Middle and Secondary – either within same campus or in nearby and accessible campus ii. School has student and teacher registry and enrolment tracking of every child, particularly SEDGs 	

iii. School maintains zero dropout rate and 100% transition rate in all grades

Pillar 3: Human Resources and School Leadership

Given the rapid advancements in education, it is critical to train teachers with the latest trends in curriculum and pedagogy, assessments etc. This dynamism in the education system requires teachers to be lifelong learners who receive period training and upskilling opportunities. Teachers are also the key enablers in the education ecosystem. Further, school leadership development has become one of the key levers for improving the quality of education, and there is ample evidence to warrant that expanded efforts to improve leadership skills would pave the way for optimising learning environments. Therefore, enable PM SHRI schools to provide the necessary support in terms of onboarding as well as support and training programs during their tenure as an educator, following are the suggestive norms and activities that can guide schools to accomplish the task at hand. To form a deeper understanding about Human Resources, refer to part 1 chapter 3 of the framework.

a. Capacity Building through DIETs

Proposed Norms:	
Programmatic Norms	<p>The District Institute of Education and Training (DIET) of the particular district in which the school is situated will be responsible for developing high-quality content and capacity building of all teachers in PM SHRI Schools.</p> <ul style="list-style-type: none"> ▫ Teachers will be trained, encouraged, and supported - with continuous professional development. ▫ School Principals will be trained on leadership and management, with a focus on preparing and implementing pedagogical plans based on competency-based education. ▫ Teachers will also be trained in Holistic Progress Card, School Safety & Security, first level counsellors, mental health & well-being and integrating ICT in teaching learning practices. ▫ Training of Master Trainers for training of Anganwadi workers for pre-school education in line with the NCERT Framework. ▫ The funding for this intervention will be routed through the DIET.
Financial Norms	<p>Provision for up to ₹ 3.00 lakh per DIET for undertaking capacity building programme in PM SHRI Schools including activities such as:</p>

- Development of High quality locally contextualised content including development of question banks based on learning outcomes @ 20,000 per content.
- Capacity building of teachers @ up to ₹ 2,500 per teacher for:
 - Teachers including subject specific teachers (Science, Maths).
 - School Principals.
 - Special Educators.
 - ICT teachers.
 - Master trainers for training of Anganwadi workers.

Suggestive Action Items

1. DIETs may conduct a Needs Analysis of teachers in PM SHRI Schools to inform the development of a Teacher Professional Development Plan to contextualise the Teacher Professional Development Plan. This would enable the training sessions to address the specific needs of the teachers.
2. After obtaining the results of the needs assessment and the prioritisation of professional development needs, schools may identify solutions and opportunities for action to address the professional development needs of the target audience. The following action items may be followed
 - a. Design capacity building programmes based on the Teacher Development Plan
 - b. Curate professional development goals and objectives
 - c. Develop the design and content of professional development programmes
 - d. Develop strategies for follow-up support and technical assistance
 - e. Design evaluation mechanisms
 - f. Revise the Teacher Professional Development Plan, if required
3. DIETs may arrange two types of training sessions - General training sessions (on Life Skills, Gender Sensitivity and Value Education, Inclusion and Inclusive Strategies, Upholding Value and Ethics etc.) and Subject / Skill specific training sessions (STEAM Education, Vocational Education, ECCE, FLN, Individual disciplines such as Science, Mathematics, Social science, Arts, English etc.).
4. Schools may encourage teachers to attend international/national/State level workshops for School leaders and teachers for exposure and adoption of best practices.
5. Schools may create a professional learning platform for teachers to share and learn from each other.
6. Schools may ensure that teaching and non-teaching staff are sensitised through workshops,

seminars, guest lectures etc. to follow the best practices to meet the needs of students in the school environment.

Schools can refer to Section 3.2.1 in Chapter 3 in Part 1 of the framework for more information on Needs Analysis and the Teacher Professional Development Plan. The above- mentioned activities are only suggestive in nature, schools can design/plan activities based on context or specific needs of the states.

Standards

- i. Teacher Educators undergone capacity building & professional development & collaboration with professional institutions by SCERTs/DIETs/BITEs
- ii. Percentage of school time spent by teachers on teaching
- iii. Academic skill of teachers is par excellence – as evidenced by student feedback of teacher’s classroom transactions
- iv. The school in consultation with CRC/BRC/DIET/Regional office, carries out staff development programmes and capacity building of teachers.
- v. The school creates a non-threatening and caring environment for the teachers to voice their feedback and develops a mechanism to review this feedback periodically and use it for improvement, planning and assessing teacher satisfaction.

Pillar 4: Inclusive Practices and Gender Equity

All students should have access to physical as well as psychologically safe environments in PM SHRI schools. Such environments will have an impact on the student's motivation, attitudes, perception and values, i.e., the factors that influence the Affective Domain. Schools have the prime responsibility to promote and optimise the physical, social, and mental health of students. To achieve excellence in Inclusive Practices and Gender Equity, following are the suggestive norms and activities that can guide schools. To form a deeper understanding about Inclusive Practices and Gender Equity, refer to part 1 chapter 4 of the framework.

a. Provision for children with special needs (CWSN)

Proposed Norms:	
Programmatic Norms	<ul style="list-style-type: none"> • Funding will be based on data of CWSN provided under UDISE+.

	<ul style="list-style-type: none"> • Programme will also support special training, education through an open learning system, home based education for children with severe & multiple disabilities (who are unable to come to schools), wherever necessary, itinerant teaching, remedial teaching, community-based rehabilitation (CBR) and vocational education. • For providing support to the learning of children with disabilities, focus will be on early identification and support. • To assist teachers in catering to the needs of all learners more fully. • Support for CWSN children as defined in RPWD Act 2016 will be available from ECCE classes in Govt. primary schools to Sr. Secondary level (NEP para 6.10).
<p>Financial Norms</p>	<ul style="list-style-type: none"> • Provision of up to ₹ 3,500 per child, per year for children with special needs as per specific proposal. This will include aids and appliances, teaching material, etc. • Provision of special educators at school level: <ul style="list-style-type: none"> - @ up to ₹ 20,000 at the elementary level. - @ up to ₹ 25,000 at the secondary/senior secondary level. • The special educators should be qualified and registered with the RCI. • Provision of stipend for CWSN girls @ ₹ 200 per month for 10 months, in addition to student component from pre-primary to senior secondary level. • Identification/screening camps at school level @ Up to ₹ 2000 per camp. These camps will be held for early identification of disabilities and the data of identified children shall be maintained by the States/UTs for all categories of disabilities defined under the PwD Act.
<p>Suggestive Action Items</p>	
<ol style="list-style-type: none"> 1. Ensure early identification of Children with Special Needs in order to provide them with the appropriate support. This may be done through informal means (behaviour observation, interactions with the child) as well as through formally administered tests 2. Individualised lesson plans may be put in place that will meet the child's academic, development and functional needs that result from the disability and enable the child to be involved in and progress in the general curriculum. 3. A buddy system may be incorporated within the classroom where a child with special needs 	

has a buddy appointed to him/her from the class, keeping in mind the needs and personality of the student. The Buddy system makes students feel valued and supported, teaches important social skills and creates a caring ethos in the school.

4. Assistive technology may be used to reinforce learning. Assistive technology increases the independence and functioning of a child with disability. The use of software and mobile applications is also of great help in the learning process for writing down solutions to Maths equations, increasing the font size of the text and adding visuals for better understanding. Though initially, individuals may find difficulty in using assistive devices, with proper orientation and usage, a person becomes self-reliant³². Assistive technology in the form of visual aids, hearing aids, audio aids, and technology for students with learning disabilities such as dyslexia, dysgraphia and other cognitive/psychomotor disabilities may be explored.
5. Adaptive strategies in the classroom may be utilised. For example, students in an inclusive classroom may require changing certain physical structures in the classroom (like desks etc.) to accommodate students with physical disabilities, adjusting the seating chart to allow a student with auditory problems to lipread more easily or structuring the classroom time, to help students with behavioural or learning disabilities feel more secure.
6. Differentiated instruction may be implemented for teaching and classroom management³³. For example, distractions may be reduced within the class, appropriate behaviours may be rewarded, students may be given tasks based on their strengths to elicit participation etc. User-friendly E-content may be developed for the benefit of CWSN. The guidelines for the development of E-Content for CWSN by Ministry of Education³⁴ may be referred.
7. Teachers may aim to encourage students with singular interests and/or talents in the classroom by giving them supplementary enrichment material and guidance and encouragement. Topic-centered and Project-based Clubs and Circles will be encouraged.
8. Examination and assessment mechanisms may be modified in terms of providing extra time, alternate mode of presentation or response, alterations in setting and environment etc. For class X & XII examinations, SOPs³⁵ for examination exemptions/concessions prepared by CBSE may be referenced.

The above-mentioned activities are only suggestive in nature, schools can design/plan activities based on context or specific needs of the states.

³² [Handbook of Inclusive Education](#)

³³ [Meeting student learning diversity in the classroom](#)

³⁴ [Guidelines e-Content](#)

³⁵ [Exemptions/Concessions extended to Persons with Benchmark Disabilities for Class X & XII Examinations](#)

Standards	
i.	The school provides barrier free access in terms of physical environment (ramps, Handrails, Disabled friendly toilets) to the Divyang and students from all socio-economic backgrounds.
ii.	The school provides barrier free access in terms of curriculum to Divyang.
iii.	The school provides barrier free access in terms of teaching and assessment to Divyang
iv.	Adequate and appropriate indoor and outdoor games, sports and other recreational facilities are provided to Divyang.
v.	The school provides adequate transportation facilities to Divyang.
vi.	Training and sensitization programmes are conducted for all stakeholders by the school with respect to Divyang and students from all socio-economic backgrounds.
vii.	School has Special Educators and supports them in Capacity Building.
viii.	The school provides Guidance, mentoring to gifted/talented children from diverse socio-economic backgrounds in the Area of Science, Mathematics, Technology, Arts, Sports etc.
ix.	School organises and participates in Block level/school level screening camps for disability on regular basis.

b. Self Defence training for girls and Special Equity Projects

Proposed Norms:	
Programmatic Norms	<p>Self Defence training for girls</p> <ul style="list-style-type: none"> ▫ Training for 3 months for inculcating self-defence skills including life skill for self-protection and self-development respectively. <p>Special Equity Projects</p> <ul style="list-style-type: none"> ▫ Special school specific projects for enhancing access, retention and quality such as enrolment drives, retention and motivation camps, awareness camps including programmes on menstrual health & hygiene management, gender sensitization modules, etc. ▫ Schools may also ensure provision of Sanitary Pads to all girl students aged 12 years and above in convergence with related Departments. ▫ Focus on Socio-Economically Disadvantaged Groups (SEDGs) (NEP Para 6.2).

	<ul style="list-style-type: none"> Webinars and online workshops for teachers, principals, administrators, counsellors, and students will be undertaken to sensitize them on social issues and stigmas such as discrimination, segregation of disadvantaged and vulnerable groups, etc (NEP Para 6.15 to 6.20).
Financial Norms	<p>Self Defence training for girls</p> <ul style="list-style-type: none"> Provision for up to ₹ 5000 per month for 3 months for a total number of up to 50 girls in classes VI to XII. Provision for up to ₹ 10,000 per month for 3 months for a total number of more than 50 girls in classes VI to XII. <p>Special Equity Projects</p> <ul style="list-style-type: none"> Financial Support will be provided under School Specific project @ Up to ₹ 50,000 including for sanitary pad vending machine. Provision for sanitary pads @ ₹ 300 per annum per girl student (Classes 7 to 12).
Suggestive Action Items	
<ol style="list-style-type: none"> Appropriate visual signage and signage in 3 Braille should be placed at a readable height for the use of students with disabilities. Suitable arrangements as per the needs of the students should be made in the classrooms. The school should have accessible toilets and drinking water outlets and sanitary pad vending and incinerators for girls The path from the gate to the school building and playground should be clear and level. Learning aids; ICT facilities; specialist furniture, fittings and equipment and other assistive technologies should be available in the school for the students with disabilities. Schools may provide adequate and appropriate indoor and outdoor games, sports and other recreational facilities, opportunities for self-defence training to students. Sensitization and training sessions on addressing the needs of SEDGs, cyber safety etc may be conducted for teachers, parents, and administrative support staff. Issues like coming late to school, resolving fights between students, calling caste names by other children, etc., may require situational analysis and empathetic understanding. Utmost care must be taken while dealing with such issues. Both ignorance and harshness should be avoided. A clear channel of a grievance redressal mechanism may be established specifically for SEDGs. Further, robust reporting systems in cases like facing derogatory remarks, calling 	

by caste names, supposed inability to keep up with academic work, denial of use of school facilities including water sources, preventing them from using the school taps or water storage containers, engaging in menial tasks, etc. may be established within the schools.

10. There must be a proper acknowledgement of SEDG and Female role models in the school curriculum. Reinforcing such characteristics in syllabi and textbooks will encourage students of different socio-cultural-economic backgrounds to learn and understand their needs and perspectives.

The above-mentioned activities³⁶ are only suggestive in nature, schools can design/plan activities based on context or specific needs of the states.

Standards

- i. The school provides sports facilities, STEM opportunities, art education, vocational education, self-defence training, etc. to girls without discrimination and tracks their retention and transition very closely
- ii. Improvement in Learning Outcomes of all categories of SEDG
- iii. The school has effective preventive health care and health management facilities & provision of Incinerators and Sanitary Pad vending Machines
- iv. The hostel fosters a culture of cleanliness and hygiene. Girls' hostel provides for sanitary pad vending machine as well as incinerators

Pillar 5: Management, Monitoring & Governance

The PM SHRI Schools should ensure the robust management, monitoring and governance system for examining the impact of school transformation. It includes exploring the convergence that the PM SHRI schools have with existing schemes, planning mechanisms, resource management, and other managerial aspects along with the monitoring and evaluation mechanisms in place. To form a deeper understanding about Management, Monitoring & Governance, refer to **part 1 chapter 5 of the framework**.

a. Child Tracking

Proposed Norms:

³⁶ [Inclusion in Education | NCERT](#)

Programmatic Norms	<ul style="list-style-type: none"> In order to achieve universal participation in school by carefully tracking students, as well as their learning levels (NEP para 3.2).
Financial Norms	<ul style="list-style-type: none"> For child tracking of students' up to ₹ 10.00 per student may be provided, once the State/Centre has developed and implemented a comprehensive and robust system for the same.
Suggestive Action Items	
<ol style="list-style-type: none"> Conduct Periodic Achievement Surveys to check the health of the educational system and to provide information about the learning achievement of students. Develop a Progress Tracking and Monitoring Mechanism that may track student progress across the following themes - <ol style="list-style-type: none"> General Student Data Attendance Academic Performance Co-curricular Performance Physical and Mental health indicators Learning outcome level tracking maybe be included in Management Information System (MIS). <p>The above-mentioned activities are only suggestive in nature, schools can design/plan activities based on context or specific needs of the states.</p>	
Standards	
<ol style="list-style-type: none"> School has student and teacher registry and tracking of enrolment of every child, particularly SEDGs Child tracking through student registry. 	

Pillar 6: Beneficiary Satisfaction

The quality of schools in PM SHRI Schools should be evaluated by the role and effectiveness of different stakeholders who are involved in the education system - Principals, Teachers, Students, Parents and the Community. The convergence of roles and responsibilities undertaken by these stakeholders in PM SHRI Schools would play an important role in school transformation. For better understanding about Beneficiaries Satisfaction, refer to **part 1 chapter 6 of the framework.**

a. Community Participation including training of SMC/SMDC

Proposed Norms:	
Programmatic Norms	<p>Community Participation</p> <ul style="list-style-type: none"> ▫ Activities to enhance Community participation and monitoring for universal access, equity and quality. ▫ Schools will undertake community sensitization, parental advocacy and leveraging parents as a resource for ECCE/FLN/elementary /secondary level. (NEP Para 1.5). ▫ Workshops/Lectures/ Programmes for creating Awareness on RTE Act, Learning Outcomes, Holistic Report Card, School Based Assessment etc. ▫ Involvement of community and alumni in volunteer efforts for enhancing learning, such as, one-on-one tutoring; the teaching of literacy and holding of extra-help sessions; teaching support and guidance for educators; career guidance and mentoring to students, etc. ▫ Capacity building and Support to SMCs/SMDCs. ▫ SMC capacity to be built to give better student support, support in enrolment, attendance, and performance and support in improved governance, monitoring, oversight, innovations, and initiatives by local stakeholders. ▫ Schools will develop their School Development Plans (SDPs) with the involvement of their SMCs. These plans will then become the basis for the creation of School Cluster Development Plans (SCDP).
Financial Norms	Up to @ ₹ 10,000 per school subject to a specific plan.
Suggestive Action Items	
<ol style="list-style-type: none"> 1. Schools may encourage students to design Social Action Projects through which they can identify, plan and carry out solutions to problems that will benefit the community and society at large - such as mass clean up drives, plugging, arrangements for flood relief etc. 2. Support of alumni could be sought to develop the infrastructure and enhancement of learning outcomes. 3. The mentor-mentee concept may be introduced in the PM SHRI schools where the mentoring of teachers and school should be conducted, involving retired academicians, 	

officers and community volunteers. Individuals or private providers with relevant knowledge and expertise also provide mentorship support through initiatives such as the Vidyanjali 2.0 Portal³⁷.

4. Collaboration with NGOs/CSOs/Corporates could be promoted for supporting capacity building, infrastructure and teaching-learning process as part of their Corporate Social Responsibility (CSR).
5. Parents as home-mentors could be encouraged and oriented towards the enhancement of the learning outcome of the children especially children with special needs.
6. Active involvement of students and teachers in New India Literacy Programme (NILP) may be ensured.

The above-mentioned activities are only suggestive in nature, schools can design/plan activities based on context or specific needs of the states.

Standards

- i. The school principal charts relevant community outreach programmes (viz, cleanliness of surroundings, adult education, environment ambassadors, preserving the heritage, working with old age homes, preserving environment) and integrates them in the annual curriculum plan for all age groups.
- ii. The school provides a platform for the parents and the alumni to share their feedback on the on-going processes of the school and review the same for improving performance of the school and for assessing their satisfaction.
- iii. The school provides Guidance, mentoring to gifted/talented children from diverse socio-economic backgrounds in the Areas of Science, Mathematics, Technology, Arts, Sports etc
- iv. The leadership/management ensures effective co-ordination within the school and with outside community
- v. There is a formal mechanism for relationship management (staff, parents, community, alumni, etc.)
- vi. There is complete activity management mechanism available in the school

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Glossary

1. **Academic Calendar:** A publication listing all important dates in an academic year, including the start and end dates of classes, holidays, exam days, registration dates, financial aid, deadlines, etc.
2. **Accommodations:** Accommodations are adaptations that provide access to the general curriculum but do not fundamentally alter the learning goal or grade level standard. Accommodations provide access to curriculum for students with varying abilities.
3. **Affective domain:** The part of the human mind that makes people react emotionally and their ability to feel another person's pain or joy.
4. **Alumni:** Past students of the school.
5. **School Record:** A report of descriptive accounts of episodes or occurrences in specific duration of life of a school.
6. **Annual Curriculum Plan:** The yearly plan for the aggregate courses of study given in a school.
7. **Appraisal:** Act of estimating or judging the nature of a process.
8. **Assessee:** A person or property being assessed.
9. **Assessment tool:** The specific media used for types of assessment, e.g. written tests, viva voce, projects, etc.
10. **Assessor:** One appointed or elected to evaluate the merits, importance, etc., of school processes.
11. **Attendance records:** Relating to gathering daily students' attendance, storing and using data, thus collected, for consolidating information regarding regularity.
12. **Behavioral indicator:** Pointing or directing to the behaviour of a person.
13. **Benchmark:** A point of reference to make comparisons.
14. **Beneficiary:** A group that receives benefits, profits and advantages.
15. **Child abuse:** At a minimum, any recent act or failure to act on the part of a parent or caretaker, which results in death, serious physical or emotional harm, sexual abuse or exploitation, or an act or failure to act which presents an imminent risk of serious harm. Causing or permitting any harmful or offensive contact on a child's

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

16. **Class wise Tracker:** It is a class wise worksheet/spreadsheet for recording the details of students (*roll no., participation in different activities, etc.*). It helps in tracking the performance of each child in the class. Teachers may use notebooks, an excel sheet, mobile app, etc.
17. **Code of conduct:** A set of conventional principles and expectations that are considered binding on any person who is a member of a particular group. A statement and description of required behaviors, responsibilities, and actions expected of members of a professional body. A code of conduct usually focuses on ethical and socially responsible issues and applies to individuals, providing guidance on how to act in cases of doubt or confusion.
18. **Cognitive domain:** The part of an individual's mind that defines how individuals think, their intellectual capabilities, level of development and preferred thinking styles, which range from knowledge through comprehension, application, analysis and evaluation to creation.
19. **Communication Tree:** Communication tree contains list of designated staff to whom primarily parents/ guardian can contact. At any given point of time if any parents/ guardian /students studying in the school need help / assistance /or wants to request / complainant can know whom to contact with the help of communication tree.
20. **Compensation:** Something given or received an equivalent for services.
21. **Co-Scholastic:** Pertaining to co/extra-curricular activities engaged in by students as part of the school curriculum. Co-Scholastic aspects include Life Skills, Co-curricular areas and Attitudes and Values.
22. **Counseling:** It constitutes three components, viz, informing, advising and counselling, where informing means giving appropriate and correct information; advising covers suggesting appropriate courses of action; and counseling means helping the learners to clarify their needs, feelings, etc. so that they can make appropriate decision for themselves.
23. **Curriculum:** The word has been derived from the Latin verb 'currere' - 'meaning to run'. From this follows an extension of the meaning to a course to be run and as a

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

24. **Decorum:** Dignified propriety of behavior, speech, dress, etc. orderliness; regularity.
25. **Developmental Continuum:** It outlines the sequence of skills that children can be expected to acquire as they develop. It covers a broad range of developmental domains (physical, social, emotional, communication/language and cognitive). It is a base for observation and discussion of children's growth and learning.
26. **Diagnostic:** Serving to identify a characteristic or being a precise indication.
27. **Differently abled:** Disabled (coined by US Democratic National Committee as a more acceptable term)
28. **Disaster Management:** Preparing for any calamity beforehand.
29. **Emblem:** A sign, design or figure that identifies or represents something e.g. the emblem of a school.
30. **Evaluation:** A process wherein the parts, processes, or outcomes of a programme are examined to see whether they are satisfactory, particularly with reference to its stated objectives. The assessment of a programme's outcomes or results is facilitated by measurement. Such measurement is affected by means of tools such as test, questionnaires, opinionnaires, inventories, interview schedules, scales, etc.
31. **Feedback:** A reaction or response to a particular process or activity.
32. **Formative Assessment:** A form of assessment that is done during the course of instruction; its outcome provides information that teachers can use to revise their teaching and students can use to improve their learning.
33. **Formative Evaluation:** Monitoring learning progress during instruction and to provide continuous feedback to both pupil and teacher concerning learning

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

34. **Four Strands:** The format of Health and Physical Education may include that each student will undertake activities categorized under the following four strands:
 - a. Strand 1 - Games/Sports
 - b. Strand 2 – Health and Fitness
 - c. Strand 3 – Social Empowerment through Work Education and Action (SEWA)
 - d. Strand 4- Health and Activity Card (For record)
35. **Hubs of Learning:** Clusters of 4-5 neighbourhood schools each, for the purpose of collaborative growth, promotion of self-improvement and enhancement of quality of education
36. **Indicator:** Data or statistic that indicates or signals something.
37. **Induction:** Formal installation in office.
38. **Infrastructure:** Fundamental facilities and systems.
39. **Innovation:** Starting something for the first time; introducing something new, which has resulted from research and experimentation.
40. **Inter-disciplinary:** Of the inherent connections between academic subjects.
41. **Individual Education Plan (IEP):** A detailed plan for a specific child's special educational needs and identifies the services that will be provided to meet those needs.
42. **Learning Objectives:** Statements that define the expected goal of a curriculum, course, lesson or activity in terms of demonstrable skills or knowledge that will be acquired by a student as a result of instruction.
43. **Learning Outcomes:** Statements that describe significant and essential **learning** that learners have achieved, and can reliably demonstrate at the end of a lesson or a unit or a **course** or program. In other words, **learning outcomes** identify what the learner will know and be able to do by the end of a lesson or a unit or **a course** or program.

44. **Leadership Team:** A **leadership team** is a group of two or more people who are committed to collaboratively serve some significant organizational purpose for which they hold themselves mutually accountable.
45. **Logo:** Sign or character representing a word.
46. **Mission:** An assigned or self-imposed duty or task.
47. **Motto:** A sentence, phrase or word expressing the spirit or purpose of an organization.
48. **Observation schedule:** A time frame for illuminating issues based on diagnostic review of a situation.
49. **Pay Commission:** A legislative body created under law to set the minimum rate of pay for employees.
50. **Parent Participation Tracker:** A mechanism to track and measure parent involvement in school activities.
51. **Pedagogical Plan:** Pedagogical plan is the systematic plan for the learning activities to be taken up during the session for scholastic and co-scholastic. The plan defines the learning outcomes, learning tasks, learning environment, interactions, schedules, resources etc. Pedagogic planning lays the foundation for the designing of the curriculum and lessons. The pedagogical plan reflects the vision and mission of the school and helps in achieving those objectives. It needs to be reviewed at regular intervals.
52. **Pedagogy:** The art or science of teaching; education; instructional methods.
53. **Peer:** A person who is equal to another in abilities, qualities.
54. **Peer pressure:** The influence exerted by a peer group in encouraging a person to change his or her attitudes, values, or behavior in order to conform to group norms.
55. **Policies:** A definite course of action adopted for the sake of expediency, facility etc.
56. **Portfolio:** A collection of evidences of students work over a period of time.
57. **Position Paper:** Most useful in context where detailed comprehension of another utility views are important. They are used to make public official recommendation and enable discussion on emerging topics.
58. **Process Owner: Persons** responsible for the management of **processes** within the organization.

59. **Project:** A task given over a period of time and generally involves collection and analysis of data. It is useful in theme-based learning.
60. **PTM:** An interface between the educator and the guardian of the student for discussing his / her areas of improvement and / or achievement.
61. **Relationship Management:** Strategy by which the school maintains engagement with its stakeholders or maintenance of relationships between the school and its stakeholders.
62. **Remedial Class:** A class that teaches skills that are needed to succeed in pursuing some courses. These skills can be in the areas like mathematics, writing, reading, etc.
63. **Remediation:** Correction of something defective or reversal/ of stopping damage.
64. **Safety Measures:** Activities and precaution taken to improve safety i.e. reduce risk related to human health.
65. **Scholastic:** Includes subject specific areas.
66. **Staff Appraisal:** The key to effective school development by appraising / estimating the performance of the staff. An opportunity for motivation and opportunity for teachers.
67. **Staff Muster:** Record keeping of an employee's attendance.
68. **Staff Records:** Relating to gathering, storing and using information of employees.
69. **Summative Assessment:** A culminating assessment, which gives information on students' mastery of content, knowledge, or skills at the end of instruction and testing.
70. **Summative Evaluation:** The evaluation conducted at the end of an instructional segment is called summative evaluation. It is designed to determine the extent to which the instructional objectives have been achieved. It is usually used for assigning course grades or certification.
71. **Syllabus:** An outline and summary of topics to be covered in a

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

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



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