



In Pursuit of Excellence

A HANDBOOK FOR PRINCIPALS



CENTRAL BOARD OF SECONDARY EDUCATION, DELHI



In Pursuit of Excellence

A HANDBOOK FOR PRINCIPALS



CENTRAL BOARD OF SECONDARY EDUCATION, DELHI
This Handbook is an Initiative of Academic Unit



First Edition : May 2020 : 100 Copies

Price : Unpriced Publication

PUBLISHED BY : The Secretary, Central Board of Secondary Education, Shiksha Kendra,
2, Community Centre, Preet Vihar, Delhi - 110092

**COVER DESIGN, LAYOUT
AND PRINTED BY** : Laxmi Print India, 556, G.T. Road, Shahdara, Delhi-110032

(Several internet resources have been referred for the images, facts and cartoons used in this handbook, only for educational purposes. All such sources and the creators of those images and cartoons are also gratefully acknowledged.)

भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक सम्पूर्ण प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य बनाने के लिए, तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनैतिक न्याय,
विचार, अभिव्यक्ति, विश्वास, धर्म
और उपासना की स्वतंत्रता,
प्रतिष्ठा और अवसर की समता
प्राप्त कराने के लिए
तथा उन सब में व्यक्ति की गरिमा

²और राष्ट्र की एकता और अखंडता
सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई० को एतद्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

1. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से "प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य" के स्थान पर प्रतिस्थापित।
2. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से "राष्ट्र की एकता" के स्थान पर प्रतिस्थापित।

भाग 4 क

मूल कर्तव्य

51 क. मूल कर्तव्य - भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह -

- (क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;
- (ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;
- (ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे;
- (घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;
- (ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं;
- (च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परिरक्षण करे;
- (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणिमात्र के प्रति दयाभाव रखे;
- (ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;
- (झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;
- (ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई उंचाइयों को छू ले;
- ¹(ट) यदि माता-पिता या संरक्षक है, छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, यथास्थिति, बालक या प्रतिपाल्य के लिये शिक्षा के अवसर प्रदान करे।

1. संविधान (छयासीवां संशोधन) अधिनियम, 2002 द्वारा प्रतिस्थापित।

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the² unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "unity of the Nation" (w.e.f. 3.1.1977)

THE CONSTITUTION OF INDIA

Chapter IV A

FUNDAMENTAL DUTIES

ARTICLE 51A

Fundamental Duties - It shall be the duty of every citizen of India-

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- ¹(k) to provide opportunities for education to his/her child or, as the case may be, ward between age of 6 and 14 years.

1. Subs, by the Constitution (Eighty-Sixth Amendment) Act. 2002.

Acknowledgements

Patrons:

- **Shri Ramesh Pokhriyal 'Nishankh'**, Minister of Human Resource Development, Government of India
- **Shri Sanjay Dhotre**, Minister of State for Human Resource Development, Government of India
- **Ms. Anita Karwal**, IAS, Secretary, Department of School Education and Literacy, Ministry of Human Resource Development, Government of India

Advisory and Creative Inputs:

- Our gratitude to **Ms. Anita Karwal**, IAS, for her advisory and creative inputs for this Handbook during her tenure as Chairperson, Central Board of Secondary Education

Guidance and Support:

- **Sh. Anurag Tripathi**, IRPS, Secretary, Central Board of Secondary Education
- **Dr. Antriksh Johri**, Director (IT), Central Board of Secondary Education
- **Dr. Biswajit Saha**, Director (Skill Education & Training), Central Board of Secondary Education

Editorial Inputs and Advisory:

- **Dr. Joseph Emmanuel**, Director (Academics), Central Board of Secondary Education

Value adder, Curator and Co-ordinator:

- **Dr. Praggya M. Singh**, Joint Secretary, Academics unit, Central Board of Secondary Education

Inputs on Disaster Management:

- National Disaster Management Authority
- National Disaster Response Force

Initial Draft Preparation Team:

- **Dr. Praggya M. Singh**, Joint Secretary, Academics unit, Central Board of Secondary Education
- **Sh. Pramod Kumar TK**, Joint Secretary, Academics unit, Central Board of Secondary Education
- **Dr. Sweta Singh**, Joint Secretary, Academics unit, Central Board of Secondary Education
- **Sh. Al Hilal Ahmed**, Joint Secretary, Academics unit, Central Board of Secondary Education
- **Mrs. Ramandeep Kaur**, Deputy Secretary, Academics unit, Central Board of Secondary Education
- **Ms. Monali Bhattacharya**, Associate Professor, JIIT, Noida
- **Ms. Kriti Guleria**, Asst. Professor, Army Institute of Education, Greater Noida
- **Ms. Meenakshi Sahani**, Principal, Modern School, Vasant Vihar, N.Delhi
- **Ms. Shayma Vinod**, Principal, Bloom Public School, New Delhi
- **Ms. Sunita Gupta**, Principal, Airforce Bal Bharti School, NewDelhi
- **Ms. Sudha Acharya**, Principal, ITL Public School, Dwarka , New Delhi
- **Ms. Sunila Aithley**, Principal, Amity International School, Vasundhara, Ghaziabad

Table of Contents

ACKNOWLEDGEMENTS	5
ABOUT THIS HANDBOOK	12
CHAPTER 1 : HOW IT ALL STARTED?	13
1.1. The Beginning	14
1.2. Various Roles of a Principal	15
CHAPTER 2 : CAPACITY ENHANCEMENT	20
2.1. CBSE Training Policy	22
2.2. Stipulations for in-service Training in CBSE Affiliation Bye-Laws	22
2.3. CBSE Centres of Excellence (CBSE COEs)	24
2.4. Capacity Building Programmes by CBSE	24
2.5. Yearly Training Theme	26
2.6. Inspection for Affiliation/Upgradation/Extension to Include Inspection of Mandatory Trainings Completed	26
2.7. Online Application for Participation in the Board's Training Programmes	27
2.8. Shiksha Vani-The All New CBSE Podcast App	28
2.9. DIKSHA	28
2.10. Vidya-Daan	30
CHAPTER 3 : TO BE AND TO DO LIST	32
3.1. Leadership Competencies	33
3.1.1. Are you a Leader or a Boss?	33
3.1.2. Suggestive Leadership Competencies	35
3.1.3. Self-Evaluation Framework for Principal-Staff Relationship	40
3.2. Administrative Leadership Aspect	40
3.2.1. List of Possible Works to be Done	40
3.2.1.1. Learn about Right to Education	41
3.2.1.2. Learn about Right to Information	41
3.2.1.3. Learn about Code of Conduct for teaching and non-teaching Staff	41
3.2.1.4. Learn about Code of Conduct for Students	41
3.2.1.5. Learn about Supreme Court Guidelines for School Transport	41
3.2.1.6. Learn about School Management Committee	41
3.2.1.7. Learn about Provident Fund/ ESI	41
3.2.1.8. Learn about Audits & Surveillance	41

3.2.1.9. Learn about Evacuation Procedures.....	41
3.2.1.10. Learn about Students Dossiers	42
3.2.1.11. Learn about Staff Files.....	42
3.2.1.12. Learn about Documents pertaining to Infrastructure	42
3.2.1.13. Learn about Safety & Security	42
3.2.1.14. Learn about School Finances & Accounting	42
3.2.1.15. Learn about Procurement Procedures	43
3.2.1.16. Learn about Condemnation Guidelines.....	43
3.2.1.17. Learn about Interacting with CBSE, Local Officials for official purposes.....	43
3.2.1.18. Learn about Teacher’s qualifications	43
3.2.1.19. Learn about use of Technology for educational planning, governance and teaching and learning	43
3.2.1.20. Learn about Textbooks Management As Per CBSE Affiliation Byelaws	43
3.2.1.21. Learn about Promotion of Environmental Conservation And Awareness	43
CHAPTER 4 : TRANSFORMING THE LEARNING ENVIRONMENT	45
4.1. Recent Qualitative Initiatives by CBSE	46
4.2. Making Schools Joyful Places	49
4.2.1. Making Schools Anger-Free/ No-Anger Zones	50
4.2.2. Experiential Learning	51
4.2.2.1. Meaning	51
4.2.2.2. Experiential Learning: Key Components	52
4.2.2.3. Experiential Learning Cycle.....	52
4.2.2.4. Stages of Experiential Learning	53
4.3. Art- Integrated Learning.....	53
4.3.1. Necessity of Art-Integrated Learning	54
4.4. Joyful Classrooms	55
4.5. Integrating Life Skills.....	56
4.5.1. Key Growth and Human Development Periods.....	57
4.5.2. Life Skills for Early Childhood.....	57
4.5.3. The Most Important Life Skills for Children to Learn.....	58
4.5.4. Life Skills for Adolescence	58
4.6. The 21st Century Skills.....	59
4.6.1. Critical Thinking.....	60
4.6.2. Problem Solving	60
4.6.3. Creativity and Innovation.....	60
4.6.4. Communication and Collaboration	60
4.6.5. Career and Life-skills.....	60

4.6.6. Digital and Media Literacy	61
4.6.7. Leadership and Responsibility	61
CHAPTER 5 : FOCUSSED UPON THE COMPETENCIES.....	62
5.1. Meaning of Competency	63
5.2. Competency-Based Learning (CBL).....	63
5.3. Components of Competency-Based Learning.....	64
5.3.1. Concepts Adjoining CBL	65
5.4. CBL: Features and Processes.....	65
5.5. Competency and its Elements	66
5.5.1. Students advance upon Demonstrated Mastery	66
5.5.1.1. Personalised Learning Pathways for Developing Students’ Competency	66
5.5.1.1.1. What are Personalised Learning Pathways (PLPs)?	66
5.5.1.1.2. Features of Personalised Learning Pathways	67
5.5.1.1.3. PLP as a Feedback Mechanism	67
5.5.1.1.4. PLP Cycle	68
5.5.2. Competencies include explicit, measurable, transferable learning objectives that empower students	68
5.5.3. Assessment is meaningful and a positive learning experience for Students	69
5.5.4. Students develop and apply a broad set of skills and Dispositions	69
5.5.5. Learning outcomes emphasize competencies of application and creation of knowledge, along with other necessary skills and behaviours.....	69
5.5.6. Holistic Approach.....	69
5.5.7. Sustainable Learning	70
5.6. Competency-based Education and Learning Outcomes	70
5.6.1. Difference between a Competency and a Learning Objective.....	70
5.7. Implementation of CBE.....	71
5.7.1. Some Points to Remember	72
5.8. Suggestive actions for Principals to ensure implementation of CBE in schools.	75
5.9. CBSE and CBE	76
CHAPTER 6 : PEDAGOGICAL PLANNING	78
6.1. NCF on How Children Learn.....	79
6.2. NCF on Effective Learning Environment	79
6.3. Designing Learning Experiences	81
6.4. Pedagogical Plans	81
6.5. Planning a Pedagogical Plan.....	82

CHAPTER 7 : MAKING SCHOOLS INCLUSIVE.....	89
7.1. Integration in vision and mission of the school	91
7.2. Orientation, Interaction & liaising with all Stakeholders	91
7.3. Empowering Teachers.....	92
7.3.1. Some strategies and techniques for Principals for Inclusion are	92
7.3.2. Suggestive Checklist for Inclusive Schools	92
7.4. Modification in Curriculum Planning, Teaching Methodology & Assessment ...	94
7.4.1. Curriculum Planning.....	94
7.4.1.1. Indicators.....	94
7.4.2. Teaching Methodology.....	95
7.4.2.1. Classroom Practices & Instructional Practices.....	95
7.4.3. Behaviour Modification.....	96
7.4.3.1. Managing Commonly observed behaviour Problems.....	96
7.5. Different ways of Assessment	98
7.6. High Five Learning Strategy	98
7.6.1. Sports and Children with Special Needs	99
7.6.1.1. Benefits of Sports.....	99
7.6.2. Role of Visual Art.....	99
7.6.3. Story telling using puppets will be more interesting and Interactive	100
7.6.4. Role of Music	100
7.6.5. Role of Dramatics.....	100
7.7. Accommodation in classroom, playground, Subject Enrichment Program	101
7.7.1. Room Accommodations.....	102
7.7.2. Teacher Accommodations	102
7.8. A Shadow Teacher : fortifying lives from behind	102
7.8.1. The student benefits from the shadow teacher because	102
7.9. Parent as Partner: helps students to emerge as Confident Individuals.....	103
 CHAPTER 8 : COLLABORATION COUNTS: HUBS OF LEARNING	 105
8.1. What are Hubs of Learning?	106
8.2. Mission of Hubs	106
8.3. What is the need for collaboration through Hubs?.....	106
8.4. Need for Hubs of Learning	107
8.5. Objectives of Hubs	108
8.6. Hubs of Learning viz-a-viz Sahodayas	108
8.7. If you are a Lead Collaborator	109
8.8. As a Hub Member, you will	109
8.9. How to know your Hub ?	110
8.10. How to inject energy for this initiative in your school?	111
8.10.1. At your Schools	111
8.10.2. At the Hub Level.....	111

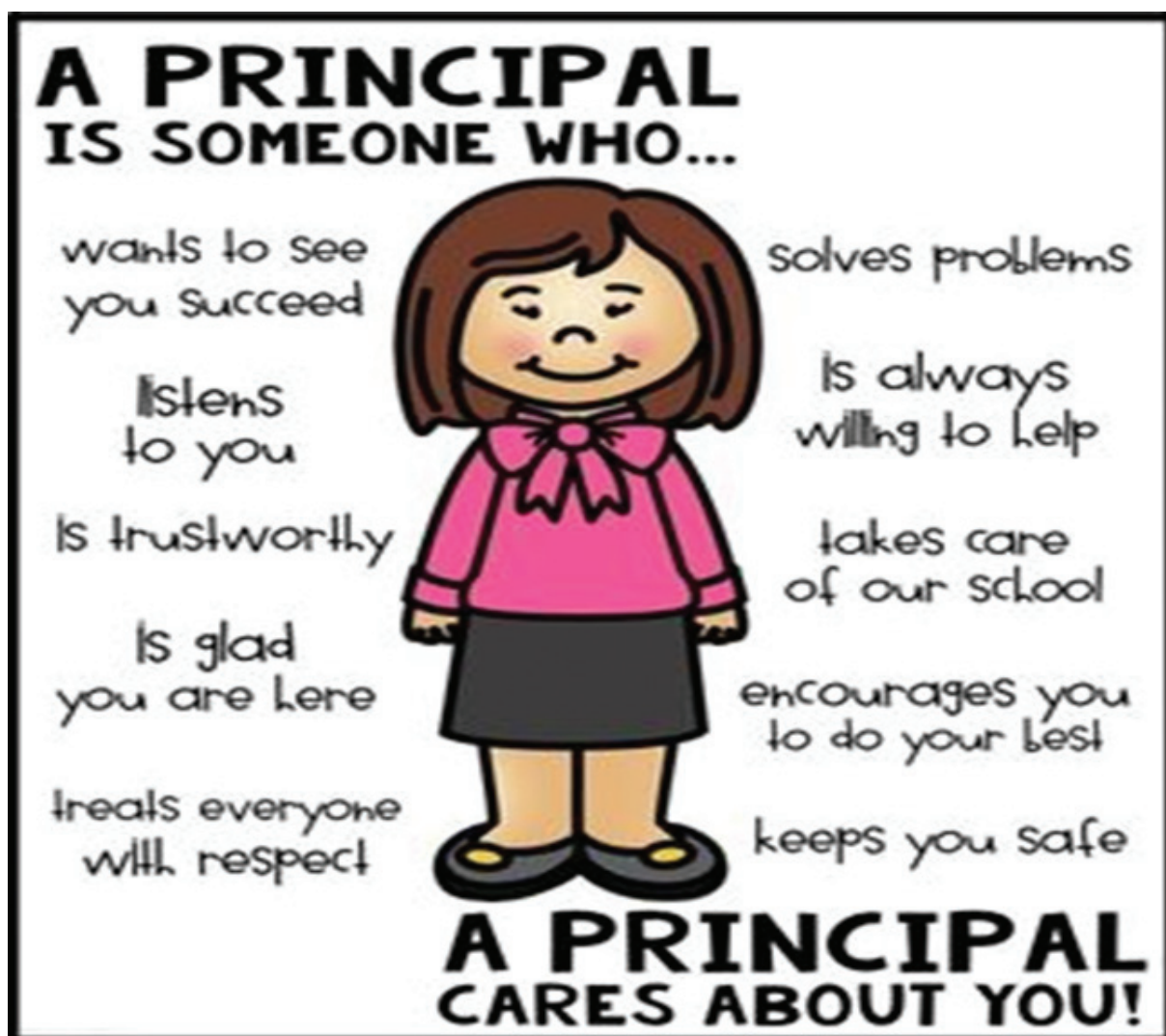
CHAPTER 9 : WHAT CBSE EXPECTS FROM US	114
9.1. Academic expectations	115
9.1.1. Subjects at Secondary Level.....	115
9.1.2. Subjects at Senior Secondary Level	117
9.1.3. Books	121
9.1.4. Expectations of CBSE	122
9.2. Examinations	124
9.2.1. Sample Papers	124
9.2.1.1. Marking Scheme	124
9.2.2. Conduct of Board Examination	124
9.2.3. Expectations of CBSE	125
9.3. Skill Education	127
9.4. CBSE Competitions	128
9.5. Capacity Building Programmes	129
9.6. Environment Conservation	132
9.7. Affiliation.....	132
9.8. School Website.....	133
CHAPTER 10 : IF YOU FAIL TO PREPARE, BE PREPARED TO FAIL	136
10.1. Creating a “School Disaster Management Plan”?	137
10.1.1. School should have the following	137
10.2. School Disaster Management Teams/Committees	138
10.2.1. Members	139
10.2.2. Before and During the Disaster	139
10.2.2.1. After Disaster	139
10.3. Creating a Disaster Response Group.....	139
10.3.1. Evacuation Team members	139
10.3.1.1. Before a Disaster	139
10.3.1.2. During a Disaster	139
10.3.1.3. After a Disaster	139
10.4. Search and Rescue Team	140
10.4.1. Members	140
10.4.2. Before a Disaster.....	140
10.4.3. During a Disaster	140
10.4.4. After a Disaster	140
10.5. First Aid Team	140
10.5.1. Members	140
10.5.2. Before a Disaster.....	140
10.5.3. During a Disaster	140
10.5.4. After a Disaster	141

10.6. Fire Safety Team.....	141
10.6.1. Members	141
10.6.2. Before a Disaster.....	141
10.6.3. During a Disaster	141
10.6.4. After a Disaster	141
10.7. Site Security Team.....	141
10.7.1. Members	141
10.7.2. Before a Disaster.....	141
10.7.3. During a Disaster	142
10.7.4. After a Disaster	142
10.8. Bus Safety Team (FOR EACH BUS).....	142
10.8.1. Members	142
10.8.2. Before a Disaster.....	142
10.8.3. During a Disaster	142
10.8.4. After a Disaster	142
10.9. Honbl'e Supreme Court Guidelines	142
10.10. Directions of the Supreme Court for School Bus.....	143
CHAPTER 11 : IT INITIATIVES BY CBSE.....	145
CHAPTER 12 : CBSE SCHOOL QUALITY ASSESSMENT AND ASSURANCE (SQAA)	152
12.1. Introduction.....	153
12.2. Vision of SQAA.....	153
12.3. Benefits of SQAA	153
12.4. Eligibility for SQAA Process.....	153
12.5. Framework of SQAA	153
12.6. Process of School Quality Assessment and Assurance.....	154
12.7. Self-assessment	155
12.8. Domains and Sub Domains of SQAA.....	155
12.9. Action to be Taken by Schools	158
CHAPTER 13 : SELF EVALUATION FRAMEWORK	159

About this Handbook

After getting affiliated to CBSE, it is the Principal of a school who takes lead in all matters pertaining to his/her school. Principals who are new to CBSE are sure to have several queries about the system. We shall unravel the day-to-day areas of work and answer many queries related to the professional lives of CBSE School Principals in this Handbook, through the fascinating journey of learning and absorbing of Shri Sambhav Singh Rathore.*

This Handbook has been prepared in a manner unlike the style of usual Handbooks. There is a reason behind that. We want to generate your curiosity at every step, so that you too learn and absorb from end to end, like Shri Rathore. Hope you enjoy your journey, just as much as he did! From the following illustration, you will have an idea what a Principal, that is you, means for a student:





CHAPTER-1

HOW IT ALL STARTED?

When a parent of a cute kid demands that he wants to see you immediately, it may not always be good news. Especially, if you are the Principal of the school where the cute kid is a student. But it surely is an exercise in understanding, patience and problem-solving. If you are a Principal of a school and are reading this Handbook with the same approach, go ahead. But if you believe that all good things come in small packages that are unwrappable in 2-minutes, then let me alert you – this is the exception to your rule.

My name is Sambhav Singh Rathore¹. For the last three years, I have been working as the Principal of The New Academy* in Bhilwara, Rajasthan. I shall take you down the several twists and turns of my memory lane, by sharing my journey as a Principal of a CBSE school.

In this Handbook, I have used a few boxes which are titled as below:

1. **We the Principals:** These are tips and learnings only for Principals
2. **All in the Family:** Learnings and tips for Everyone else in a School
3. **All aboard:** Learnings and tips for all Principals and Everyone in a School.
4. **Six Honest Men:** These are my queries based on Rudyard Kipling's poem "I Keep six honest serving Men".

I keep six honest serving men

They taught me all I knew

Their names are **What** and **Why** and **When**
And **How** and **Where** and **Who**

5. **Answering the bell:** Here I try to resolve some of your anticipated queries and sometimes also come out with some interesting tidbits.

1.1. The Beginning:

I began my career as a PGT, and worked for a long time in a well-established CBSE school. As a teacher, I was fairly aware of my roles and responsibilities, and was ever willing to learn more to be a better teacher. After teaching for 8 years at a stretch, I got an opportunity to be appointed as the Principal of a newly-opened school. The Management of the school aimed to get the school affiliated to the Central Board of Secondary Education.

SIX HONEST MEN:

"What" is the knowledge that I must be "armed" with on being appointed as a Principal?

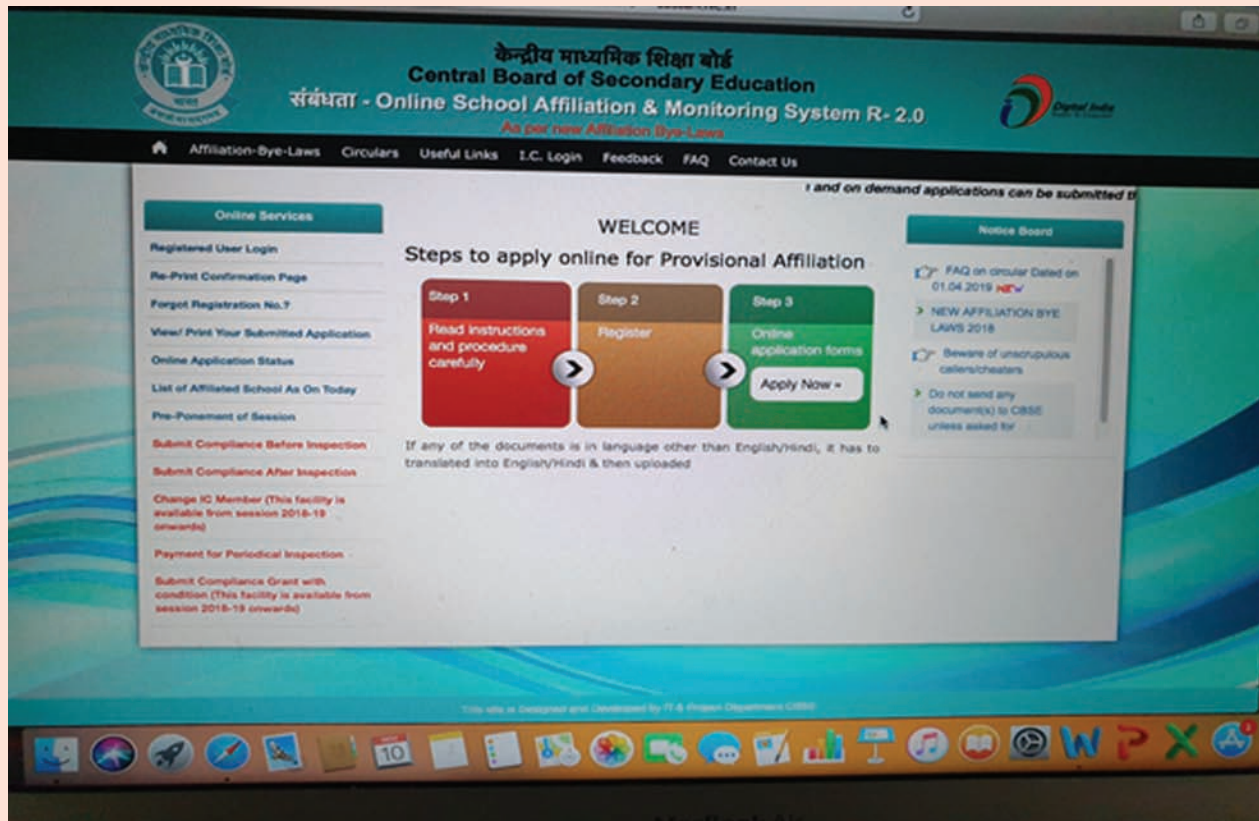
I joined and spent my initial days groping in the dark. I had no ideas on how to even begin this work. I was flooded with thoughts of regret for having left the much more comfortable job of a teacher. While in academics, I did not have any administrative and leadership issues. This was something very new.

¹ The name and place of the person and school are fictitious. Any similarity is purely coincidental.

ANSWERING THE BELL

My academic experience of researching resource material for my students, gave me my first opening to an understanding of what was required of me as a Principal to a school that was wanting to get affiliated to CBSE.

I STARTED RESEARCHING AND SURFING THROUGH THE CBSE WEBSITE WWW.CBSE.NIC.IN. I went to the link 'affiliation' and came across the CBSE Affiliation Bye Laws 2018.



1.2. Various Roles of a Principal:

A school that is known for its quality, joyful classrooms and standards of education definitely has a focused, committed and dynamic Principal, who knows how to handle anticipated situations, and has the resilience to handle the unanticipated too with the help of all resources at her command. Well, let me be honest; getting a new school affiliated was completely unanticipated by me and had it not been for the Affiliation Byelaws, I would have been fired by now.

Chapter 9 of the CBSE Affiliation Bye-Laws states the roles and responsibilities of the Head of School. Let us have a look at some of the important provisions. **(For more details you will have to do extra homework and read the Chapter 9 of Affiliation Byelaws, 2018 for yourself.)** In the table below, the section entitled 'domain' is the inference I have drawn after studying the provisions.

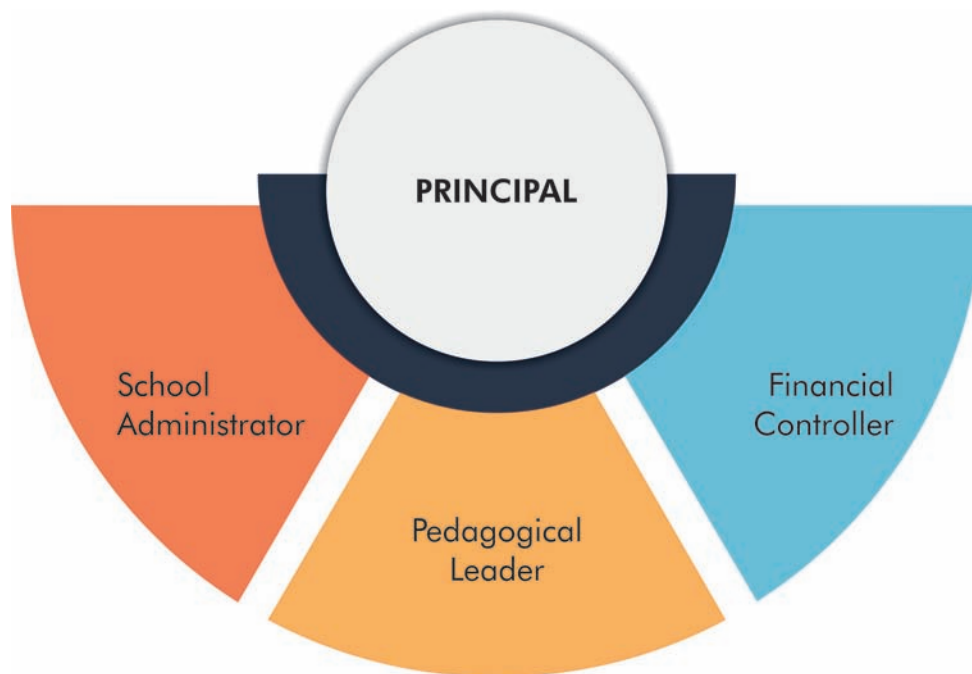
Head of the School -		
CLAUSE	PROVISION	DOMAIN
9.2.1	Head of the School/Principal will be the ex-officio Member Secretary of the School Management Committee.	Administrative
9.2.2	Will function as the Head of the office of the school under his charge and carry out all Academic and Administrative duties required of a head of the educational institute.	Administrative & Pedagogical Leadership
9.2.3	Will ensure that all provisions of the Affiliation and Examination Byelaws and all directions given by CBSE from time to time are strictly complied with.	Administrative
9.2.4	Be the drawing and disbursing officer for the employees of the school however in the case of an unaided school, he may perform only such function, as drawing and disbursing officer as may be specified in the instructions issued by the Society	Financial Controller
9.2.5	Be responsible for the proper maintenance of accounts of the school, school records, service books of teachers, and such other registers, returns and statistics as may be specified by the Society/Board.	Administrative
9.2.6	Handle official correspondence relating to the school and furnish, within the specified dates, the returns and information required by the State Government/Board.	Administrative
9.2.7	Make purchases of stores and other materials required for the school in accordance with the rules governing such purchases and enter all such stores in the stock register and shall scrutinize the bills and make payments	Financial Controller
9.2.8	Conduct physical verification of school property and stock at least once a year and ensure the maintenance of stock registers neatly and accurately.	Administrative

9.2.9	Be responsible for proper utilization of the Pupils Fund.	Financial Controller
9.2.10	Make satisfactory arrangements for the supply of good drinking water and provide other facilities for the pupils and ensure that the school building, its fixtures and furniture, office equipment, lavatories, play grounds, school garden and other properties are properly and carefully maintained.	Administrative
9.2.11	Supervise, guide and control the work of the teaching and non-teaching staff of the school	Pedagogical Leadership
9.2.12	Be in-charge of admission in the school, preparation of school timetable, allocation of duties and teaching load to the teachers, and shall provide necessary facilities to the teachers for the discharge of their duties and conduct of school examination in accordance with the instructions issued by the Government /Board from time to time;	Pedagogical Leadership
9.2.13	Plan the year's academic work in advance in consultation with his/her colleagues and hold staff meeting at least once a month, review the work done during the month and assess the progress of the pupils.	Pedagogical Leadership
9.2.14	Help and guide the teachers to promote their professional growth and actively encourage their participation in courses designed for in-service education.	Pedagogical Leadership
9.2.15	Promote the initiative of the teachers for self-improvement and encourage them to undertake pedagogical and other innovations which are educationally sound.	Pedagogical Leadership
9.2.16	Supervise classroom teaching and secure co-operation and coordination amongst teachers of the same subject areas as well as inter-subject coordination.	Pedagogical Leadership

9.2.17	Arrange for special remedial teaching of the children belonging to the weaker sections of the community also of other children who need such remedial teaching.	Pedagogical Leadership
9.2.18	Arrange for informal and non-class room teaching.	Pedagogical Leadership
9.2.19	Plan and specify a regular time-table for the scrutiny of pupil's written work and home assignment and ensure that the assessment and corrections are carried out timely and effectively.	Pedagogical Leadership
9.2.20	Make necessary arrangements for organizing special instructions for the pupils according to their needs.	Pedagogical Leadership
9.2.21	Organize and coordinate various co-curricular activities through the house system or in such other effective ways as he may think fit.	Pedagogical Leadership
9.2.22	Develop and organize the library resources and reading facilities in the school and ensure that the pupils and teachers have access to and use of books and journals of established value and usefulness.	Pedagogical Leadership
9.2.23	Send regularly the progress reports of the students to their parents or guardians.	Pedagogical Leadership
9.2.24	Promote the physical well-being of the pupils, ensure a high standard of cleanliness and health habits, and arrange periodical medical examinations of the students and send medical reports to parents or guardians.	Pedagogical Leadership & Administrative
9.2.25	Devote at least one period per day to teaching of the pupils.	Pedagogical Leadership
9.2.26	Be responsible for sending teachers for the evaluation of answer scripts in respect of Board's Examinations and other duties related to academics, training and conduct of examinations as per requirements of the Board from time to time.	Pedagogical Leadership & Administrative

9.2.27	The Principal/Head of the School shall not refuse any duty assigned by the Board in connection with the conduct of examinations, evaluation of answer scripts, result processing and other ancillary activities. The Principal/Head of the School shall act as a Centre Superintendent whenever and wherever appointed by the Board and shall not delegate his authority, duties and responsibilities to any other person under any circumstances.	Administrative
--------	--	-----------------------

From the details given above, you will agree that the roles and responsibilities of a Principal can be broadly categorized into three main domains as follows:





CHAPTER-2

CAPACITY ENHANCEMENT

SIX HONEST MEN:

I had the requisite experience and academic qualifications. I wanted to

upgrade and update myself professionally. But “how” to and “where” from?

CBSE has its affiliated schools located all across the country as well as abroad.

Several CBSE schools are also located in smaller cities like mine.

ALL ABOARD:

The numbers of CBSE affiliated schools in India are: 22,535

- Central govt. schools
 - Kendriya Vidyalayas - 1138,
 - Navodaya Vidyalayas - 596, and
 - Central Tibetan Schools - 14

- State govt. schools (both grant-in-aid and aided schools) - 2737
- Private schools - 17818

Schools located outside India – 232

The CBSE affiliated schools have 11.47 lakhs teachers and 1.97 crores students.

- *All figures are as on 15.12.19*

But I realized that whether it is a city or a town, urban or rural school, in India or abroad, the only thing that could help new Principals like me was systematic capacity building programmes, which I could undertake in my school or take outside help.

Once again CBSE came to my help, in the form of its Training Policy through CBSE Centres of Excellence (COEs). I could

update myself professionally not only in general areas but also in subject-specific requirements. Allow me to show you some of the details of the Training Policy of CBSE and the various formats that the board uses for its outreach to us.

In 2018, CBSE has formulated a Teachers’ Training Policy, which is incorporated in its Affiliation Byelaws.

ALL IN THE FAMILY:

This Training Policy is to be followed by all Principals, for themselves as well as for the Teachers working in their school.

2.1. CBSE Training Policy:

- The CBSE has established Centres of Excellence throughout the country to cater to training needs of all its affiliated schools, particularly the independent schools, as they are not able to participate in programmes of the state/central government institutes.
- Though schools run by various state and central government agencies like State Board, KVS, JNV, etc. are catered through SCERTs, DIETs and respective training units for organising capacity building programmes, the Board is open to offering them too, the board's training programmes/modules/resources, etc.
- In compliance to the provisions of NCF and RTE-2009, CBSE has amended its Affiliation Byelaws, which in addition to making a **minimum of 5 days of in-service training programmes per year of teachers mandatory (chapter 16 of the affiliation bye-laws)**, stipulates further that every School shall remit to the CBSE such fee for training of teachers and Principals at the CBSE Centers of Excellence as prescribed by the Board from time to time (clause 16.4.2 of the affiliation bye-laws).

2.2. Stipulations for in-service Training in CBSE Affiliation Bye-Laws:

For more details please see Chapter 16 of Affiliation Byelaws, 2018.	
Clause	Provisions of the Affiliation Byelaws
16.1	Annual Mandatory Training: Every affiliated School will arrange for the following Training Programmes every year for all its Teachers:
16.1.1	Every school shall organize 3 Days' in-house training programme for every teacher at the School level.
16.1.2	Every school should organize at least 2 days' training programme for its teachers preferably in association with the Centres of Excellence (C.O.E.) of the Board or through any Teachers' Training Institute recognized by the Centre/UT/State/Regional Teachers' Training Institutions, a CBSE Sahodaya School Complex or through Centre/State IT training platforms such as DIKSHA or SWAYAM etc. The School can also arrange this training with the help of established Teachers' Training Institutions.

16.1.3	Every school should organize at least 2 days' training programme for its Principal preferably in association with the Centres of Excellence (C.O.E.) of the Board or through any Teachers' Training Institute recognized by the Centre/UT/State/Regional Teachers' Training Institutions, a CBSE Sahodaya School Complex or through Centre/State IT training platforms such as DIKSHA or SWAYAM etc. The School can also arrange this training with the help of established Teachers' Training Institutions.
16.2	<p>Triennial Mandatory Trainings</p> <p>In addition to provisions of clause 16.1, every school for its entire teaching staff shall organize full time Training Programme of not less than 5 days, at least once in three years. Such training programme may be organized by the school preferably in Association with the C.O.E's of the Board or through any Teachers' Training Institute recognized by the Centre/UT/State/Regional Teachers' Training Institutions, a CBSE Sahodaya School Complex. School can also arrange this training with the help of established training institutions.</p>
16.3	<p>Documenting the training:</p> <p>The entire training programme as specified in Clauses 16.1 to 16.2 and sub-clauses thereto shall be properly videographed and documented including Training participation Certificates of teachers and the records be preserved and produced during the time of affiliation, upgradation, extension etc. or during inspection or as and when required by the Board for verification.</p>
16.4	Training Budget:
16.4.1	Every School shall earmark an adequate budget for Training of Teachers/Principals.
16.4.2	Every School shall remit to the CBSE such fee for training of Teachers/Principals at the CBSE Training Centres as prescribed by the Board from time to time.
16.5	Board may consider the request of foreign schools, to conduct training in the school by deputing a resource person, subject to the condition that the cost and expenses of the training and trainer will be borne by the school.

WE THE PRINCIPALS:

It is the responsibility of every Principal of a school affiliated to CBSE to arrange for the following training programmes every year for its teachers:

- o 3 Days' in-house training programme at the School level.
- o at least 2 days' training programme preferably in association with the Centres of Excellence (C.O.E.) of the Board.
- o full time Training Programme of not less than 5 days, at least once in three years.

2.3. CBSE Centres of Excellence (CBSE COEs):

The CBSE Centres of Excellence (COEs) look after the training requirements of all its affiliated schools, but primarily the schools under the independent or private category.

These Centres of Excellence (COEs) have been co-located with the Regional Offices of CBSE.

ALL ABOARD:

Visit the following link for the contact details of CBSE Centres of Excellence (COE):

http://cbseacademic.nic.in/CBSE_COE_DETAILS.html

2.4. Capacity Building Programmes by CBSE:

The Board conducts the following types of training programmes for schools:

WE THE PRINCIPALS:

2.4.1. Mandatory Induction Programmes by COEs for School management representative/s and Principals of all freshly affiliated schools, switch over schools, upgraded schools and schools obtaining extension of affiliation.

2.4.2. Mandatory training programmes by COEs for all school Principals regarding the stated theme of training for the year to augment their leadership effectiveness.

2.4.3. Mandatory workshops/modules on conduct of Examination and Evaluation are conducted by the Board for concerned stakeholders, before the start of Annual Board Examinations.

2.4.4. The following training programmes are offered for general training and can be exclusively undertaken for particular school's teachers, if adequate number of participants are available.

2.4.4.1. General Capacity Building Programmes (1/2 Days):

I.	Life Skills
II.	Gender Sensitivity
III.	Value Education
IV.	Remodeled Structure of Assessment for Secondary Classes
V.	Health & Physical Education
VI.	Upholding Integrity and Ethics
VII.	Inclusion and Inclusive Strategies
VIII.	Classroom Management
IX.	Career Guidance

2.4.4.2. Subject Specific Capacity Building Programmes (2 Days):

I	Competence Building in Mathematics Class X
II	Competence Building in Social Science Class X
III.	Competence Building in Science Class X
IV.	Competence Building in English Class X
V.	Competence Building in Hindi Class X
VI.	Competence Building in English Core Class XII

VII.	Competence Building in Business Studies Class XII
VIII.	Competence Building in History Class XII
IX.	Competence Building in Accountancy Class XII
X.	Competence Building in Political Science Class XII
XI.	Competence Building in Physics Class XII
XII.	Competence Building in Economics Class XII

2.5. Yearly Training Theme:

With effect from the session 2019-20, the Board declares an annual theme for training. This theme is a part of the Board's mandatory training programmes. It is also expected from the school Principals that

they shall also organize in-service training for their teachers on the yearly theme in the same year, to ensure that the teachers acquire the requisite expertise of the theme in a timely manner.

ALL ABOARD:

Theme for 2019-20: Innovative Pedagogy including experiential learning and Active learning.

Theme for 2020-21: Competency-based education and assessment

2.6. Inspection for Affiliation/Upgradation/Extension to Include Inspection of Mandatory Trainings Completed:

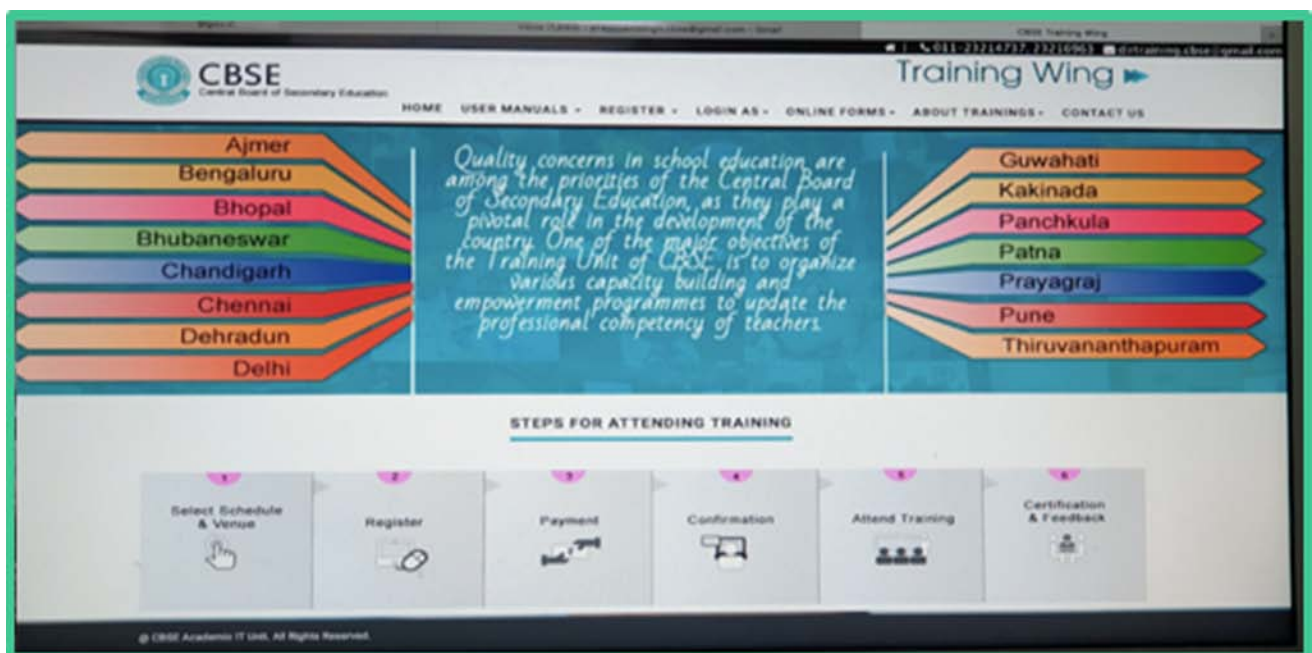
- The mandatory training policy as laid down in the Affiliation Byelaws of the Board is expected to be followed by all schools.
- Schools are expected to maintain records/documentation of training conducted for its teachers by the school, and training programmes attended by the teachers – whether in online, offline or blended formats.
- During the aforementioned inspection, these records/documents/evidence shall also be scrutinized to ensure that there is no violation of the Affiliation Byelaws as stated above.

ALL ABOARD:

Schools are expected to maintain records/documentation of training conducted for its teachers by the school, and training programmes attended by the teachers – whether in online, offline or blended formats.

2.7. Online Application for Participation in the Board's Training Programmes:

CBSE has launched the CBSE Training Portal for smooth participation by interested educators and for conduct of various training programmes for schools.



Salient features of this portal are:

- Teachers as well as schools can submit online application and register for attending/ organizing training programmes
- Facility of selecting programme and venue as per convenience
- Online fee submission
- Handy list of all upcoming training programmes
- Online feedback
- Online Certificate generation

2.8. Shiksha Vani- The All New CBSE Podcast App:

ALL ABOARD:

- The Central Board of Secondary Education has launched a podcast app 'ShikshaVani' to broadcast vital information to students and parents promptly.
- ShikshaVani is initiated to keep students, parents and teachers updated about the latest news and events of the CBSE.
- The podcast is bound to boost transparency in the system, in turn, increasing efficiency.
- The App, Shiksha Vani, is at present available on the Google play store for downloading.

2.9. DIKSHA:

- DIKSHA is an online platform by the Govt. of India.
- A unique initiative which leverages existing highly scalable and flexible digital infrastructures, while keeping teachers at the center. It is built considering the whole teacher's life cycle - from the time student teachers enroll in Teacher Education Institutes (TEIs) to after they retire as teachers.
- In India, many teachers are creating & using innovative tech-based solutions in their classrooms. Some state governments have also initiated programs to support their teachers digitally. Therefore, MHRD, CBSE, NCERT, SCERTs and NCTE have coordinated these efforts at a national level and have built DIKSHA.



ALL ABOARD:

DIKSHA's features can be used to create:

- In-class resources
- Teacher training content
- Assessment aids
- Teacher profile
- News and announcement
- Teacher community

What Does The Platform Provide?

It provides:

- Teaching resources such as lesson plans, concept videos, worksheets, all mapped to curriculum
- Student friendly resources, such as assessment items, concept maps, explanation videos, etc
- Teacher training courses (example - training on learning outcomes, CCE, etc.)

Teachers can access this material offline on their smartphones, tablets and other devices anytime and anywhere.

ALL ABOARD:

- For details download App named DIKSHA – National Teachers Platform for India from Android Play store.

How to use Diksha?



ALL ABOARD:

DIKSHA POPULARITY STATISTICS

By January 2020 DIKSHA has:

- 107million+ scans
- 205 million+ minutes playtime

- 95 million+ content play

2.10. Vidya- Daan:

- CBSE conceptualized “VidyaDaan”, a program based on sourcing of content from teachers and meant to synergize countrywide developments in education, by providing schools and teachers a space to share their best practices and e-content with the entire nation.
- As a part of “Vidya-Daan”, several CBSE schools have prepared and “donated” their content to CBSE for putting on public domain for the larger good of School education.
- Initially, the Board has curated e-content from some CBSE Schools and pooled it for classes VI to X for English, Hindi, Maths, Science and Social Science Subjects. The content has been systematically organized as per NCERT syllabus for the above-mentioned classes and subjects.

ALL ABOARD:

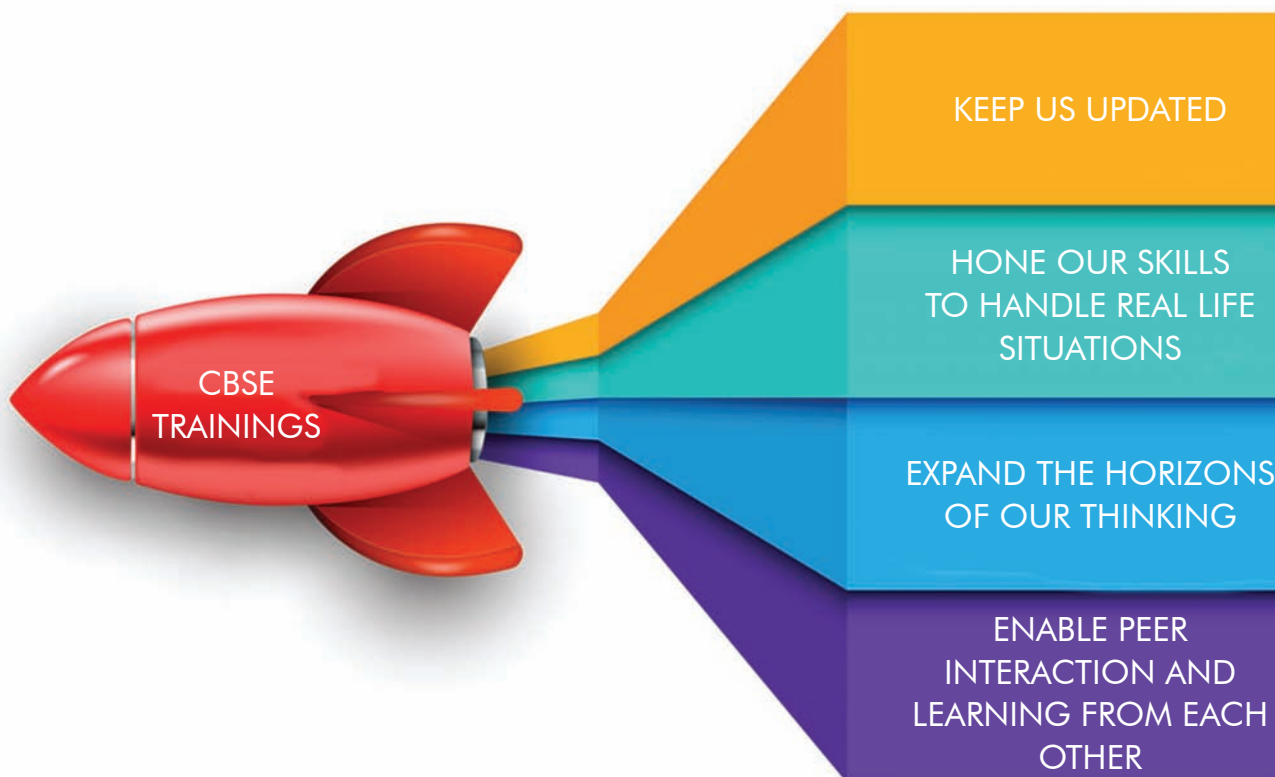
Each chapter in Vidya-Daan portal contains the following types of content resources to aid learning:

1. **Learning Outcomes:** To help your teachers understand the learning objectives of the lesson
2. **Focus Spots:** Highlighting some of the key concepts within a chapter
3. **Lesson Plans:** Enable your teachers to plan the flow of their classes
4. **Explanation Content:** To help you understand concepts better
5. **Question Bank:** For you, Sets of question and answers to enable more practice in schools and at home
6. **PDFs** of NCERT textbooks
7. **Marking Scheme Rubrics** for all subjects (only for class X)
8. **Experiential Content*:** Activity based learning and application of concepts
9. **Curiosity Questions*:** Create curiosity amongst the students before beginning a topic

To know more, watch brief film at link <https://www.youtube.com/watch?v=6QIFkw78JuM&feature=youtu.be>

And for those who walk among us in the belief that trainings are a waste of time, here

is a sum total of what our peer group have to say:





CHAPTER-3

TO BE AND TO DO LIST

Now that I was secure in the knowledge that professional development and capacity

building is a smooth task in CBSE, I moved on to my next task: that of building a team.

SIX HONEST MEN:

Am I a Good Leader?

“HOW” DO I KNOW IF I HAVE THE DESIRED COMPETENCIES OF A GOOD LEADER?

“HOW” DO I ACQUIRE THEM, IF I DON’T?

3.1. Leadership Competencies:

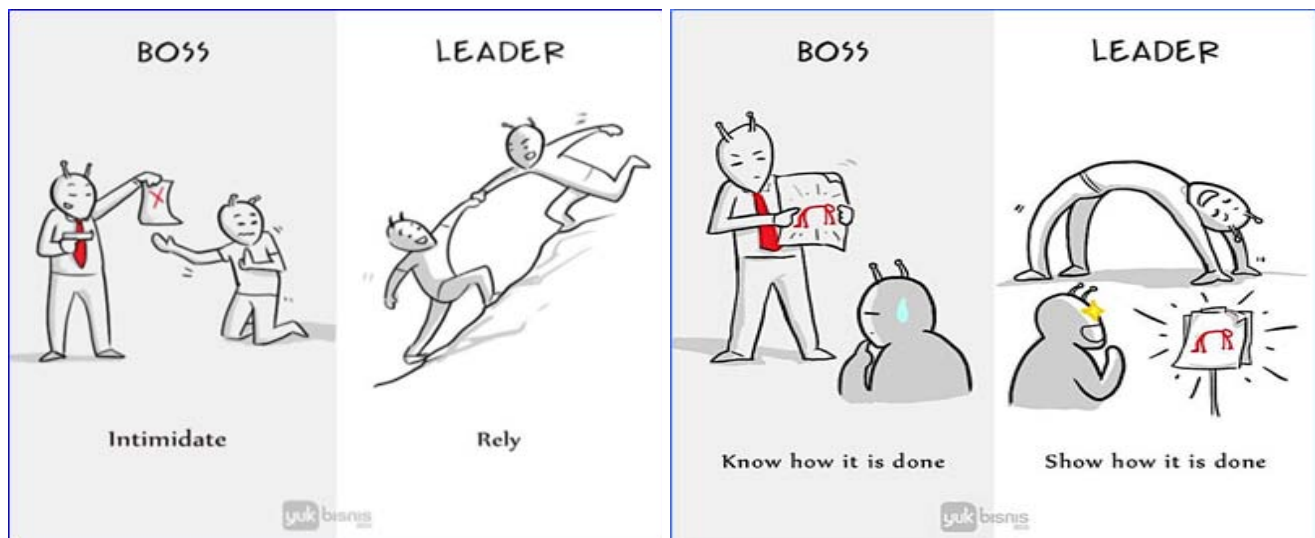
Simply speaking, Leadership means leading a group of people or an organization. It is often said that one may be a born leader, but Leadership is a skill that is acquired, developed and honed over time.

leaders. School Principals can be soaked in Power, Bossism, My-way-is-the-only-way style of functioning, or they can be School leaders.

3.1.1. Are you a Leader or a Boss?

Principals are also termed as School

The following images demarcate the differences between a leader and a boss: Identify who you are? (<https://in.pinterest.com> accessed on 22.11.2019)



BOSS



Says, "I"

LEADER



Says, "We"

In a nutshell,



Difference Between Boss & Leader



Drives employees
Depends on authority
Inspires fear
Says, "I"
Places blame for the breakdown
Knows how it is done
Uses people
Takes credit
Commands
Says, "Go"

... Coaches them
... On goodwill
... Generates enthusiasm
... Says, "We"
... Fixes the breakdown
... Shows how it is done
... Develops people
... Gives credit
... Asks
... Says, "Let's go"

3.1.2. Suggestive Leadership Competencies:

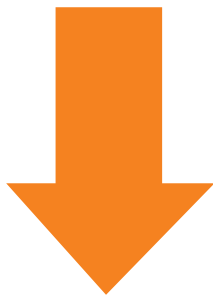
I decided that I would prefer to be a leader than a boss. However, due to the overwhelming load of work, playing various roles - as an administrator, pedagogical leader, leading by example, etc. - was not easy initially. Once again, research and training helped me.

Preparing a list of competencies that are desirable in a leader in the form of a checklist and adopting the same in my

real-life helped me. I trained myself to be positive and I began to build a motivated team to work with. The team comprised the Vice-principal, Teachers, Administrative staff, Support Staff and Transport staff.

I am sharing here the list² that I have tried to crowd-source and compile in this entire section, only as a gentle suggestion and reference for you:³

Connecting with the world other than the school



A leader:

- Has broad mindset
- Develops strategies
- Is Effective in interpersonal Communication
- Gathers and assimilates information
- Initiates tasks with planning
- Champions Change

Inspiring and motivating



A leader:

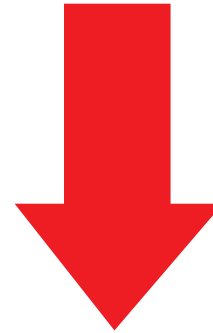
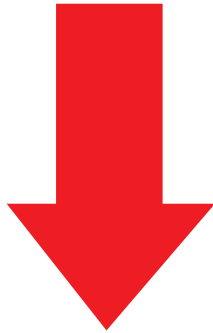
- Connects and empathises with others
- Sets Goals
- Has lucid vision
- Communicates effectively
- Develops others
- Collaborates
- Believes in and practices teamwork
- Nurtures innovation
- Is a strong role model

² alertlogic.qa.hbr.org

³ talentfactor.nl

TECHNICAL/
PROFESSIONAL
EXPERTISE

SELF-DEVELOPMENT



A leader:

- Resolves issues
- Develops relationships
- Communicates effectively
- Strives for excellence
- Takes initiative
- Builds competencies in others
- Is honest and full of integrity
- Puts team's interest first

A leader:

- Listens intently
- Is open to ideas
- Respects others
- Gives feedback for development
- Is ready to take challenge

ESTABLISH GOALS



A leader:

- Ready to take risks
- Develops strategy
- Plans effectively
- Gains the support of others
- Is decisive
- Has technical and business expertise
- Targets results

COLLABORATION

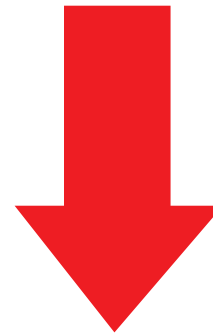
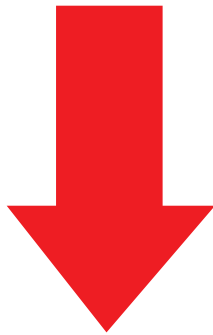


A leader:

- Is trustworthy
- Develops relationships
- Believes in and carries on inclusion and values diversity
- Adapts to change
- Inspires and motivates others
- Develops others

RESOLVES ISSUES

COMMUNICATES
POWERFULLY AND
POSITIVELY

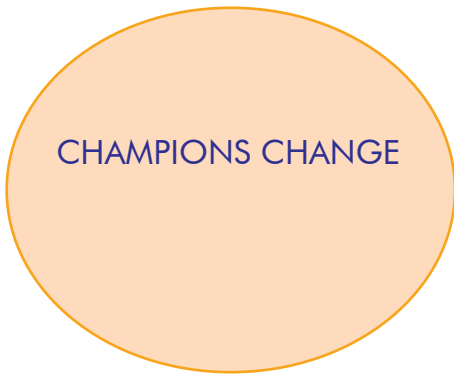


A leader:

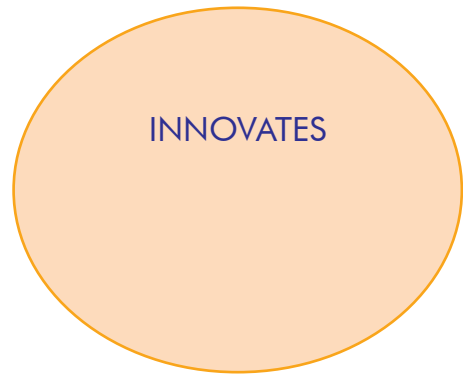
- Is organized and good at planning
- Is decisive
- Innovates
- Is always ready to tackle challenges
- Acts independently as well as jointly
- Has technical expertise
- Communicates powerfully and broadly

A leader:

- Inspires and motivates others
- Develops strategic perspective
- Establishes goals
- Deals effectively with challenges
- Involves others
- Translates messages for clarity
- Solves problems and analyzes issues



- A leader:
- Innovates
 - Focuses on results
 - Is willing to take risks and challenge the status quo



- A leader:
- Takes initiatives and planned risks
 - Supports others in taking planned risks and accepting challenges
 - Solves problems
 - Brings conducive changes
 - Learns from success and failure

WE THE PRINCIPALS:

As I analysed the MULTIPLE roles of a Principal as stated in the CBSE Affiliation Bye-Laws, and categorized them into three domains, it led me towards further research on each of these domains. I also undertook self-evaluation on these domains as well as few other connected ones.

3.1.3. Self-Evaluation Framework for Principal-Staff Relationship:

Do I :

- Have awareness of their needs?
- Know the requirements of training of the staff?
- Ensure they build their self-esteem & confidence?
- Provide avenues of growth?
- Fulfill reasonable needs of staff?
- Make for a comfortable working space?
- Implement schemes and policies for their welfare?
- Implements policies to promote growth and development?
- Create a happy pool of teachers?
- Have awareness of medical and personal issues of the staff?
- Create a safe and joyful working space?
- Build respect for the non-teaching staff and create an empowered group?

3.2. Administrative Leadership Aspect:

3.2.1. List of Possible Works to be Done:

I have also prepared a To-do-list. According to me, a Principal/ School leader must be aware of the following administrative responsibilities. It's possible that your list

may be smaller or longer than this, or could even be completely different. Whatever be the case, do indulge me here, as I have prepared this list in consultation with very experienced Principals.

3.2.1.1. Learn about Right to Education:

- RTE Act and appropriate governments RTE Rules
- Prevalent National Curriculum Framework
- National Education Policy
- Admission & Promotion Policies for students
- Disciplinary Procedures
- Fee Structures
- EWS Guidelines
- Safe environment for learners
- Inclusion

3.2.1.2. Learn about Right to Information:

- Adherence to RTI Act and guidelines

3.2.1.3. Learn about Code of Conduct for teaching and non-teaching Staff:

- Recruitment Policy
- Rights and Responsibilities
- Leave and Promotion Procedures
- Information regarding Inclusive Education
- Do's & Don'ts within school
- Safety of students
- Annual Appraisals and Documentation

3.2.1.4. Learn about Code of Conduct for Students:

- Adherence to Discipline Policy of School
- Respect for Uniform, School Rules, Staff, School Property, etc.
- Submission of Assignments, Home Work
- Penalties for Mis-conduct
- Regularity and Punctuality

3.2.1.5. Learn about Supreme Court Guidelines for School Transport:

- Transport Protocol
- Ensuring Vendors adhere to RTO Guidelines
- Police Verification & POCSO of Transport Department
- Documentation related to vendoring / taxes / insurance
- Bus Fitment Certificate

3.2.1.6. Learn about School Management Committee:

- Constitution of SMC as per CBSE Affiliation Byelaws
- Roles and Responsibilities of Members
- Election and Nomination Process
- Recording Minutes of the Meeting

3.2.1.7. Learn about Provident Fund/ESI:

- Ensuring remittance as per norms
- Withdrawal and Transfer Procedure of PF

3.2.1.8. Learn about Audits & Surveillance:

- Conduct of Internal & External Audits (ISO / CBSE / Accounts Deptt.) pertaining to finances, pedagogy documentation, safety, vigilance, salaries, etc.

3.2.1.9. Learn about Evacuation Procedures:

- Devising evacuation plan and conducting drills regularly.
- Ensuring entry & exits in buildings are free and flowing.
- Emergency protocol for all Heads pertaining to medical, earthquake,

fire, terrorists, etc.

- Important contacts in case of disaster

3.2.1.10. Learn about Students Dossiers:

- All records in hard & soft copy for each student separately
- Documents to be filed in dossiers – Admission Form, Date of Birth Certificate, Parents Residence Proof, Undertakings, Vaccination Chart, SC, ST, EWS proof, every year's report card copy
- Transfer certificates
- Achievements record of students
- Indiscipline records (Absenteeism / bullying / cheating / bringing costly gadgets or cash to school, improper uniform, disrespect to teachers or school property, etc.)
- Annual health check-ups and fitness records as per para 14.6 of Affiliation Byelaws and other CBSE circulars

3.2.1.11. Learn about Staff Files:

- Recruitment form
- Copies of Aadhar card, Residence Proof, Date of Birth, Qualifications, Experience Certificates, NOC, Reference Letters, Medical Fitness
- Copies of participation in workshops, Seminars, Conferences
- Police Verification Proof & POCSO affidavit
- Annual leave record of EL, CL, Maternity or Paternity leave or on duty leave
- Annual Appraisal form
- Classroom teaching observation reports by Heads
- Advisory / Memo / Warning / Office Order copy

3.2.1.12. Learn about Documents pertaining to Infrastructure:

- Procuring and maintaining documents pertaining to Land Deeds, Building Plan, NOC from State Govt.
- Regular updating of water potability, Health, Fire, Sanitation certificates
- 24x7 Electric supply
- Compliance with para 14.15 regarding facilitation of disabled students

3.2.1.13. Learn about Safety & Security:

- Maintenance of pakka boundary wall
- Maintenance of CCTV camera & surveillance room
- Ensuring construction work is not safety hazards for students
- Police verification of all employees in the school
- Maintenance of firefighting systems and replacement of fire cylinders annually.
- Vector control management systems – Fogging, Pest Control
- Ensuring clean and regular drinking water at all times and annual cleaning of overhead storage tanks + AMC of water coolers
- Cyber safety guidelines

3.2.1.14. Learn about School Finances & Accounting:

- Fee structure as per State & Central guidelines
- Income Expenditure budgeting annually
- Vending and tendering process
- Reconciliation with bank
- Planned and unplanned expenditure details

3.2.1.15. Learn about Procurement Procedures:

- Furniture & fixtures
- Sports equipment & goods
- Electrical, Carpentry and Plumbing
- Computer software & hardware
- Stationery, Art & Craft
- Books, Journals & Magazines
- Sanitation Items
- Maintenance of Stock Registers & Entry Ledgers
- Maintaining stocks – Consumable & Non-consumable

3.2.1.16. Learn about Condemnation Guidelines:

- Constituting Annual Condemnation Board of each department
- Disposing & repair of items as per SOP

3.2.1.17. Learn about Interacting with CBSE, Local Officials for official purposes:

- Submitting online annually UDISE & OASIS data
- Renewal of CBSE affiliation on time
- Attending meetings, conferences, workshops
- Providing information & data as and when required regarding LOC, staff data
- Participation in socially relevant events, competitions, etc.
- Documentation regarding relaxations for CWSN
- Conduct of Board & Public Exams
- submission of online report of self-assessment on SQAA, SEWA Projects, Annual Pedagogical Plans

- Submission of AE & ALL Report

3.2.1.18. Learn about Teacher's qualifications:

- NCTE Act and rules
- Para 2.4.12 regarding appointment of Counsellor and Wellness Teacher.

3.2.1.19. Learn about use of Technology for educational planning, governance and teaching and learning:

- How to maintain student/teacher/staff/school data
- Website maintenance as per para 2.4.9 of CBSE Affiliation Byelaws
- DIKSHA
- Shiksha Vani
- Vidya Daan
- Preparing Annual Report in accordance with Para 14.5 of Affiliation Byelaws and uploading on website

3.2.1.20. Learn about Textbooks Management As Per CBSE Affiliation Byelaws:

- List of textbooks on website
- If private author textbooks are being used, then certification in accordance with paras 2.4.7 (a) and 2.4.7 (b) of Affiliation Byelaws

3.2.1.21. Learn about Promotion of Environmental Conservation And Awareness:

The school must strive to promote conservation of the environment on their campus through rainwater harvesting, segregation of waste at source, recycling of organic waste, proper disposal of waste including electronic waste, use of energy-saving and energy-efficient electrical equipment, greening of campus, use of

solar energy, education and awareness amongst children on environmental conservation and cleanliness, etc.

The annual report of the school must contain a write up on all efforts made in this regard every year.

ANSWERING THE BELL:

I remember an amazing deed of the principal of my previous school. One of my teacher colleagues had been blessed with a baby and after availing maternity leave, she had joined back her duties. As a new mother, she was finding it difficult to balance between being a mother and a teacher.

When my Principal came to know of this, what he did next was touching indeed.

He allowed her to take all her classes at one-go and leave immediately thereafter for home to look after her child.

There are so many such inspiring examples. I want to share just one more with you. In the picture below, police personnel are helping mothers appearing for TET examination, by taking care of their little ones.



Two police women from Assam holding babies as their mother took TET exams inside. (Photo: Twitter)



CHAPTER-4

TRANSFORMING THE LEARNING ENVIRONMENT

As I mentioned earlier, I was keeping track of all latest circulars of CBSE on its website www.cbse.nic.in and www.cbseacademic.nic.in. In this chapter, I will share my findings (based on my research on these

websites) about the several initiatives of the Board which can lead to a complete transformation of the learning environment, provided schools follow them sincerely.

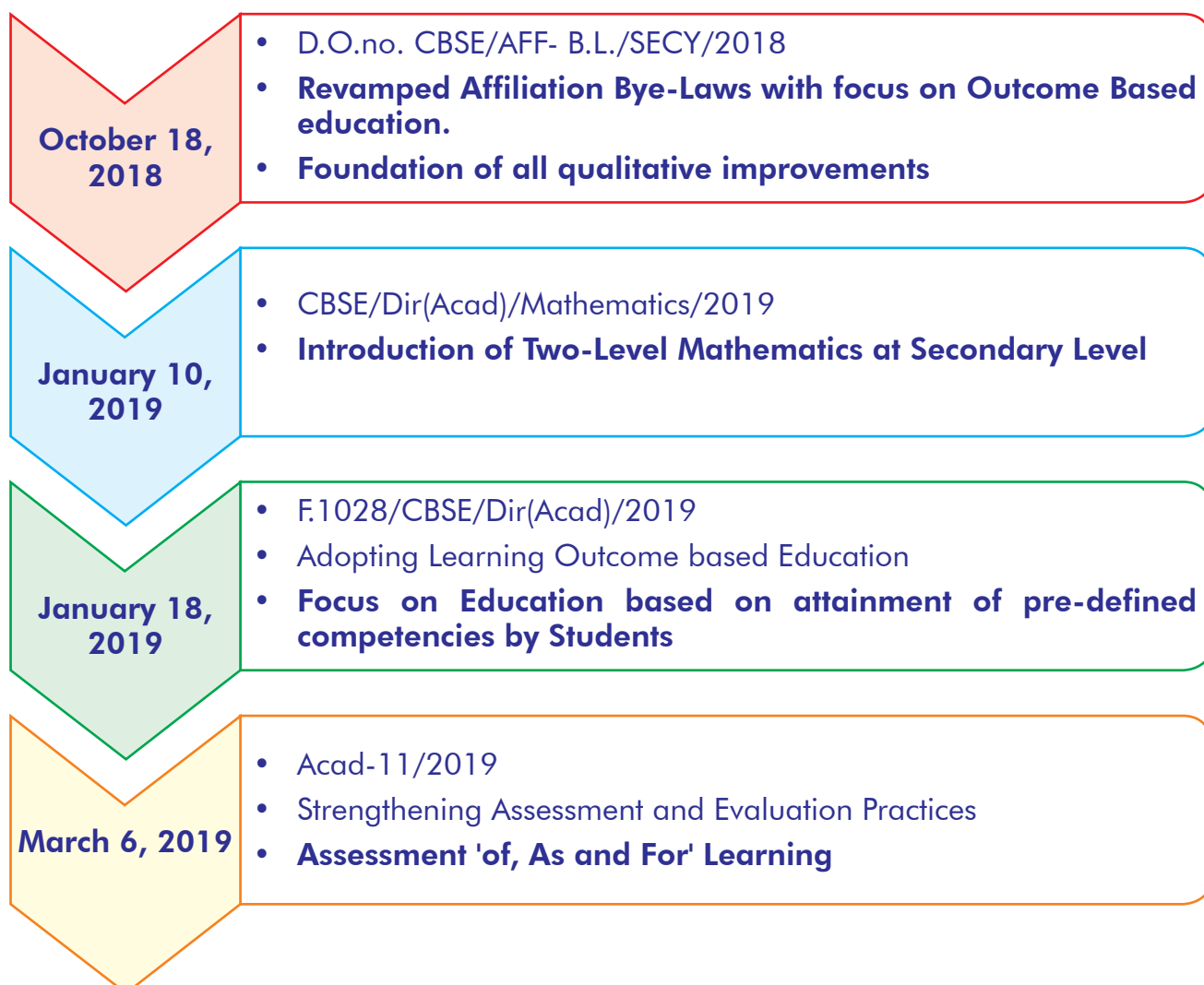
4.1. Recent Qualitative Initiatives by CBSE:

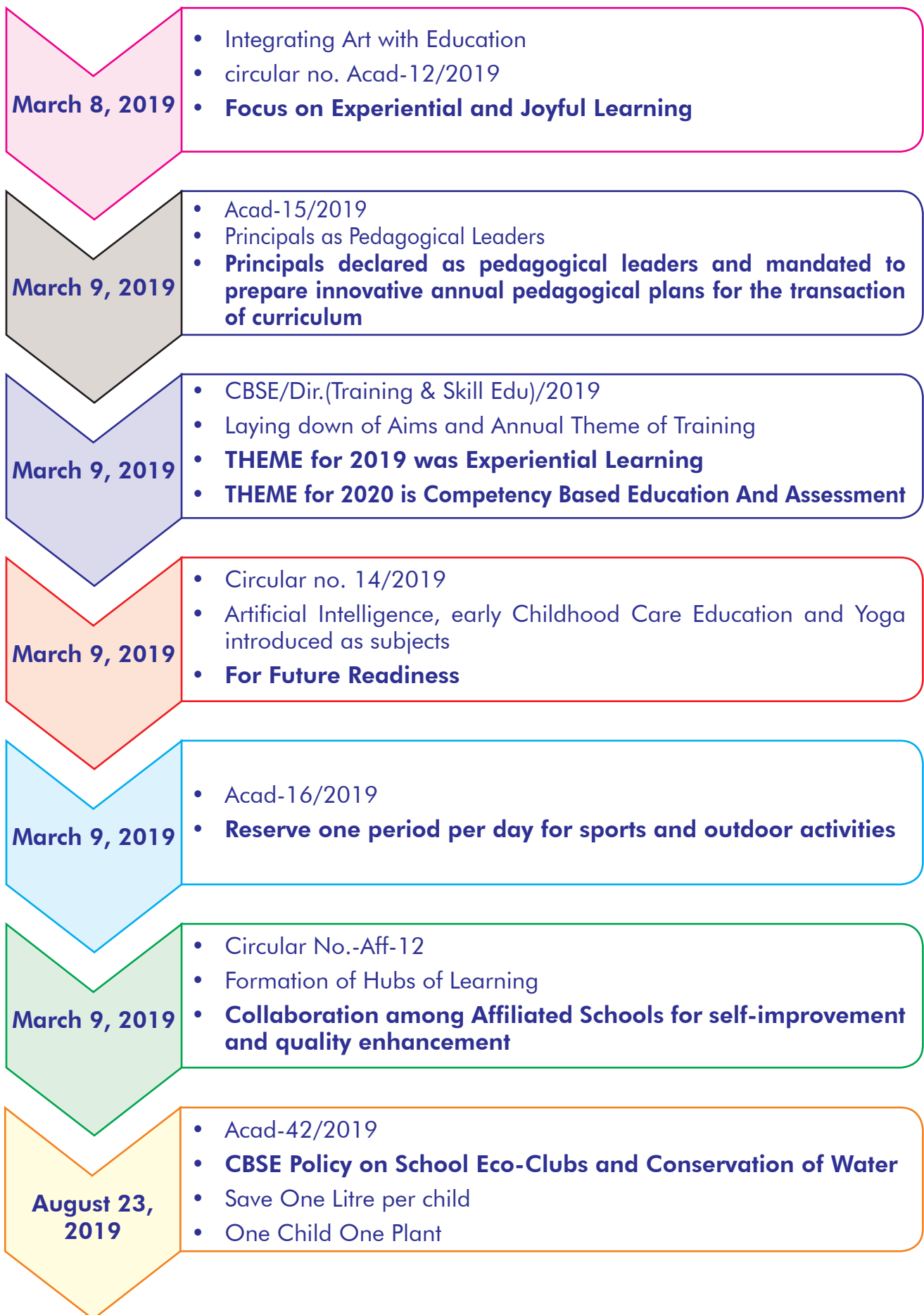
ANSWERING THE BELL:

ON OCTOBER 18, 2018, CBSE revamped its Affiliation Bye-Laws, linking them with Academics, Pedagogy, Assessment Practices, Training, etc. thereby initiating a major shift towards qualitative outcomes for schools.

To make it easier for you to discern the changes brought about since then, a chronological description of each important circular is given below. Each circular is

interlinked, with the ultimate goal of quality enhancement and future readiness. Interrelation of these circulars is highlighted in bold font:



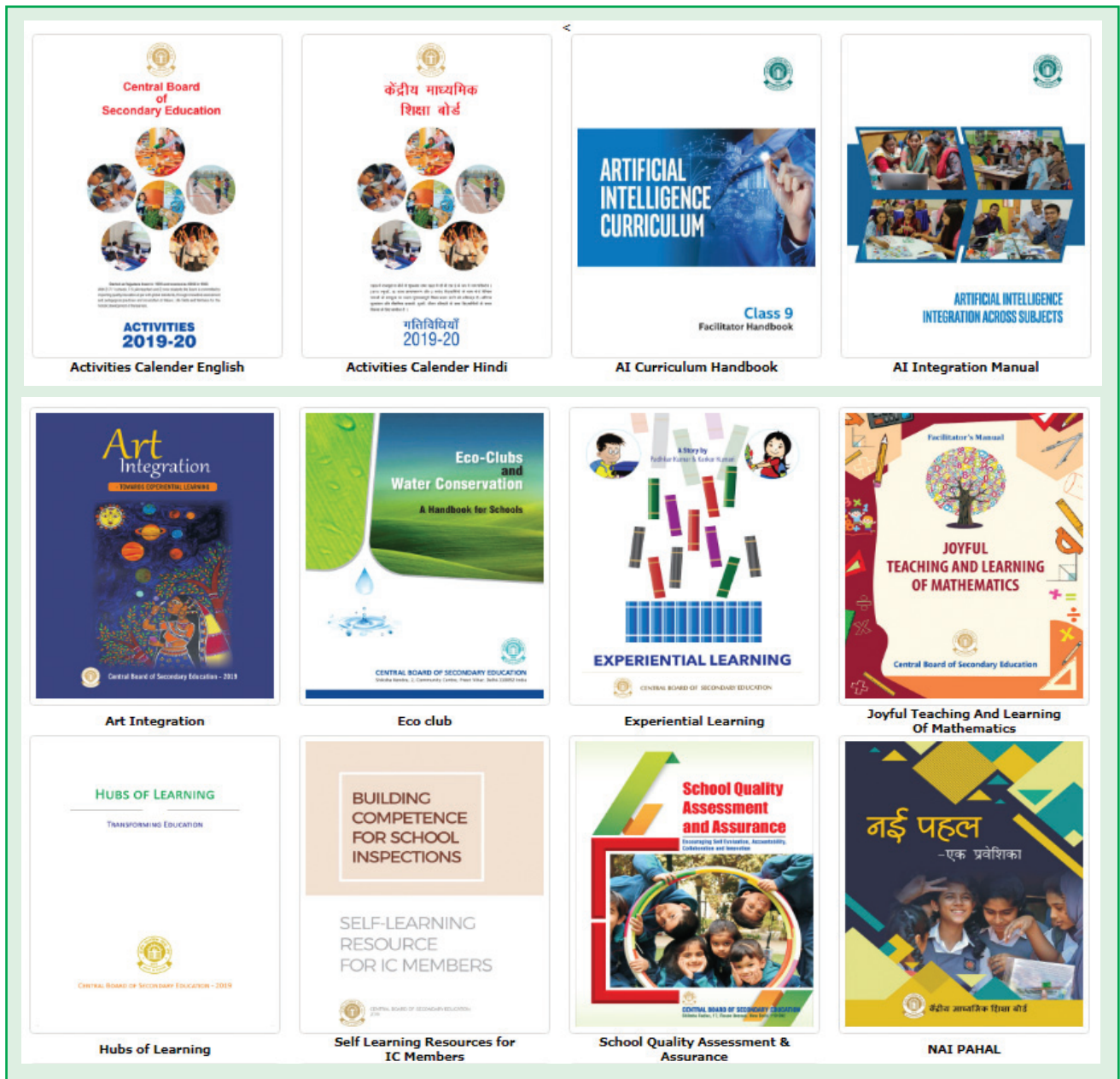




ALL ABOARD:

Go to the link <http://cbseacademic.nic.in/manual.html> to see the 12 Handbooks and CBSE Activity Calendar:

- Guidelines on Art Integration,
- Guidelines on Eco-Club,
- AI Curriculum Handbook,
- Integrating AI,
- Handbook on Experiential Learning,
- Joyful Teaching and Learning of Mathematics,
- Handbook on Hubs of Learning,
- SQAA
- Outcome Based Inspection,
- Handbook for Teachers,
- Handbook for Students,
- Compendium of Courses

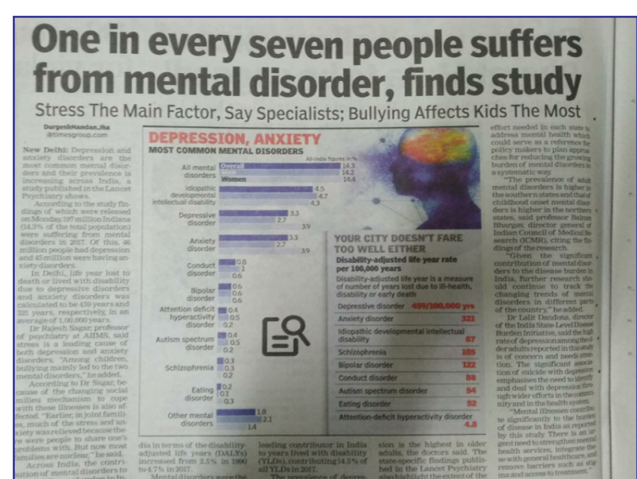


4.2. Making Schools Joyful Places:

Let us have a deep look at the following alarming report:

<https://timesofindia.indiatimes.com/city/delhi/one-in-every-seven-people-suffers-from-mental-disorder-finds-study/articleshow/72946044.cms>

The study states that **Bullying affects the mental health of children the most. Naturally, our schools must be bullying-free.**



CBSE has already issued guidelines to schools on anti-bullying measures. These guidelines can be accessed at: http://cbseacademic.nic.in/web_material/Circulars/2015/17_Prevention%20of%20Bullying%20&%20Ragging%20in%20Schools.pdf

Learning occurs best in a positively charged environment. Students have better self-esteem and learn to be positive towards their peer group and their ecosystem. In a world where pressures and stresses of everyday life are increasingly affecting the mental status of not only students but also the teachers, traditional methods to address them may sometimes prove to be inadequate.

I find that CBSE has taken quite a few initiatives for making schools happy places which enable implementation of learning in a joyful manner.

4.2.1. Making Schools Anger-Free/ No-Anger Zones:

A joyful learning environment and happy school ecosystem can do wonders for the holistic development of our children. A learning abode like a school must be devoid of any kind of negativity. Government of India has recently launched the “Fit India” programme. Fitness of body is closely linked to fitness of mind. A fit mind is a creative mind and is capable of contributing to society. Anger is detrimental to fitness. Long term effects of uncontrolled anger include increased anxiety, high blood pressure and headache. The Board has decided to take up this area of holistic health and fitness in an innovative manner.

Therefore, vide circular no. **CBSE/SECY/2019-20 dated 23rd December 2019**, the Central Board of Secondary

Education, as a part of its thrust on ‘Joyful Education and Holistic Fitness’, has urged all its affiliated Schools and School Leaders to make efforts to convert all CBSE Schools into a **No-Anger Zone or Anger-Free Zone**.

In this **Anger-Free Zone**, all players, whether it is the School Educators, Parents, School personnel or other stakeholders, are expected to work towards managing their anger issues. The best way to teach children the value of “freedom from anger” is by setting examples ourselves. Some of the simplest changes that could be undertaken for making school an anger free zone include genuinely smiling at students and teachers, talking to students and everyone around them calmly, not looking at cell-phones all the time, practising breathing exercises, practising mindfulness, giving 20 minutes to self, laugh and make others laugh with you but not at others, teach coping skills, etc. There can be several other ways to create an **Anger-Free Zone**.

Making our schools **Anger-Free Zones** will help our students in developing Affective Skills and in eradicating emotions like Fear, Disrespect, Humiliation, and Hurt, which are the by-products of anger. This change in the school environment will help our children become mentally active and emotionally wealthy. They shall go back home more charged and happier, and will definitely want to return to their schools the next day.

Children are the harbingers of change. What they learn in the school, they will teach that to their parents. Imagine children going home and telling their parents, “you are not allowed to be angry.” This way both school and home will have a happy environment for them.

Therefore, as a part of this initiative, schools must also take up exercises with children to help them overcome their own anger issues

and also empower them with tools so that they can help others overcome their anger issues.

Various suggestive measures have been given in the circular.

ALL ABOARD:

The circular on Making Schools Anger-Free Zones can be accessed at:

<http://cbse.nic.in/newsite/attach/No%20anger%20School%20Final.pdf>

4.2.2. Experiential Learning:

4.2.2.1. Meaning:

ALL ABOARD:

Some Facts about Experiential Learning:

- Gurukul system of ancient and medieval India is the classical format of experiential learning.
- The interplay between the learner and his/her environment triggers learning.
- In the digital world – blended form of learning includes field trips, DIY experiments, simple videos, robotics etc.
- It has been in vogue since early 20th century; popularized by educational philosopher David Kolb, who developed the theory of experiential learning in 1984 together with Roger Fry, based on the works of Piaget and Dewey.

Experiential learning involves a hands-on learning approach. It breaks away from the routine of the teacher standing in front of the learners giving lectures, and moves towards the learner taking responsibility for her own learning, with the help of

activities based on real-life experiences that the teacher facilitates. It makes learning a technical knowledge that goes much beyond the classroom and seeks to bring a more engaging way of learning to make learning outcomes deeper.

ALL ABOARD:

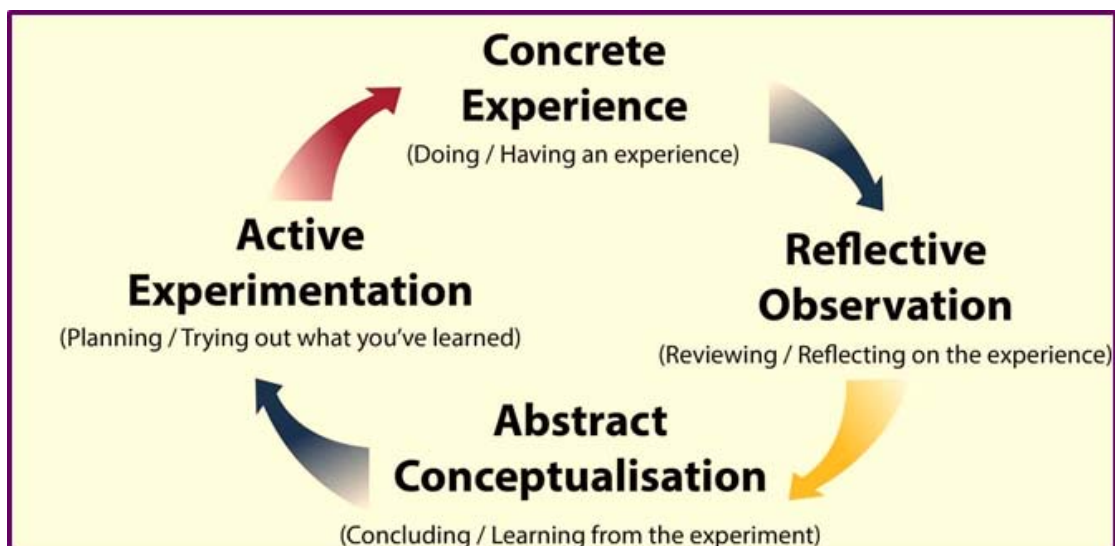
Experiential Learning includes all these:

- Joyful Learning!
- Activity Based Learning!
- Sport Integrated Learning!
- Collaborative learning!
- Learning by doing!
- Art integrated learning!
- Fun, games and studies!
- Inquiry based learning!
- Assessment as learning!

4.2.2.2. Experiential Learning: Key Components:

- is based on the principle of 'learning by doing'.
- focuses on developing skills in the students through learning based on real-life experiences.
- is the way of learning in which it is the learner who guides the learning process, and experiences, observes, reflects and implements it?
- doesn't believe in compartmentalizing each subject. All the subjects are interlinked, and it depends upon the learner what he takes away from his experience. Each learner will have a different learning experience. The learner plays a pivotal role in assessing himself.
- gives a multisensory experience of learning by using all senses, auditory, visual, tactile and kinesthetic.

4.2.2.3. Experiential Learning Cycle:



(Adapted from <https://carleton.ca/experientialeducation/what-is-experiential-education/experiential-learning-cycle-model/> accessed on 09.08.2019)

4.2.2.4. Stages of Experiential Learning:

The learner can enter a learning cycle at any stage, but must go through all the four

stages to complete his learning cycle.

Stage 1 - Concrete Experience: The learner cannot learn merely by reading or observing. He needs to actively participate in the experience by feeling it with all the five senses. The idea is to immerse in the experience and learn.

Stage 2 - Reflective observation: This is the second stage where the learner reflects at the situation before forming any opinion. The learner must reflect upon the present by connecting it to his past experiences. Reflective observation

focuses on observing and perceiving.

Stage 3 - Abstract Conceptualization: The learner creates theories to explain his experiences. In this stage the learner gathers and analyses the information and draws conclusions. Sometimes it may challenge the pre-existing concept. This focuses on learning by thinking.

Stage 4 - Active Experimentation: This is the final stage where the learner applies what he has learnt while learning by doing.

WE THE PRINCIPALS:

- Documentation of all activities/ experiences undertaken during the Experiential Learning process must be recorded in Student Portfolio for internal assessment at secondary level.
- Teachers are encouraged to use the

tool of Portfolios for self-directed learning at all levels, for all subjects.

- For learning more about why, what and how of experiential learning, please refer to CBSE's HANDBOOK ON EXPERIENTIAL LEARNING

4.3. Art- Integrated Learning:

Art-Integrated Learning is yet another step by CBSE for making classrooms joyful.

The NCF 2005 has recommended as follows:

“Art as a subject at all stages covering all four major spheres, i.e. music, dance, visual arts and theatre... We must bring the arts squarely into the domain of the curricular,

infusing them in all areas of learning while giving them an identity of their own at relevant stages.”

The NCF also states that:

“The importance of India's heritage crafts, both in terms of their economic and aesthetic values, should be recognized as being relevant to school education.”

WE THE PRINCIPALS:

- o CBSE has made Art Education mandatory for classes 1 to 10 from the academic session 2019-20.
- o Two periods of Art education are mandatory per week.
- o In classes 6 to 8, schools are encouraged to take up culinary art also.
- o More and more integration of Art in education is to be planned by principals while preparing Annual pedagogical Plans for teaching all classes and all subjects.

Keeping the above in mind, the Board has held discussions with several stakeholders, including schools, principals, teachers, NCERT, art professionals, etc., and accordingly it has emerged that integration of Art with education will lead to the betterment of learning and the classrooms will become more joyful.

Art-Integrated Learning is a cross-curricular approach to teaching and learning based on collaboration between the teaching of the subject with the teaching of Art (Visual/performing etc.), where Art, in any of its multiple forms, becomes the primary pathway to learn the subject/topic and also for assessment. The integration is meant not only to make the learning process (of the chosen subject area for integration) joyful, but it also lends itself to imbibing a greater appreciation and understanding of the art form being utilized for this purpose.

4.3.1. Necessity of Art-Integrated Learning:

Firstly, when Art is integrated with education, it helps the child apply art-based enquiry, investigation and exploration, critical thinking and creativity for a deeper understanding of the concepts/topics. All disciplines being pursued by students at

all stages require creative thinking and problem-solving abilities. For example, the routine method would be involving studying metallurgy in Chemistry, or mitosis and meiosis in Biology. But art integration would provoke the student to ask questions such as – *If I were a metal, how would I artistically depict my journey of combination with other metals or how can I use a Nukkad Natak⁴ to depict mitosis/meiosis?*

Secondly, Art Integrated learning is a strong contender for experiential learning, as it enables the student to derive meaning and understanding, directly from the learning experience.

Thirdly, this kind of integration not only makes the teaching and learning process joyful, it also has a positive impact on the development of certain life skills, such as, communication skills, reflection and enquiry skills, un-conditioning of the mind leading to higher confidence levels and self-esteem, appreciation for aesthetics and creativity, etc.

Fourthly, this integration broadens the mind of the student and enables her to see the inter-disciplinary links between subjects/topics/real life.

Therefore, it is possible to teach:

- a) The planets in the universe or forests, oceans, etc. through Art, by each child

⁴ Hindi word for a Street Play

choosing a planet/forest/ocean and making a travel brochure on it.

- b) Reactions and compounds in Chemistry by each child becoming the element/compound of his/her choice and then trying to mingle or not to mingle with others in the class. A lot of humour

could be the hallmark of this exercise.

- c) Learning the meaning and lines of a difficult poem by breaking each line into a dialogue spoken by Amitabh Bachchan or James Bond or set to music based on Bollywood songs, etc.

ALL ABOARD:

For more details please refer to:

http://cbseacademic.nic.in/web_material/Circulars/2019/12_Circular_2019.pdf

and Guidelines on Art-Integrated Learning Circular no. Acad 22/2019 dated 18.04.2019

ANSWERING THE BELL:

To implement Art-Integrated Education in our schools, we need to:

- a. be familiar with the concept of Art-Integrated learning and its benefits for the learner.
- b. provide opportunities to the staff to be trained in implementing it.
- c. direct the Art teachers and subject teachers together to plan well in advance how different subject's topics can be seamlessly integrated with Arts.
- d. facilitate its implementation by way of logistic and moral support.
- e. take staff and parents into confidence viz-a-viz the goals kept in mind and align them with the global approach.
- f. create opportunities for such learning to become a regular tool for teaching and a way of learning.
- g. direct the Head of respective departments to have a follow up meeting every fortnight to see its implementation and streamline further.

4.4. Joyful Classrooms:

WE THE PRINCIPALS:

TO MAKE CLASSROOMS JOYFUL...

Guide your teachers to start lessons

with the following questions to themselves:

- ✓ What outcomes should the lesson seek to achieve?

- ✓ What joyful experiences can be provided that are likely to achieve these purposes?
- ✓ How can these joyful experiences be meaningfully organised?

- ✓ How do we ensure that these educational outcomes are indeed being accomplished? How do we measure them?

- Ways to Learning can be many (aside from above), ranging from integrating sports in educational activities to integrating story-telling in classroom transactions.
- Joy comes when a child feels a sense of achievement as if she has created something new, all on her own. It could occur after completion of a lesson on
- **Joyful Saturday Initiative** has been taken up by several state governments in India. In this initiative, the whole day is spent in learning through joyful mode only, mostly through games, sports and outdoor activities. You could think of something on the same lines too!

realising that she has understood the concept clearly and can see how it links to real life; it could occur when the given task is done independently by the students; it could occur while doing an activity in or outside the classroom. To help students to attain the 'AHA! moment, activity-based and joyful learning must be practiced in all classrooms.

ALL ABOARD:

Please also refer to the following:

- ✓ <http://unicef.in/Story/356/Nali-Kali-initiative-Karnataka>

4.5. Integrating Life Skills:

ALL ABOARD:

- Life skills have been defined as “the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life” (WHO).
- Adaptive’ means that a person is flexible in approach and is able to adjust in different circumstances.
- Positive behaviour implies that a person is forward looking even in difficult and challenging times.

ANSWERING A BELL:

STORYTELLING PEDAGOGY

The excerpt below is extracted from the book *Pollyanna* by Eleanor Porter. This is a beautiful story of how a 11-year old orphan girl teaches joy and gratefulness to an entire village. Do read the whole story and use this story in your pedagogy for imbibing life skills.

‘Chocolate fudge and fig cake, indeed!’ scorned Miss Polly. ‘I think we can remedy that very soon. ‘She paused in thought for a minute, then went on slowly: ‘At nine o’clock every morning you will read aloud one half-hour to me. Before that you will use the time to put this room in order. Wednesday and Saturday forenoons, after half past nine, you will spend with Nancy in the kitchen, learning to cook. Other mornings you will sew with me. That will leave the afternoons for your music. I shall, of course, procure a teacher at once for you,’ she finished decisively, as she

arose from her chair.

Pollyanna cried out in dismay.

‘Oh, but Aunt Polly, Aunt Polly, you haven’t left me any time at all just to—to live.’

‘To live, child! What do you mean? As if you weren’t living all the time!’

‘Oh, of course I’d be BREATHING all the time I was doing those things, Aunt Polly, but I wouldn’t be living. You breathe all the time you’re asleep, but you aren’t living. I mean living—doing the things you want to do: playing outdoors, reading (to myself, of course), climbing hills, talking to Mr. Tom in the garden, and Nancy, and finding out all about the houses and the people and everything everywhere all through the perfectly lovely streets I came through yesterday. That’s what I call living, Aunt Polly. Just breathing isn’t living!’

4.5.1. Key Growth and Human Development Periods:

- infancy (birth to 2 years of age)
- early childhood (3 to 8 years of age)
- middle childhood (9 to 11 years of age)
- adolescence (12 to 18 years of age)

4.5.2. Life Skills for Early Childhood:

In early childhood, the skills and experiences acquired are vital. The Life Skills Education Program (LSE) aims to provide practical day-to-day living skills to children. Through these programs, the children are motivated to cultivate regard, ability and autonomy through activities and develop skills that will impact positively on them all through life, such as collaboration, communication, conflict resolution, etc.

FOR ALL :

CBSE conducts Capacity Building Programme on Life Skills which are essential to understand ways to integrate Life Skills in education. You may also refer to the following:

http://www.cbse.nic.in/cce/life_skills_cce.pdf

4.5.3. The Most Important Life Skills for Kids to Learn:

Below, we uncover the seven life skills that are indispensable:

- Focus and Self Control
- Perspective-Taking
- Communication
- Making Connections
- Critical Thinking
- Taking on Challenges
- Self-Directed, Engaged Learning
- Resilience

ALL ABOARD:

For details refer to:

<http://www.cfel.ca/education-curriculum/life-skills-program>

<https://www.brighthorizons.com/family-resources/teaching-kids-life-skills-seven-essential-life-skills-to-succeed>

<http://unicef.in/Story/762/Empowering-teachers-and-children-through-life-skills-training>

4.5.4. Life Skills for Adolescence:

Adolescence, a key developmental and growth stage, traces the transitional phase from childhood to adulthood. It is defined by rapid changes in physiology and psychosocial development. Adolescence is also the phase when young people widen their relationships further than parents and family and are heavily influenced by their peer group and the outside world as a whole. Cognitively speaking, adolescents become more analytical in their thought process.

Now they are able to think abstractly, to formulate better and to establish an independent belief system. These are the years of creativity, idealism, buoyancy and an adventurous spirit⁵. But these are also the years of innovation and risk-taking, giving in to detrimental peer pressure, taking irrational decisions on crucial issues, particularly with regard to their bodies and sexual orientation. Therefore, adolescence is a defining moment in one's life, a phase of greater potential as well as a phase of increased frailty.

⁵ adapted from serc.carleton.edu

ALL ABOARD:

For more details refer to:

http://www.cbse.nic.in/cce/life_skills_cce.pdf

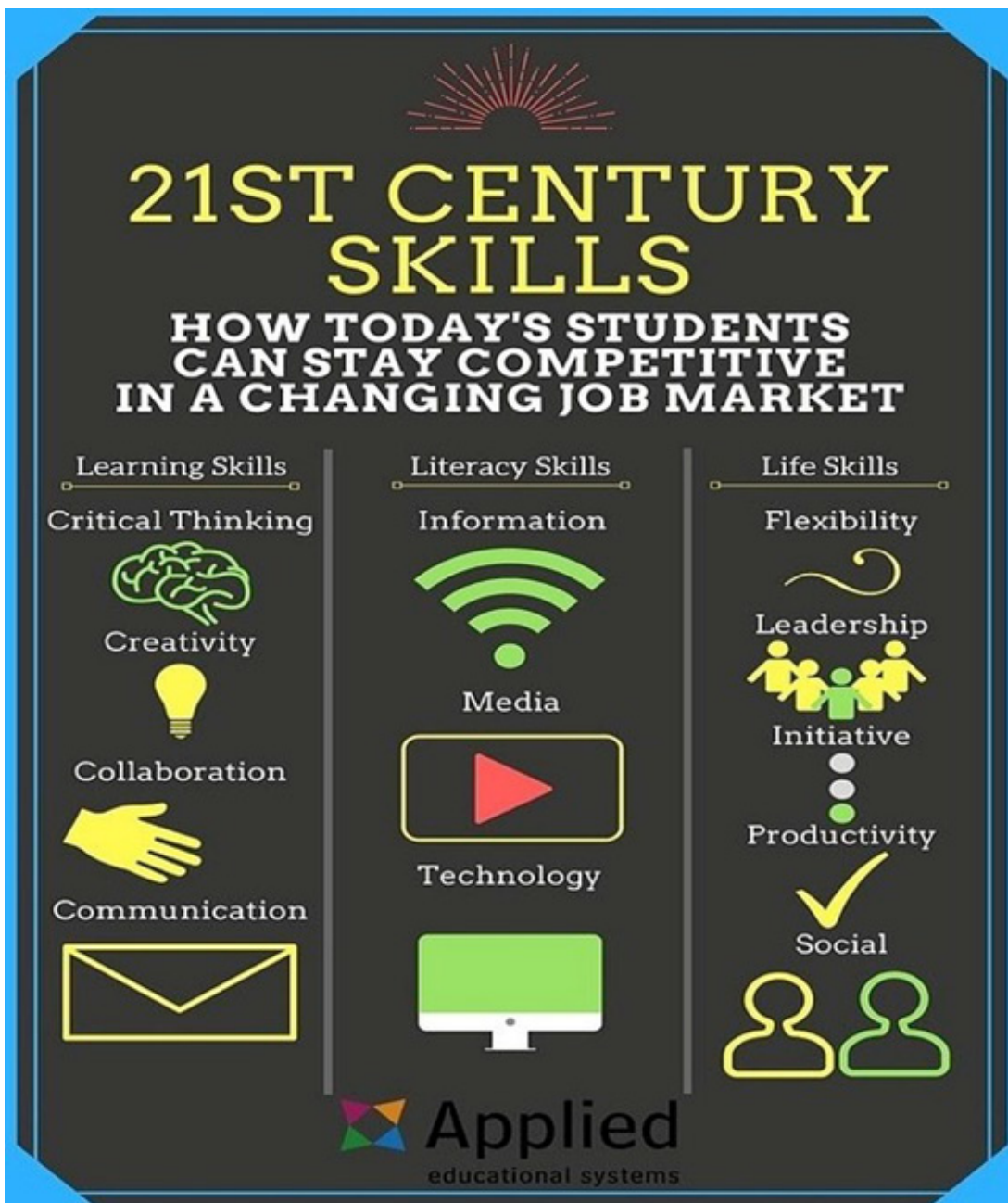
of making our students ready for what the future holds for them.

4.6. The 21st Century Skills:

✓ This is an oft spoken and discussed area now, particularly in the context

✓ The following figure taken from <https://pin.it/ugarlhksartssf> represents these skills in a comprehensible manner and clearly states that these skills are crucial for our students to be able to compete globally.

✓ These skills have to become the cross-cutting themes in our teaching and learning process.



4.6.1. Critical Thinking: According to John Butterworth and Geoff Thwaites,⁶ Critical Thinking consists of making informed, evaluative judgements about claims and arguments. The main strands of critical thinking are: analysis (interpretation), evaluation and further argument. Critical thinking is characterised by being fair and open-minded; active and informed; sceptical; independent. Scepticism means willingness to question or to entertain doubts.

4.6.2. Problem Solving: According to John Butterworth and Geoff Thwaites⁷, "Problem Solving asks for a solution, which may be a calculated value (in mathematical sense) or a way of doing something. There are three clearly defined processes that we may use while solving problems:

- i. identifying which pieces of data are relevant when faced with a mass of data, most of which is irrelevant;
- ii. combining pieces of information that may not appear to be related to give new information;
- iii. Relating one set of information to another in a different form-this involves

using experience, relating new problems to ones we have previously solved."

4.6.3. Creativity and Innovation: These skills prepare a child to discover innovative approaches and make them learn to apply creativity to real-life challenges. A diverse learning across fine arts, performing arts, and vocational skills is inculcated in a child.

4.6.4. Communication and Collaboration: The practices of effective communication and collaboration help to develop interest and fun in the teaching learning process. It also effectively broadens the cultural, social, and environmental boundaries and helps a child to understand social and environmental concerns better.

4.6.5. Career and Life-skills: These skills prepare a child to look into a problem with respect to a broad perspective that might go from local to national and international. Through these skills, a child learns to adapt to different cultures and situations, to initiate her/himself even in diversity and tries to imbibe something productive and meaningful for her/his life from each situation.

⁶ Butterworth, John and Thwaites Geoff. Thinking Skills: Critical Thinking and Problem Solving. 2nd edition Cambridge University Press, Cambridge CB2 8RU, UK).2013, pp7-12.

⁷ Butterworth, John and Thwaites Geoff. Thinking Skills: Critical Thinking and Problem Solving. 2nd edition Cambridge University Press, Cambridge CB2 8RU,UK).2013,pp79-80.

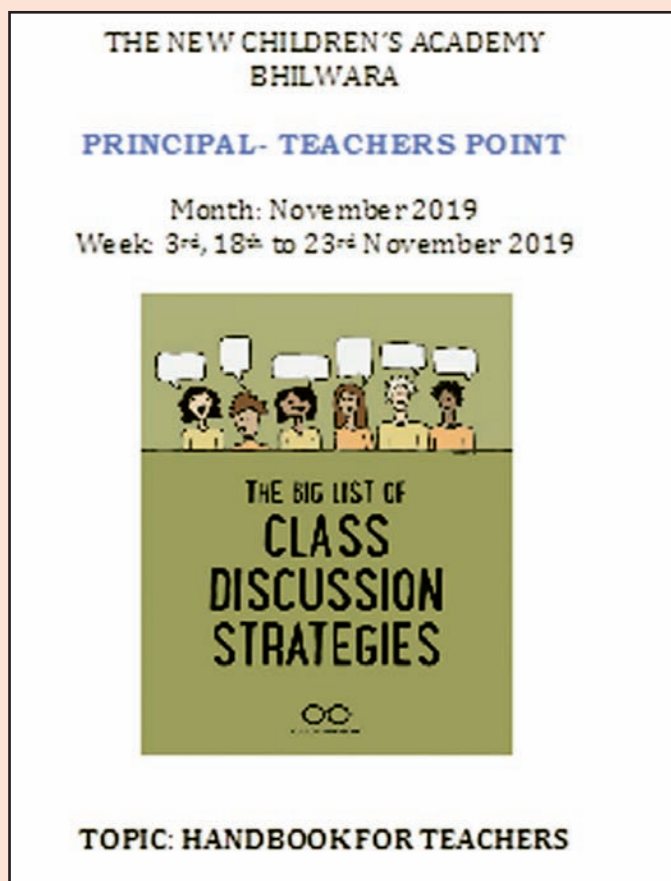
4.6.6. Digital and Media Literacy: These enable a child to understand the computer, the world of computers and electronics, related technologies and Media as tools of information, computation, and communication. They also help a child in effective learning, communicating and collaborating, aside from locating, evaluating and analysing information.

4.6.7. Leadership and Responsibility: These skills focus on the attributes related to leadership, such as the ability to lead a team and effective team management in relation to real world challenges. It also teaches a child how to support the development of key personal qualities such as perseverance, being committed and responsible, resilience and self-confidence and how to foster a commitment to life-long learning.

ANSWERING THE BELL:

I realise, it is all getting very overwhelming. Here is what I did:

- ✓ I downloaded all Handbooks (from the links given).
- ✓ Then, I created small groups of Teachers and all School Personnel.
- ✓ I arranged weekly discussions on each Handbook.
- ✓ Every week there is a Poster/ Template in staff room and outside my office, (something like the one shown below) and we make it a point to discuss the Handbook in detail.



MY TAKEAWAYS :



CHAPTER-5

FOCUSSING UPON THE COMPETENCIES

SIX HONEST MEN:

I KEEP HEARING THIS WORD, BUT “WHAT” REALLY ARE COMPETENCIES?

5.1. Meaning of Competency:

We quite often say, “A person is competent enough to handle a gathering of 100 people.” This means that the person has the skill-sets or abilities needed to handle a group of 100 persons. In this case, the person has the requisite skills of content-knowledge, communication, people-management and leadership. All these skills put together are nothing but competencies. Thus, a Competency refers to demonstration of knowledge, skills, ability and attitude to perform a task successfully and efficiently on repeated occasions, naturally, without thinking consciously, by meeting real life challenges and analysing, reasoning, communicating ideas effectively.

In the field of Education, a competency is defined as a piece of knowledge, an individual skill or an ability, developed in a transparent way attuned to the academic expectations of a particular level.

A competent person is capable of applying or using a set of knowledge, skills and abilities to successfully carry out a task in a defined setting. For e.g. as per the section B of CBSE class 10th English course, *a class 10th student studying English Language and Literature course will be able to analyse and interpret the information in any given Reading Comprehension passage.*

Competency requires children to be more focused on attaining mastery in any task. Competency needs a particular time to develop and nourish. It requires the child to be independent in his/ her approach to performing the task. This will help the child to work alone in the near future and take decisions accordingly.

5.2. Competency-Based Learning (CBL):

More and more education systems are gravitating towards Competency-Based learning. It is a model of education that focuses on the demonstration and application of learning, rather than on the time spent for a course.

- This method has the quality of being tailor-made to meet different learning abilities. Thus, it enables achieving student outcomes more efficiently.
- The CBL based model allows the learners to move through coursework at their own pace and achieve mastery in each learning outcome.
- Teachers can maintain the same learning goal for the entire class, but the difference here is that the teacher needs to ensure that each learner is facilitated in appropriate ways or ways unique for each learner.
- As learning takes place at the learner’s

pace in this model, schools can imagine and innovate new instructional formats and methods of delivery prioritizing skills and abilities over who delivers the instruction or how it is delivered.

- This enables students to engage in the learning exercises, activities and experiences, thereby acquiring and demonstrating their knowledge and skills which have predetermined learning objectives and outcomes.

ALL ABOARD:

The power of measurement was first written about by Peter Drucker in his famous book – *The Practice of Management*. He stated that “what gets measured, gets managed”. Later Robin Sharma tweaked this statement to “what gets measured, gets done”.

Competency based learning also

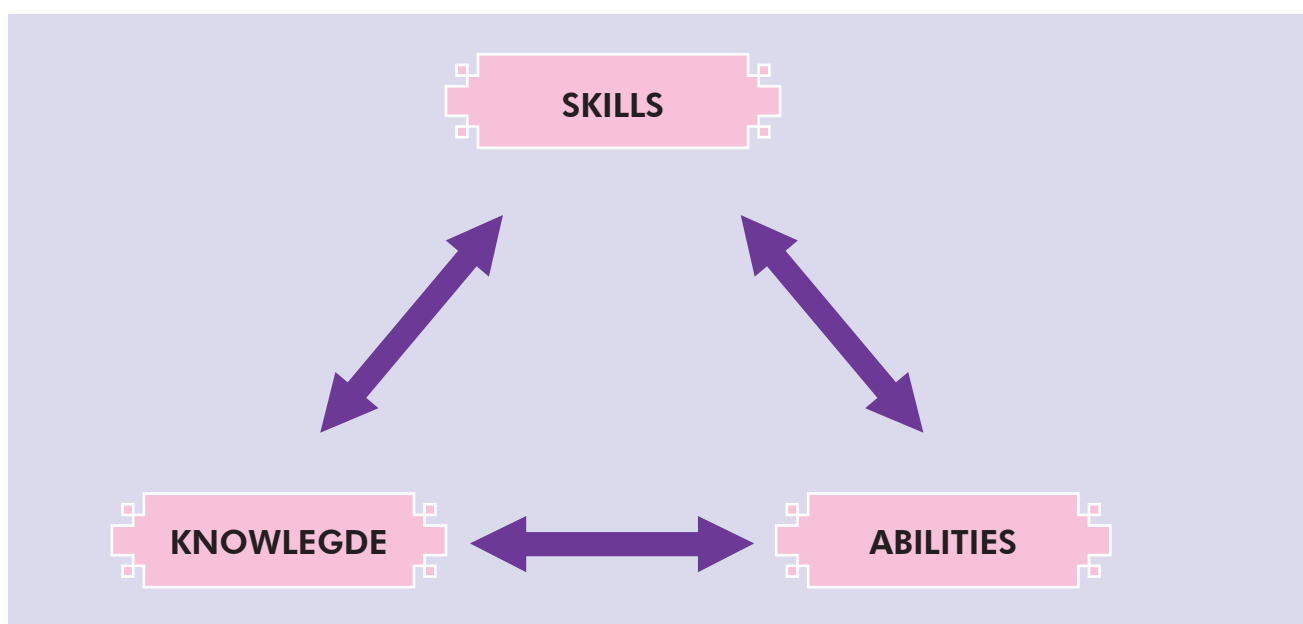
advocates measuring the attainment of skill sets or learning outcomes, through items/questions specifically designed to do so. This measurement, if done through items based on application of conceptual understanding to real-life situations, gives the correct indication of a child’s competency to handle similar situations in life.

5.3. Components of Competency-Based Learning:

Three key components of competency-based learning are:

- **Skill** – a task or group of tasks performed to a specified level of proficiency which typically involves the manipulation of tools and equipment,
- **Knowledge** – pre-requisite set of facts & information
- **Abilities** – performance to a specified standard under specific conditions.

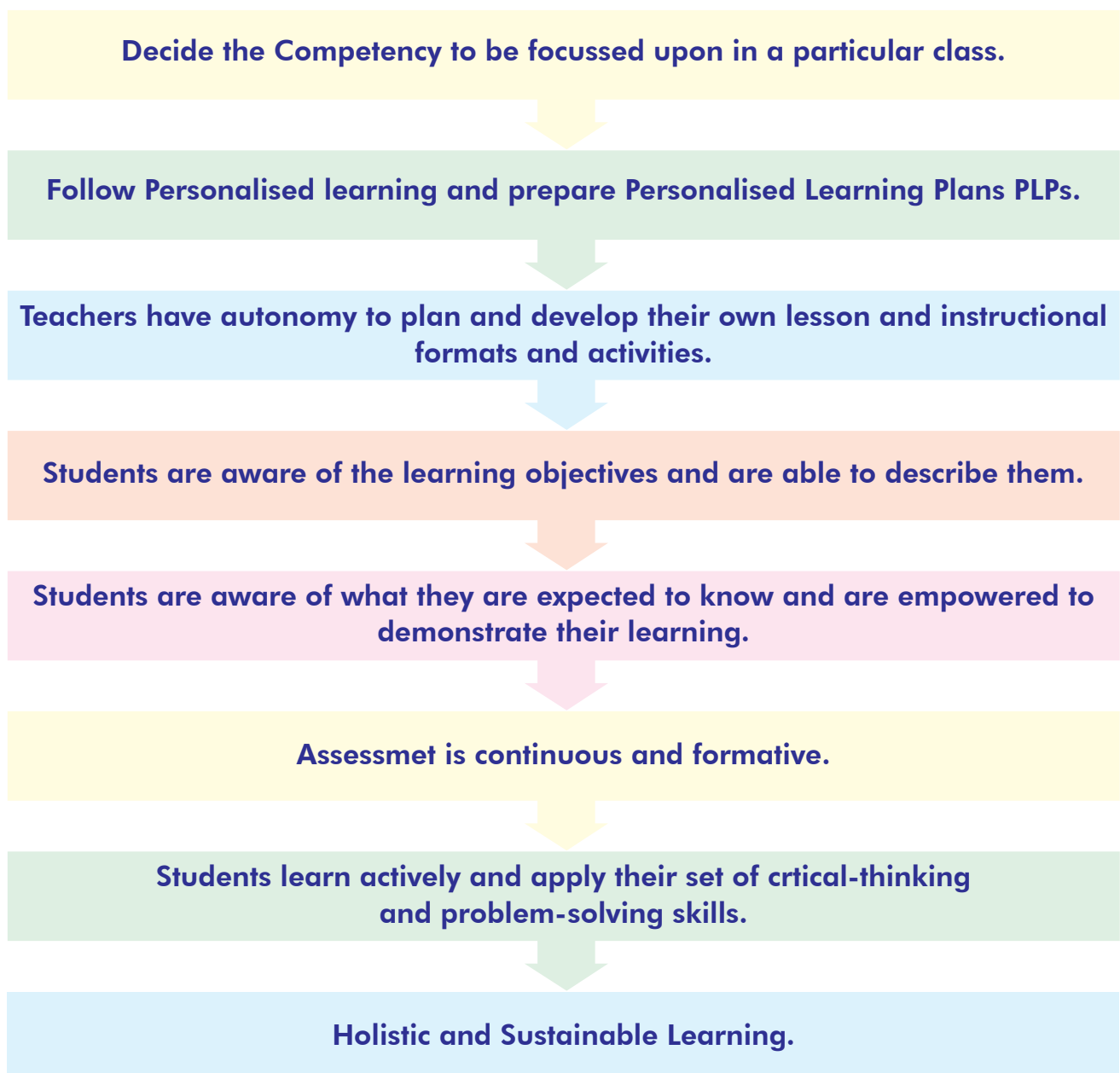
or expertise that is knowledge or attitude-based.



5.3.1. Concepts Adjoining CBL:

- Active Learning: thinking hard –deep and surface learning
- Metacognition: learning how to learn
- Differentiated Learning: design activity according to the levels of the students: inclusive learning (students must be exposed to a variety of teaching-learning strategies)
- 21st century skills
- Formative Assessment and Feedback: concept of assessment for learning: questioning, formative feedback, peer and self-assessment, formative use of summative assessment.

5.4. CBL: Features and Processes



5.5. Competency and its Elements:

5.5.1. Students advance upon Demonstrated Mastery:⁸

- In the CBL model, students demonstrate what knowledge and skills they have acquired, through performance assessment.
- The assessment is participatory, in the sense, that students are involved by teachers in the conversations about what their learning looks like, and decide how and when to demonstrate what they have learned. Thus, they are able to work more upon those areas that are more difficult for them.
- They may even advance beyond the desired grade level in some areas while taking more time in the ones that pose challenge to them.
- Noticeable is that Compulsive and Formal summative assessment does not figure prominently in the evaluation of students.
- Teachers are also able to focus assistance on the areas which are more challenging for students, simultaneously ensuring they learn what is needed to advance to the next level of learning.

5.5.1.1. Personalised Learning Pathways⁹ for Developing Students' Competency:

As discussed above, the main feature of Competency-Based Learning is that the Students have mastery of their Learning. To achieve this, **Personalised Learning Pathways for Students can be created.**

5.5.1.1.1. What are Personalised Learning Pathways (PLPs)?

- **Personalised Learning Pathways (PLPs)** are an effective tool for increasing student engagement.
- These pathways/plans can improve learning outcomes and educational aspirations of students when developed in serious collaboration among students, their parents or/and teachers to identify, organise and apply personal approaches to learning and engagement. Educators can customize these plans to meet local needs and contexts.
- The educators can target short term or long-term goals for their students through PLPs. Short term goals are actually specific guiding steps to reach long term goals.

⁸ <https://files.eric.ed.gov/fulltext/ED561280.pdf>Competencyworks, An International Study in Competency Education pp. 26-28 accessed on 22.11. 2019.

⁹ <https://education.nsw.gov.au/teaching-and-learning/aec/media/documents/PersonalisedLearningPathways16.pdf> accessed on 22.11.2019

5.5.1.1.2. Features of Personalised Learning Pathways:

An effective PLP should:

engage	students to know what their goals are
contain	specific, measurable, achievable, realistic and time bound (SMART) goals for supporting students to realise their goals
record	student's academic goals in congruence to the student's spiritual, emotional, social and physical health and wellbeing
articulate	learning path required to pursue the goals analysed for a student
be easily accessible	to students, families
be owned	by the student throughout all stages: development, monitoring and review
include	matter for literacy and numeracy skills for all students who are at risk of falling behind.
enable	teachers to provide customised support for each student's learning
should record	the implementation of appropriate educational strategies and differentiated curricula needed to support exceptional learners to fulfill their potential.
change	as the student moves from learning stage to learning stage.

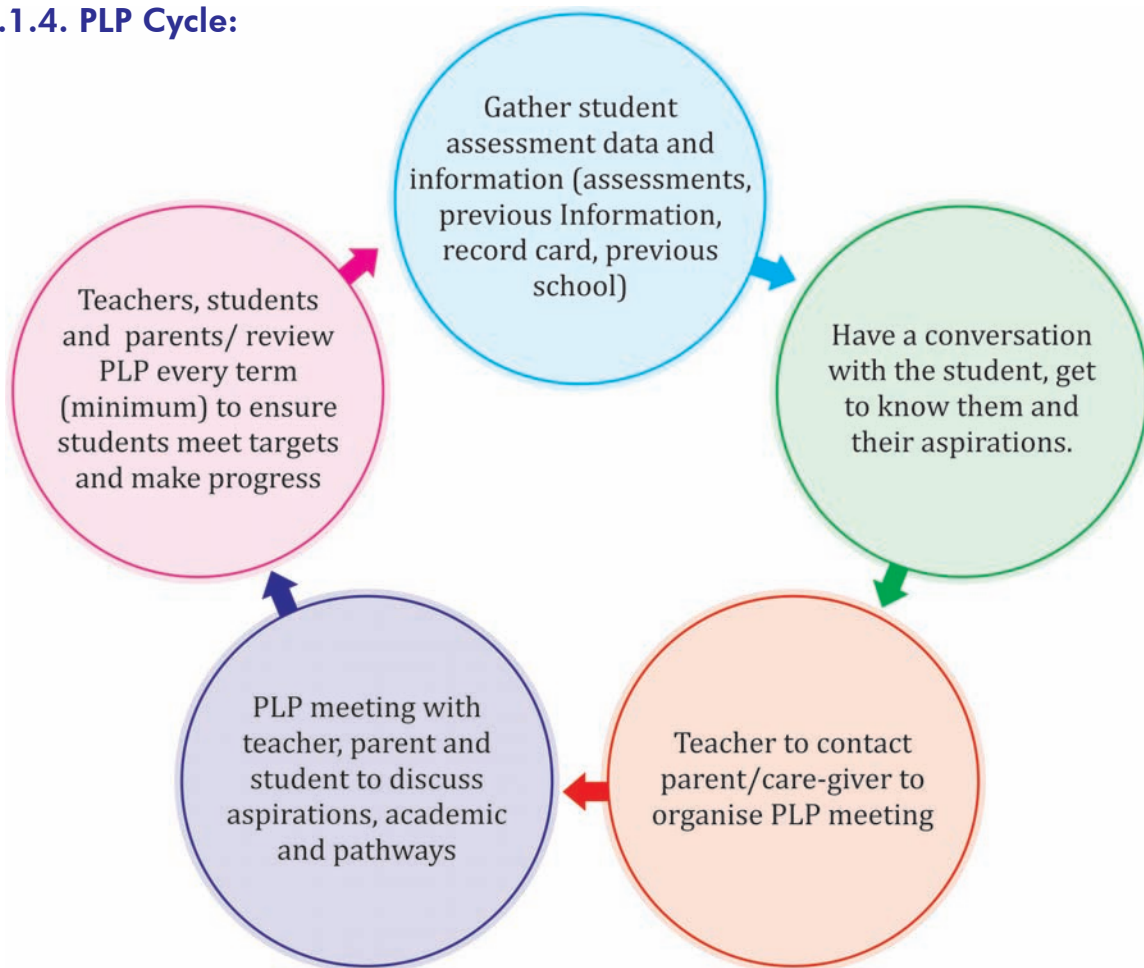
ALL ABOARD:

PLP is effective when a student owns it right from its inception. When students are engaged in monitoring and review processes, active learning and personal empowerment is enhanced.

5.5.1.1.3. PLP as a Feedback Mechanism: For continuous assessment, PLPs can be a good feedback mechanism. Teachers may refer to the PLP throughout the year, making notes for self, highlighting

the evidences (make it evidence as later it is singular) of outcomes achieved by a student. This evidence can be discussed with the student and family during informal and formal conversations.

5.5.1.1.4. PLP Cycle:



5.5.2. Competencies include explicit, measurable, transferable learning objectives that empower students¹⁰:

- In CBL, teachers develop their own lesson plans and assessment methods. This autonomy to teachers gives improved student outcomes. These are fine-tuned through frequent discussions and collaboration among school colleagues and internal processes.
- Transparency and explicitness is maintained as students are aware of learning objectives and are able to describe their learning objectives. They are empowered to demonstrate learning, in their own way, when they are ready. With greater transparency in learning objectives, students have greater ownership and opportunities for their learning and also for choices in how they learn and how they demonstrate their learning.
- Flexibility in the manner of learning of students is also maintained, based on the interests and passions of students.
- Thus, in this process, teachers need to collaborate, facilitate and engage more with students.

¹⁰ <https://files.eric.ed.gov/fulltext/ED561280.pdf> Competencyworks, An International Study in Competency Education pp. 26-28 accessed on 22.11. 2019.

5.5.3. Assessment is meaningful and a positive learning experience for Students:¹¹:

In CBL, assessment is an integral part of the cycle of learning .

- Emphasis is on Formative assessments so that the teachers are able to identify and understand the hard spots or the areas of misconceptions on a concept to give feedback to students.
- With this, students develop an awareness of what they must know and be able to demonstrate through frequent performance assessments.
- If CBL is followed right from the beginning of schooling years, students develop the thinking skill of being able to reflect upon their own knowledge and be active partners for performance reviews.
- This self-awareness results in students' understanding that assessment is an organic part of the learning process and also an integral part of learning.

Personalization of Education.

- There is flexibility in time-table as students receive timely and differentiated instructional support and misconceptions are addressed quickly. For example, when students don't complete a course, focus is directed upon the specific skills needed to be developed rather than taking the entire course again.
- This is in fact personalization of

education. This learning framework allows schools to provide differentiated academic support to learners. Daily and weekly check-ins with teachers is central to preparation of schedules .

- Rather than allow students to progress automatically with gaps in their learning, to fail whole courses, CBL classes are designed to provide additional support and interventions to bring students to consistent levels of learning.

5.5.4. Students develop and apply a broad set of skills and Dispositions:

- Students learn actively and are able to apply critical-thinking and problem-solving skills along with communication skills, collaborative skills and cultural responsiveness .

5.5.5. Learning outcomes emphasize competencies of application and creation of knowledge, along with other necessary skills and behaviours:

To enable stronger emphasis on the skills of application and creation in practical, hands-on contexts, the physical infrastructure of schools is made more flexible. 21st century skills are blended with subject specific knowledge for learning in a coordinated manner.

5.5.6. Holistic Approach:

CBL is an integrative and holistic approach that incorporates interrelated concepts of inclusivity, integrative thinking and dealing with complexities.

¹¹ <https://files.eric.ed.gov/fulltext/ED561280.pdf>Competencyworks, An International Study in Competency Education pp. 26-28 accessed on 22.11. 2019.

5.5.7. Sustainable Learning¹²:

CBL ensures learning among the learners which enables him/her to sustain after learning those skill sets or practices. The academic participation enables to create economic, social and environmental programs improving life standards, generating empowerment and respecting interdependence. Few aspects involved in it are-

- learning to know
- Learning to do

- Learning to be
- Learning to live together

5.6. Competency VS Learning Objectives:

- Competency is the main ideas or skill-set that a student is expected to master
- Learning objectives are the specific abilities necessary to accomplish the competency.

5.6.1. Difference between a Competency and a Learning Objective:

To understand the relationship between Competency-based Education and Learning Outcomes, please note the following:

o What is it that the student should be able to do after student has undergone the learning process	- Demonstrate the Outcome of Learning or Learning Outcome
o What is it that the student needs to learn/know in order to demonstrate that particular set of Learning Outcomes	- Curriculum
o What are the classroom transactions, activities, that will become the basis for this kind of defined outcome of learning	- Pedagogy
o How will the teacher check the learning or how will the student demonstrate that learning	- Assessment
o How will teacher know at what level of learning the student is	- Criterion Referenced Testing
o What is the sum total of Learning Outcomes, Curriculum, pedagogy, assessment and criterion referenced testing as mentioned in the bullets above	- Competency-based Education

¹² www.c2er.org

5.7. Implementation of CBE:

Details on operational part of Competency-Based Education (CBE) as well as guidelines to Principals are also necessary for taking necessary action on their part for facilitating seamless implementation. Thus, important Characteristics of Competency Based Education Model with reference to four pillars of education system are illustrated as hereunder for the principals and teachers:

a. Objectives

- o To follow a more practical and professional approach where first of all predefined, real life based, application-oriented competencies are defined.
- o To ensure attainment of competencies through precise measurable learning outcomes in behavioural terms.
- o To go beyond mere accumulation of knowledge from textbooks and tests to enable students to practice acquired competencies in their daily life.

b. Content

- o Competency based education focuses on minimum required core content.
- o It specifically defines competencies to be attained after a certain time interval in which a specific part of the curriculum has been covered.
- o It is contrary to traditional learning approach which keeps increasing the content by following the inconsistent principle 'greater the content, greater the achievement

of students.

c. Pedagogy

- o Pedagogical processes are child centric and inclusive in nature as the focus is on individual achievement.
- o Interdisciplinary Instruction (including scholastic as well as co-scholastic areas such as Arts, Story Telling, Sports, Work Education and SEWA etc.), Collaborative Learning, Cooperative Learning, Reciprocal Teaching, Discussions, Group Projects, Peer Tutoring, Blended learning with integration of ICT (Flipped Classrooms), Computational learning based on logical reasoning, decomposition, patterns, Experiential Learning, Problem Based Learning, Games, Case Studies, Simulations, Portfolios, Presentations, Projects are the main teaching-learning processes under this approach.
- o The idea is to support student's ability to become an independent/self-reliant and lifelong learner by using a variety of interactive methods.
- o Pedagogies also take care of individual differences of students, issues of social nature of learning and present challenges in a graded manner to make learning child-centered.

d. Assessment

- o Criterion reference assessments that measure the attainment of

Learning Outcomes are essential feature of CBE.

- o It involves Objective as well as Performance Assessments.
- o Objective Assessment have predetermined, correct responses items like MCQs, oral responses to questions, and short-answer written responses based on what students know and know how to do.
- o In performance assessments, focus remains on what learners can do with their knowledge involving assessments of critical thinking, synthesis and affective and psychomotor skills.
- o Reporting of Assessment result is done on the basis of rubrics and students must be able to demonstrate required level of competency in order to progress to higher grades.

5.7.1. Some Points to Remember:

As proper framing of the Learning Outcomes and linking them with pedagogical processes is crucial to the success of CBE, attention is drawn to the following concepts and suggestions:

(A) Learning Outcomes (LOs)

- o These are formal statements that tell us what a student is able to do after learning a given topic/ concept.
- o The learning described in outcomes should encompass the essential and significant knowledge and skills students

should develop in a course.

- o In this process, they generalise their learning and integrate it with other areas of their lives outside school. This helps them learn concepts in a more focussed and meaningful way.
- o LO should be a clear and concise statement of the skills that the students will be able to demonstrate after the instruction is over.
- o LOs should be observable and measurable and clearly understood by all stakeholders – students, parents and teachers.
- o They delineate not only the cognitive achievement but also the values, life skills and attitudes students would demonstrate at the end of a unit.
- o Learning Outcomes provides opportunity for teachers to reflect on the curriculum, context of learning, content, application and assessment to be designed for ensuring the achievement of desirable degree of Learning Outcomes.
- o Thus, LOs are extremely important tool for students, teachers, parents, administrators and policy makers.
- o Teachers need to use learning outcomes as a tool for improving education, not as an end in itself.

(B) Writing Learning Outcomes on the basis of the framework provided by NCERT

- o A complete Learning Outcome will consist of:
 - i. An observable behavior or an action verb and any special condition for displaying the outcome. Action verb denotes the intended domain in the taxonomy of cognitive domain and focuses on cognitive processes operating on different kinds of knowledge dimensions like factual, procedural, conceptual and meta-cognitive.
 - ii. After the action verb comes subject content for which the action is being taken followed by explicit level of achievement (if not implicit) and condition of performance (if required). The performance level considered sufficient to demonstrate mastery.
- o LOs usually have the following features:
 - i. unambiguous language
 - ii. behavioural activity
 - iii. measurable outcomes with desired performance criteria
 - iv. linked to teaching and learning methods
 - v. assessment and evaluation aligned with overall competencies mentioned in the framework developed by NCERT

(C) NCERT Learning Outcomes Documents:

- o The Learning Outcomes Documents developed by NCERT define the learning outcomes/competencies in all the curricular areas, linking them with the curricular expectations and the pedagogical processes.
- o The defined Learning Outcomes can easily be adopted or adapted by schools. In fact, CBSE very strongly advises the adoption/adaptation of Learning Outcomes developed by NCERT for Grades 1 to 10, to all its affiliated schools.
- o The links for these Learning Outcomes Documents of NCERT are given below:

Simple rule of thumb for writing a Learning Outcome is an action verb/phrase + object of the verb + clause/phrase indicating level of achievement + context or conditions if any.

Some examples of learning outcomes from different subjects are provided in the Annexure-A.

- o Test items prepared and matched to the LOs assembled before starting instructions.

Learning Outcomes at Elementary Stage	http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tilops101.pdf
Learning Outcomes at Secondary Stage	http://www.ncert.nic.in/departments/nie/dtee/activities/pdf/learning_outcomes.pdf

(D) Suggestive Pedagogical Strategies for achievement of LOs

- Knowledge of LOs paves way to self-assessment by students who would learn to compare their achievement against the stated outcomes instead of comparing them with their peers.
- This would also help them to internalise the learning outcomes.
- Therefore, teachers may:
 - communicate the learning outcomes in as unambiguous way as possible to students at the start of a lesson;
 - use LOs as Advance Organisers and ask students to paraphrase them in order to get complete understanding of their meaning;
 - work out the instructional activities, pedagogies, and assessments most likely to ensure that the stated outcome of learning is achieved;
 - plan lessons by selecting and arranging developmentally appropriate content and process while taking care of social and emotional contexts and varying learning styles, aptitudes, and abilities of students; (*please see suggestive lesson plan in Annexure B*)
 - use techniques like collaborative learning, problem solving and others mentioned above under the characteristics of assessment, as well as connect the classroom, lab, and experiential activities to requirements of the desired level of learning

- the most important aspect of the whole learning process is that the learner at every level, for every subject, for every topic, should be able to connect all learnings to real-life practice;
- facilitate experiences that advance students' critical thinking and creativity;
- use technology to relate local and global societal issues and responsibilities with the curricular contexts;
- make use of resources available at DIKSHA Platform in this reference; and
- continuously improve professional capacity by researching and participating in various capacity building programmes.

(E) Suggestive Assessment Practices to gauge achievement of LOs

- Performance in CBE is always seen vis a vis given criterion or standard of performance.
- It can be integrated with Assessment for Learning and Assessment as Learning.
- Some of the features of assessment of LOs could be:
 - Assessment must:
 - be Authentic i.e. it requires application of knowledge and skills to real world problems and demands decision making to determine optimum use of knowledge and skills in a given situation;

- necessarily match with the Learning Outcomes cited in the beginning;
 - be reliable, valid and based on critical and creative thinking;
 - assess ability to integrate knowledge, skills and attitudes.
- A balance between assessment 'for', 'as' and 'of' learning should be maintained for optimum results and minimum stress on students;
 - Multiple methods of assessment like portfolios, presentations, group projects, open ended questions, MCQs, short answer and long answer problems, reflective assignments involving measurement of capacity to analyse and evaluate experience in the light of theories and research evidence;
 - Rubrics must be shared with students prior to the test.

5.8. Suggestive actions for Principals to ensure implementation of CBE in schools:

- Must take a lead role in the development of annual pedagogical plans 2020-21 for the entire year for providing meaningful and joyful learning experiences to the students. Guidelines are given in circular Acad-49/2019 dated 5 September 2019.
- Must design the pedagogical plans in coherence with LOs and individual requirement of students while allowing appropriate level of autonomy to teacher.
- Must include specific and measurable LOs in all the lesson plans prepared by teachers and ensure their optimum achievement.
- Must integrate activities defined in the alternative academic calendars by NCERT in the lesson plans. Also ensure continuation of integration as and when NCERT releases more such calendars.
- Download all CBSE Handbooks / Manuals from <http://cbseacademic.nic.in/manual.html> and arrange discussions among teachers and students.
- Make earnest efforts to use resources other than textbooks. Hubs of learning can develop their own resources including mapping of LOs to the curriculum, low cost pedagogical activities and assessments.
- Must make use of CBSE resources available at DIKSHA. Other initiatives of CBSE like weekly Critical and Creative Test which is also available at DIKSHA platform must be used and integrated with the teaching-learning process.
- May consider mentioning performance in terms of competencies in report cards.
- Must ensure accomplishment of required competencies / LOs by students by the end of the academic session, and supplementary remedial action to help non-achievers to reach the desired minimum level.
- May display posters of the 'Compact Learning Outcomes' for classes I to X in classrooms.

- May sensitize parents of all students on the various competencies that their child is expected to achieve at a given level / in a class, by calling special/virtual Parent Teacher Meetings.
- Must suitably integrate Art Education, Health and Physical Education, Life Skills Education and Values Education and Inclusive elements as per the directions provided by CBSE in the curriculum documents for accomplishing the competencies given in the Learning Outcomes document of NCERT.
- Must ensure planning of lessons by integrating Experiential Learning/ Art-Integrated/ Storytelling/Sport Integrated activities, as required, without any financial burden on students. (Refer to CBSE Handbooks as stated above).
- Must ensure planning of lessons that have relevant subject-integration so that daily class load is 3-4 classes. The time allotted for transaction of each subject in the integrated lesson plan can be counted towards the total periods/time required for a subject in an academic session.
- Post-COVID-19, as and when schools re-open (detailed guidelines on this will be issued), consider having flexible seating-arrangement in classrooms to facilitate experiential learning activities.
- Implement SEWA projects to ensure maximum student participation for real-life connect.
- Scrupulously follow the directions of CBSE as stipulated in examination bye-laws, affiliation-byelaws and various

advisories of CBSE issued from time to time regarding compulsory training of teachers, activities to be undertaken, availability of facilities to students, safety, and special provisions for special children for ensuring holistic education of desirable quality in an equitable manner.

5.9. CBSE and CBE:

Over the period of the last two academic sessions, the Board has already implemented all the above principles to transform education towards an outcomes-based approach and more competency-oriented, by initiating many measures. Some of them are highlighted below:

1. Competency-Based Education to be the Annual Theme of Training in 2020-21:

In continuation of its training policy, the Board has decided to make Competency-Based Education as the annual theme of training in the session 2020-21. The Board will shortly come out with an online teacher training module on DIKSHA on CBE.

2. Implementation of Experiential Learning/ Active Learning/ Innovative Pedagogies:

Board has mandated implementing Experiential Learning /Active Learning/ Innovative Pedagogies in all its schools. This has also been the annual theme of training in the session 2019-20. Further, the Board has released Handbook on Experiential Learning which is available at: http://cbseacademic.nic.in/web_material/Manuals/ExperientialLearning.pdf

3. Creative and Critical Thinking Practice:

Vide circular no. Acad-03/2020, dated 8 January 2020, the Board has started Creative and Critical Thinking (CCT) Weekly Practice Programme to enhance critical thinking skills of the students. CCT items on Reading, Mathematics and Science Literacy are uploaded on a weekly basis on DIKSHA for students of classes VII-X. New questions for CCT practice are uploaded every Monday and answers are shared by Thursday. The CCT questions and solutions can be accessed through the following URL: https://diksha.gov.in/resources/play/collection/do_31290608850520473612338?contentType=TextBook. Given the success of this program, it will soon be extended to other grades.

4. Strengthening Assessment Practices:

The Board has introduced 20% Case Based Questions in class X and 10% Case Based Questions in class XII Board examinations in all subjects. These Case Based Questions are necessarily itemized with real-life connect for assessing competencies in each subject. Further reforms are on the anvil and will be announced shortly.

All above measures will reinforce each other if Principals assume Pedagogical Leadership and ensure quality education through implementation of competency-based education focussing on attainment of Learning Outcomes by every learner, to the fullest extent possible.

WE THE PRINCIPALS:

- Competency-based learning is a relatively new approach to learning design which is proving increasingly popular with school going learners.
- When developed and implemented correctly, this can be a reliable, valid indicator of learning and proficiency in regard to designated competencies.
- Furthermore, it can provide a more learner-centred, personalized, and efficient way of learning and demonstrating proficiency.
- We, as Principals, must understand it thoroughly ourselves first, and then introduce it in the school in a systematic fashion



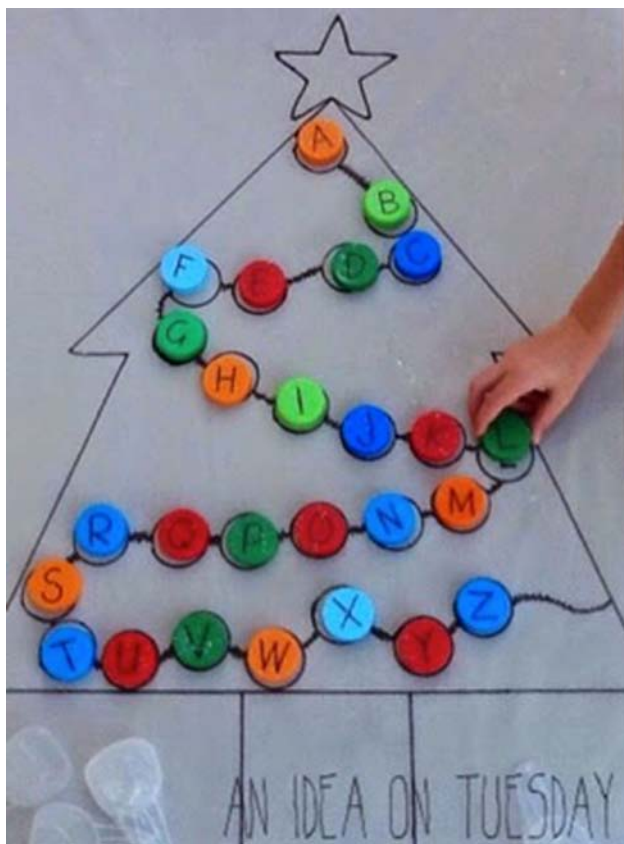
CHAPTER-6

PEDAGOGICAL PLANNING

I find that the ultimate Guide for a School Educator is the National Curriculum Framework 2005. Before beginning to make a Pedagogical Plan, I referred to it and found that aside from the framework it also tells us about the ways children learn and how to design a Learning Experience:

6.1. NCF on How Children Learn:-

- Children learn in a variety of ways, both individually and with others:
 - through experience,
 - making and doing things,
 - experimentation,
 - reading,
 - discussion,
 - asking,



Idea of a joyful Tuesday from the eyes of a child.

- listening,
- thinking and reflecting,
- expressing oneself in speech,
- expressing oneself in movement,
- expressing oneself in writing

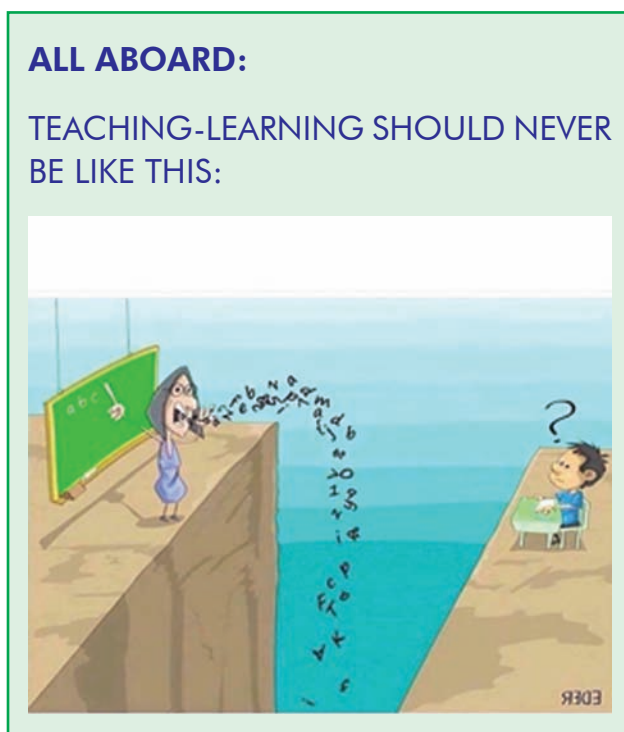
6.2. NCF on Effective Learning Environment:

- Learning **takes place both within school and outside school**. Learning is enriched if the two arenas interact with each other.
- **All children are naturally motivated to learn and are capable of learning**.
- Learning **must be paced** so that it allows learners to engage with concepts and deepen understanding, rather than remembering only to forget after examinations.
- **Learning can take place with or without mediation**. The social context and interactions provide avenues for learners to work at cognitive levels



above their own. At the same time learning **must provide variety and challenge, and be interesting and engaging**. Boredom is a sign that the task may have become mechanically repetitive for the child and of little cognitive value.

- Schools must provide **opportunities to enquire, question, debate, reflect, and arrive at concepts or create new ideas**. An element of challenge is critical for the process of active engagement and learning various concepts, skills and positions through the process.



- Learning takes place through **interactions with the environment around, nature, things and people, both through actions and through language**. The physical activity of moving, exploring and doing things, on one's own, with one's peers or in the company of adults, and using language — to read, to express or

ask, to listen and to interact — are the key processes through which learning occurs. The context in which learning takes place is thus of direct cognitive significance.

- In the early primary school years, a beginning has been made in the area of group work. **Projects and activities that can be carried out by groups need to become a feature of learning in the middle and high school also**. There are ways in which such group learning can be assessed and evaluated. Schools could also consider giving mixed age groups of children projects to do together.
- **Making meaning and developing the capacity for abstract thinking, reflection and work are the most important aspects of learning.**
- We must ask ourselves why we only ask children to give answers to questions. **Even the ability to make a set of questions for given answers is a valid test of learning.**
- **Art and work provide opportunities for holistic learning** that is rich in tacit and aesthetic components.
- **'Intelligent guessing' must be encouraged as a valid pedagogic tool**. Quite often, children have an idea arising from their everyday experiences or because of their exposure to the media, but they are not quite ready to articulate it in ways that a teacher might appreciate.
- **Teaching something before the child is cognitively ready takes away from learning** it at a later stage.

6.3. Designing Learning Experiences:

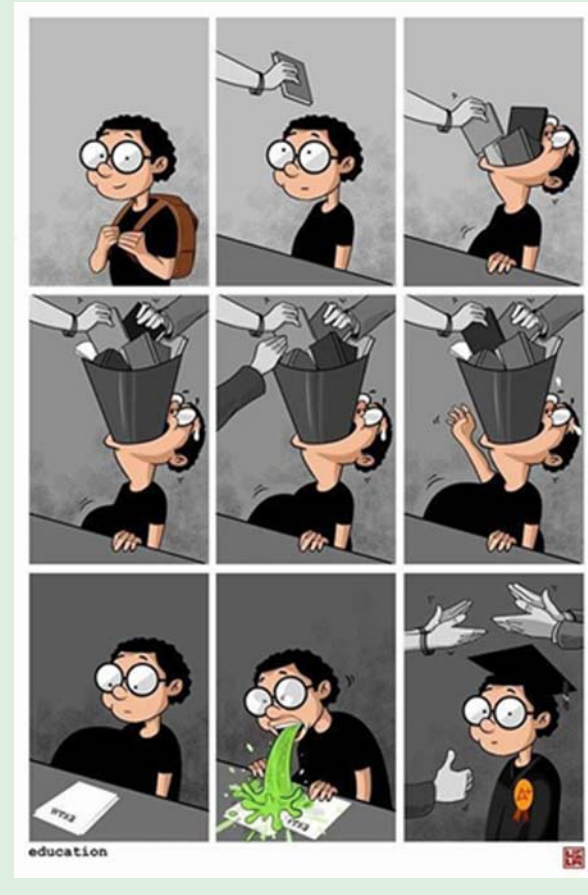
- **Tasks that are too easy or too difficult, that are repetitive and mechanical, that are based on recalling the text, that do not permit self-expression and questioning** by the child and that depend solely on the teacher for correction, make the child assume the passive stance of obedience.
- **Learners learn not to value their own ability to think and reason, that knowledge is created by others and that they must only receive it.**
- By the time they reach Class VII, many children who have grown up in this kind of learning environment, lose their self-confidence and their ability to express themselves or make meaning out of their experiences in school.
- **Instead of a culture of quizzing, of answering quickly and always knowing the right answers, we need to allow learners to spend time on deeper, meaningful learning.**
- We are now seeing a small shift away from the focus on 'factual knowledge', but **teacher preparation, planning of classroom practice, textbook preparation, and evaluation need to support** this shift more decisively.
- For this, it is necessary to build the

FOR US:

Keeping all above in mind, we must make the Pedagogical Plans for our schools.

ALL ABOARD:

We Certainly Don't Want This:



capabilities and confidence of teachers to autonomously plan their teaching in response to the needs and demands of children's learning.

6.4. Pedagogical Plans:

- Vide circular Acad. 15/2019 dated 9th March 2019, CBSE has issued guidelines related to Pedagogical Plans. Do go through them.
- The Board envisions that each teacher must have the capacity to make her/his own lesson plan for each lesson to be taught by her.

WE THE PRINCIPALS:

It is our task to combine all annual pedagogical plans of all teachers of all grades and subjects of the school into an Annual Pedagogical Plan of the school.

- These lesson plans must be innovative, based on experiential learning¹³ and preferably integrate art¹⁴ in the pedagogy.
- Single lesson plans can then be combined into an annual pedagogical plan of the teacher.
- This plan must give equal importance to the scholastic and co-scholastic areas.
- **Pedagogical plans are VISION to ACTION plans. For the teachers, a Pedagogical Plan** means converting his/her vision of the teaching-learning process in his/ her classroom to action.
- Pedagogical Plans imbibe all thinking, preparation and steps of execution involved in making each stage of curriculum transaction (setting learning objectives, preparing lesson plans, transaction, assessment, identifying outcomes of learning of each student through assessment) meaningful and comprehensible for students.
- These plans are the systematic plans prepared by a teacher for fruitfully engaging students in the classroom

and outside the classroom for scholastic and co-scholastic areas of the curriculum.

- It can be in the form of a weekly flow, monthly flow chart or annual flow chart.

6.5. Planning a Pedagogical Plan:

ESSENTIAL BEFORE TEACHING

PRE-PLANNING



- Plan with students and not with content in mind
- Use a predictable lesson structure
- Listen to student thinking
- Keep the body of the lesson focused on open ended topics
- Keep track of the objectives of the lesson
- Plan so that students do most of talking and discussing, are able to work independently, get opportunities to interact with each other, and undertake self and peer assessment

¹³ Please see examples of innovative and experiential learning based lesson plans in the Experiential learning Handbook of the Board

¹⁴ Please see examples of innovative and art integrated lesson plans in the Integration of Art in Education Guidelines of the Board

STUDENT THINKING



- Learning to go beyond memorizing content
- Giving students the opportunities for sharing their thinking
- Monitoring student thinking-through discussions, portfolios, journal entries, retelling, responses to literature, answer to interview questions and self-reflection questionnaires

LESSON STRUCTURE



- Starting and ending your lessons a certain way helps students become comfortable as they know what to expect
- Providing time for independent or group work keeps students engaged
- Create space for students to reflect on their academic work and social interaction
- Minimize distractions and interruptions
- Keep lessons focused on student thinking

**FOCUS ON OPEN ENDED TOPICS
AND ATTAINING THE OBJECTIVE
OF LESSON**



- Rather than egging students towards one right answer or memorizing facts, students should be given opportunities to engage, debate, interpret, disagree
- Rigorous thinking, creativity and risk taking to be encouraged
- Stay focused on the objective of the lesson - do not get waylaid sometimes in what we may feel are teachable moments
- Pace the lesson and ensure necessary content is taught and avoid extraneous details

**FACILITATION TECHNIQUES TO
PROBE THINKING**



- The way a teacher facilitates student talk determines success of lesson
- Use language that supports and fosters student thinking
- Asking specific as well as open ended questions- How is Sara feeling at this point? How can you say that? Does anyone have any other thought?
- Use cooperative structures like think pair share
- Listen to and value student thinking

PREPARATION FOR WORK



- Introduction of the day's objective
- Connecting old to new
- Instruction and review of necessary skills
- Construction and review of background knowledge
- Preparation for working together

STUDY TRY OUTS



- First have students try the strategy in groups just after direct teaching- example how to predict or draw inferences (finding clues)
- Try outs- reading a draft and using sticky notes to insert details
- Teachers can move around to see how the students are progressing and help struggling writers

INDEPENDENT WORK TIME



- Very important if we want our students to become proficient
- Characteristics of independent work-
- Student work independently
- Expected behavior spelt out time set locations shared, consistent language
- Teacher actively conferring with student
- Room organized for independent work

REFLECTING AND TRANSITION



- Reflecting about what they have to do, share with a partner before moving to independent work
- Putting it all together
- Reflecting

LESSON FACILITATION



- Key to a good lesson- Taking a stance- should encourage diverse participation and make student responsible and make students responsible for their own thinking
- Embracing situations when students do not know the 'right' answer
- Being a good listener
- Asking open ended questions
- Probing student thinking- What in the text made you think that?
- Using positive language to encourage students thinking and behavior

VALUING MOMENTS WHEN STUDENTS DON'T KNOW ANSWERS



- Help students through challenging moments as they try to make sense of the content; hear diversity of opinions, build consensus, helping students to disagree respectfully; be careful not to sway student's opinion
- Encourage students to find answers; it is not about right answer but the ability to use imagination to see patterns and link concepts, foster investigation and inquiry, encourage wonder and out of the box thinking, build persistence

MORE IDEAS



- Using wait time wisely –give students opportunity to mull over a question/idea
- Connecting students thinking - using discussions prompts, I agree, in addition to--, I can't believe
- Using cooperative structures- Turn to your partner, Think pair share
- Using non- judgmental responses
- Building a class community- a context for taking risks

THUS, A PEDAGOGICAL SUB-PLAN FOR TRANSACTING ONE COMPETENCY WOULD BRIEFLY INCLUDE THE FOLLOWING ASPECTS:





CHAPTER-7

MAKING SCHOOLS INCLUSIVE

CBSE is perhaps the first board that has framed a holistic policy for all categories of Children with Special Needs during conduct of board exams. The board has also included provisions in its Affiliation Byelaws and circulars for ensuring inclusive schools.

As a Principal, it is our duty to implement these policies to make our schools inclusive.

I present before you the following suggestive techniques to make your school an Inclusive School:

Integration in Vision and Mission

Orientation with all and of all

Continuous Teacher Training

Modifications in Curriculum, Methodology and Assessment

Behaviour Modification

High Five Strategies

Accommodations in Classroom, subject enrichment program.

Shadow Teacher

Parent as partner

Role of Professionals

7.1. Integration in vision and mission of the school:

An inclusive school must include integration in its vision and mission. The Right for Persons with Disabilities Act 2016 also states¹⁵ :

all educational institutions provide inclusive education to the children with disabilities and towards that end shall

- (i) admit them without discrimination and provide education and opportunities for sports and recreation activities equally with others;

- (ii) make building, campus and various facilities accessible;

- (iii) provide reasonable accommodation according to the individual's requirements;

- (iv) provide necessary support individualised or otherwise in environments that maximise academic and social development consistent with the goal of full inclusion;

- (v) ensure that the education to persons who are blind or deaf or both is imparted in the most appropriate languages and modes and means of communication;

- (vi) detect specific learning disabilities in children at the earliest and take suitable pedagogical and other measures to overcome them;

- (vii) monitor participation, progress in terms of attainment levels and completion of education in respect of every student with disability;

- (viii) provide transportation facilities to the children with disabilities and also the attendant of the children with disabilities having high support needs.

7.2. Orientation, Interaction & liaising with all Stakeholders:

7.2.1. Involving parents, teachers and stake holders and the community is an important principle of quality, both in and out of the classroom. It is even more relevant in the case of inclusive education, which is much broader than formal education and should not only take place within the four walls of a classroom.

Parents' collaboration with teachers and school is not only beneficial for children; there are also possible gains for all parties. It enhances:

- constructive and extended Parental interaction with children

¹⁵ https://indiacode.nic.in/show-data?actid=AC_CEN_25_54_00002_201649_1517807328299§ionId=12077§ionno=16&orderno=16#12077 accessed on 11.05.2020

- responsiveness and sensitivity to their needs
- Regular interaction of parents help teacher in knowing about minutest detail of child with respect to special needs.
- Acquisition of a better understanding of family culture

7.3. Empowering Teachers:

- Role of In-service Teacher training programme is mandatory to create a community conducive to helping all students meet academic and behavioral goals.
- Ongoing and Effective communication is essential for locating individuals, services and materials to best support all your students
- Some key planning and teaching strategies can make a dramatic difference in reaching students with

diverse abilities and skills.

7.3.1. Some strategies and techniques for Principals for Inclusion are:

- Increase Awareness and Attitudinal Change through advocacy
- Create a Future with Trained Professionals: Pre-Service Training programs to help ensure that future generations of teachers enter the profession with the skills and knowledge to work in an inclusive environment,
- Build on Existing Human Resources: In-Service Training and Professional Development
- Organizing training workshops for educators and key community members on general inclusive education techniques, especially those which highlight how such techniques can benefit all children by improving overall quality of teaching.

7.3.2. Suggestive Checklist for Inclusive Schools:

S.NO	INDICATORS	*LEVEL 3	*LEVEL 2	*LEVEL 1
1	Teachers attend workshops or class on developing an inclusive classroom and social, receiving advanced professional training on regular basis.			
2	Teacher receive on-going support for improving their understanding to accommodate subject curriculum for educational needs of children with special needs			

3	General teacher and special educators and other related professional working together to support inclusive classroom practices in school			
4	Learning form diversified sources, learning while sharing, exploring, exchanging, school visits			
5	Teachers are encouraged to prepare case studies of students			
6	Teachers are given opportunity to visits inclusive schools with best practices			
7	Teachers are encouraged to enroll in online and distance education programmes on inclusive schooling			
8	Teachers are encouraged to take up research and development in assessment, learning and performance of children with special needs and link to the quality initiative in school education			

* Level 1 - Never

Level 2 - Sometimes

Level 3 - Mostly/Always

7.4. Modification in Curriculum Planning, Teaching Methodology & Assessment:

7.4.1. Curriculum Planning:

In continuation with the process of initiating inclusion of students with special needs in the general education classroom, educators are constantly looking forward to provide/providing varied experiences for optimal learning. . Although there are proven benefits of inclusion, traditional curricula and instructional techniques are not always sufficient for students with cognitive, emotional or physical disabilities.

Here the facilitators' implements/ implementation of differentiated instruction techniques, using adaptive technologies, changing the student's physical environment, and integrating culturally responsive language and content into curriculum are all examples of curriculum enhancement.

7.4.1.1. Indicators:

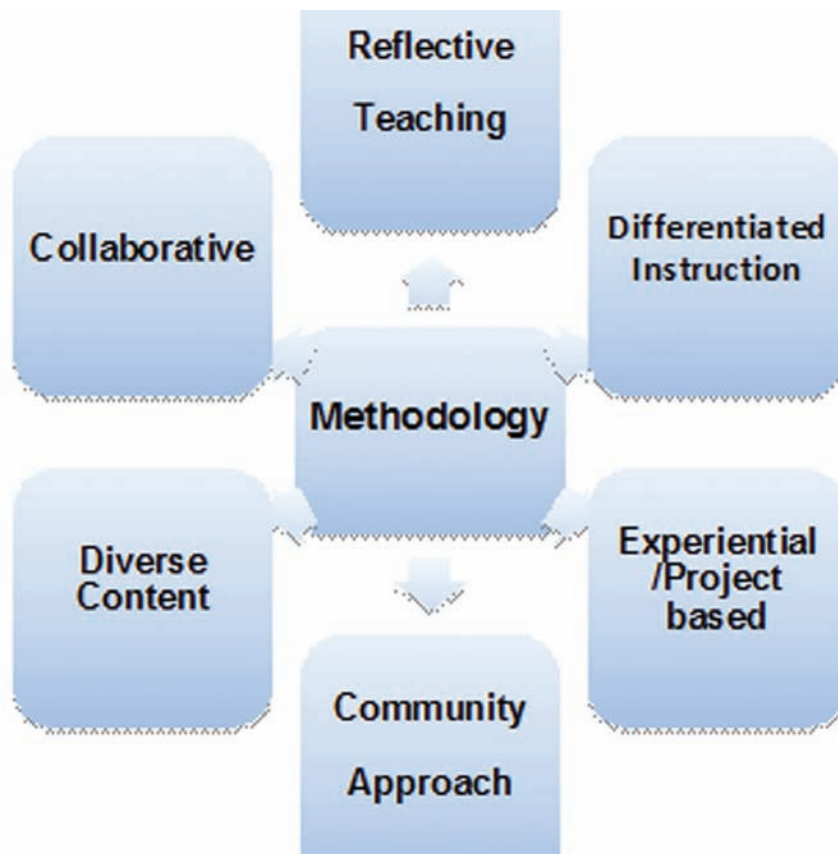
S.NO	INDICATORS	*LEVEL 1	*LEVEL 2	*LEVEL 3
1	Inclusive committee uses the prescribed curriculum of the board with flexibility for adjustment in curriculum to meet the educational needs of children with special needs as specified by the board.			
2	Inclusion committee ensures access to curriculum by modifying curriculum goals and classroom instruction using the age appropriate material for assignments, homework and tests.			
3	Inclusion committee ensures required adjustment and/or adaptation in the curriculum to meet the educational needs of children with special needs			

* Level 1 - Never

Level 2 - Sometimes

Level 3 - Mostly/Always

7.4.2. Teaching Methodology:



Experiential Learning: Students are actively engaged in learning

7.4.2.1. Classroom Practices & Instructional Practices¹⁶:

- Teacher must establish prior knowledge of student
- Facilitator must proceed from the simple to complex by breaking up the learning into its parts.
- Use a step-by-step approach, teaching in small bits, with much practice and repetition.
- Reinforcement of abstract concepts with concrete, for example using real apple instead of showing apple card.
- Relate learning to children's lives using interest inventories.
- Using sensory elements: visual, auditory, and kinesthetic ones, like writing numbers in sand trays or creating foam cut-outs for numbers & alphabets
- Provide opportunities for success to build self-esteem.
- Concentrate on individual children, not syndromes.
- Give positives before negatives.
- Vary types of instruction and assessment, with multiple intelligences and cooperative learning.
- Establish a supportive, respectful classroom environment that

¹⁶ www.teachhub.com

encourages students to ask questions and become actively involved in their learning.

- Increase students' **self-awareness** of levels and **progress**.
- Remember the basics such as teaching student's proper hygiene, social skills, respecting others, effectively listening, or reading directions on a worksheet, in addition to the **3R's: Reading, wRiting and aRithmetic**.
- **Effectively communicate and collaborate with families, students and colleagues.**

- **Have faith & high expectations of all children focusing on their strength & abilities rather than on their disabilities**

7.4.3. Behaviour Modification:

When students with special needs exhibit inappropriate and belligerent behaviour, classroom activities can become stressful and uncivilized, leading to frustration and anxiety for everyone involved. In order for every child to have the opportunity to grow and learn in a healthy academic environment, teachers and administrators must use disciplinary actions and behaviour modification strategies to ensure the safety and productivity of their classrooms.

7.4.3.1. Managing Commonly observed behaviour Problems:

BEHAVIOUR	SUGGESTED STRATEGIES
Inability in Comprehending a plan (has high expectation but lacks plan of action); sets out to "get straight 'As', ends up with "Fs" (sets unrealistic goals). Assist the student in framing long-term goals & break the goal into obtainable parts.	<ul style="list-style-type: none"> • Appropriate question should be asked to know whether the student would be able to do the task & how? • Frequently taking feedback to know whether the student has achieved the set goal. • Appropriate Time scheduling has been done to complete each step to reach the desired goal.
Unable to sequence and complete the steps to accomplish the required task.	<ul style="list-style-type: none"> • Simplifying task into achievable steps. • Give examples and Strategies to accomplish task.
Moving ahead without completing the previous task.	<ul style="list-style-type: none"> • Outlining the requirements of a completed activity (e.g. complete one task and Move on to the other).
Difficulty in comprehending instructions from others.	<ul style="list-style-type: none"> • Channeling the attention of students before giving Instructions. Cues can be used by combining verbal and written directions. • Give one instruction at a time followed by reinforcement. Recapitulation activity should be done.

Progressing from Simple to Complex.	<ul style="list-style-type: none"> • Assignments and activities should be prioritized in terms of difficulty level suitable examples should be given for students reference.
Difficulty in maintaining consistency and accuracy over time.	<ul style="list-style-type: none"> • Providing short assignment and maintaining quality. • Frequent positive reinforcements should be given to the students.
Difficulty in assignments completing.	<ul style="list-style-type: none"> • Time bound short assignment should be given. • Monitoring of work/assignment completion. • Appointing a "peer buddy" for assistance.
Problem in retention	<ul style="list-style-type: none"> • Provide study strategies (PQRST, mnemonics, skimming, visualization) for better retention. • Combine visual, auditory, textual and kinesthetic cues to strengthen the memory.
Difficulty in assessment.	<ul style="list-style-type: none"> • Extra time should be provided with the provision of oral/ online assessment. • The format should be child – friendly, uncluttered and direct with working space for student’s response.
Confusion from non-verbal cues (misreads body language, etc.)	<ul style="list-style-type: none"> • Directly teach (tell the student) what non-verbal cues mean? Model and have student practice reading cues in a safe setting.
Confusion from written material (difficulty finding main idea from a paragraph; attributes greater importance to minor details).	<ul style="list-style-type: none"> • Provide students with a copy of reading material with main ideas underlined or highlighted. • Provide an outline of important points from reading material. • Teach outlining, main-idea / details concepts.
Difficulty sustaining attention to tasks or other activities (easily distracted by extraneous stimuli).	<ul style="list-style-type: none"> • Reward attention. Break up activities into small units? Reward for timely accomplishment.

7.5. Different ways of Assessment:

A facilitator can assess students in different ways

Visually and Low vision child

- Teacher can assess the child by giving a large font paper.
- Distraction free seating and proper lightning
- Oral responses
- Recorded assessment
- Using scribe

Hearing impaired

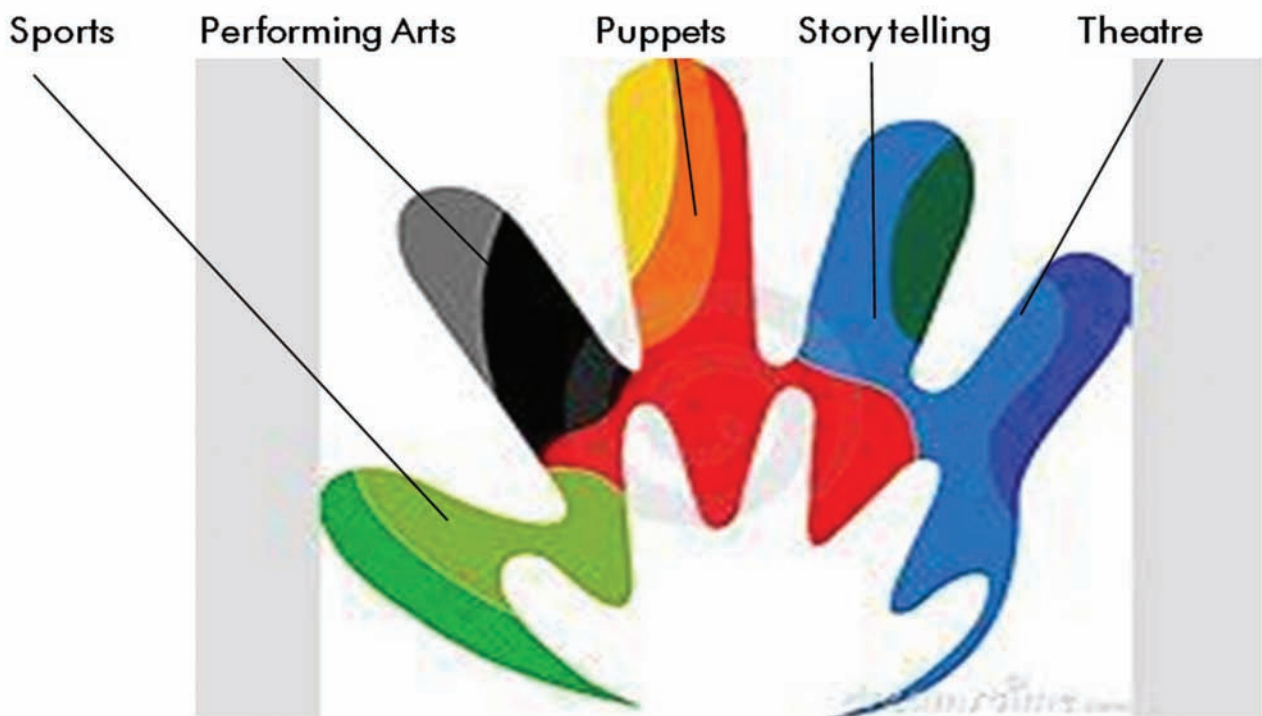
- Limited questions to answer

- Use of communication boards
- Encourage sign language
- Online exams
- Continuous assessment (through activities, sheets etc)

Specific Learning disability

- Mark for content not for spelling
- Use of graphic organizers
- Labeling of diagrams instead of drawing
- MCQ's
- Option based questions

7.6. High Five Learning Strategy :



The above learning activities generate interest and provide variety of avenues through which a teaching learning process can be implemented for diverse learners.

7.6.1. Sports and Children with Special Needs:

Exercise and sports benefit all children as it provides energy channelization and release of happy hormones which keep them healthy and fit.

Sports can help in building self-confidence, improving interpersonal skill and team spirit. It also helps in weight management, which is a common problem among today's kids.

Watch This: <https://youtu.be/O2HPDWR-gJM>

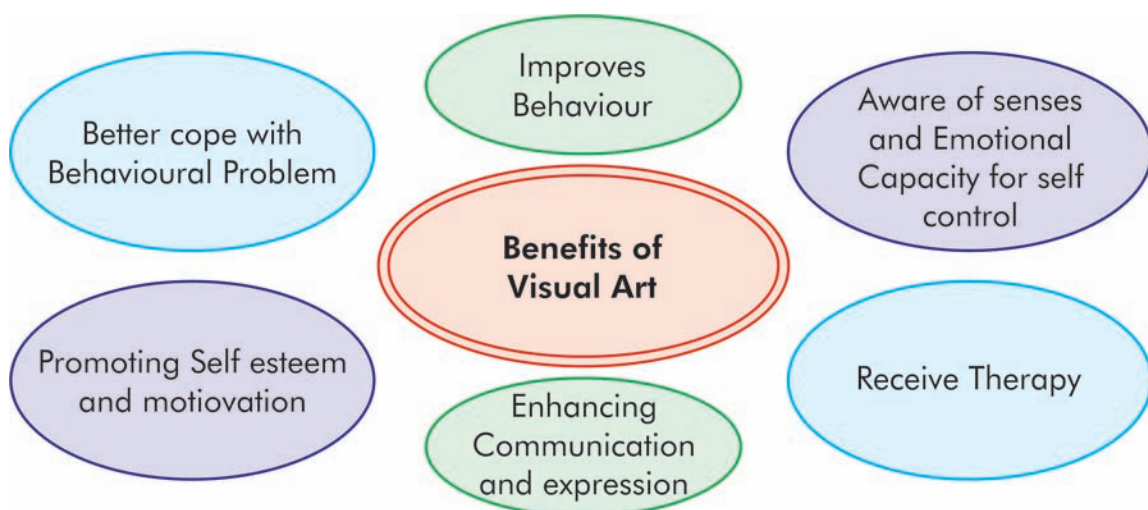
7.6.1.1. Benefits of Sports:



7.6.2. Role of Visual Art:

“The art can level the playing field, because children with difficulties in academic

subjects might excel at drawing, painting, acting or dancing and singing”



7.6.3. Story telling using puppets will be more interesting and Interactive:

https://youtu.be/tjm_caPOfbU

(Story telling with puppets)

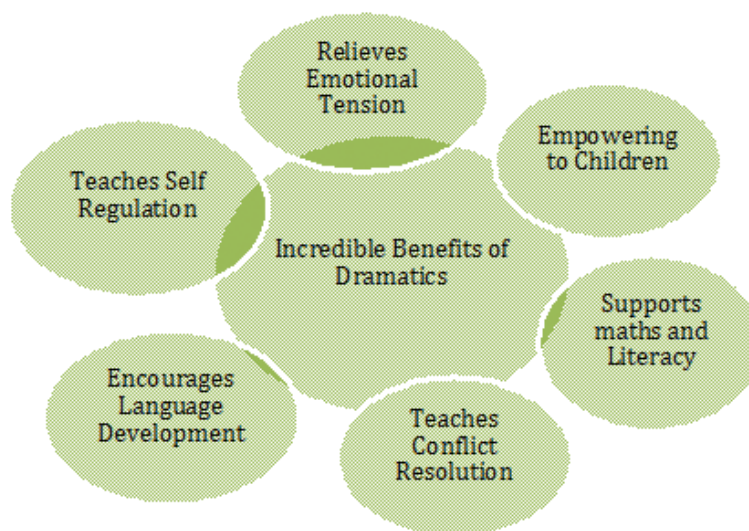
7.6.4. Role of Music:



7.6.5. Role of Dramatics¹⁷:

Drama is often about collaboration and negotiation, and when it is used in mixed-ability groups it can act as a bridge between children with special needs and others in

their peer group. It can enable students with particular difficulties, and provides an ideal environment to encourage students to work together and to develop trust and friendships.



¹⁷ <https://www.artsonthemove.co.uk/education/drama-and-students-with-special-needs.php> accessed on 16.05.2020

7.7. Accommodation in classroom, playground, Subject Enrichment Program:

Case Study (Accommodations and Modifications)¹⁸

Vivek is an 8th grade student who has learning disabilities in reading and writing. He is in a regular 8th grade class that is team-taught by a general education teacher and a special education teacher. Modifications and accommodations provided for Vivek's daily school routine include the following:

Vivek will have shorter reading and writing assignments.

His textbooks will be based upon the 8th grade curriculum but at his independent reading level (4th grade).

He will have test questions read/explained to him, when he asks.

He will give his answers to essay-type questions by speaking, rather than writing them down.

Modifications or accommodations are most often made in the following areas:

- | | |
|--------------------------|--|
| Scheduling. | For example,
giving the student extra time to complete assignments or tests
breaking up testing over several days |
| Setting. | For example,
working in a small group
working one-on-one with the teacher
jump two laps instead of 4 in playground |
| Materials. | For example,
providing audio taped lectures or books
giving copies of teacher's lecture notes
using large print books, Braille, or books on CD (digital text) |
| Instruction. | For example,
reducing the difficulty of assignments
reducing the reading level
using a student/peer tutor |
| Student Response. | For example,
allowing answers to be given orally or dictated
using a word processor for written work |

Using sign language, a communication device, Braille, or native language if it is not English.

¹⁸ *Developing Your Child's IEP*, <https://www.parentcenterhub.org/pa12/> accessed on 16.05.2020

7.7.1. Room Accommodations:

- Special chairs or cushions, lower or high table or chair, tilted, desk top
- Different or additional lighting (not fluorescent), sitting by a window for natural light
- Sitting close to the blackboard or teacher, sitting away from others
- Stand instead of sitting or sitting instead of standing
- Picture schedules, visual cues or visual timer
- Quiet times or places to help concentration
- Colour coding
- Visual organization of the room and supplies
- Keeping materials for student and handing out as needed
- Have at least part of the room bear with nothing on walls ceilings or floors

7.7.2. Teacher Accommodations:

- Don't wear cologne (hard on allergies)
- Don't wear a lot of jewellery (distracts kids with ADHD)
- Count to 10 before letting anyone answer questions (processing time)
- Vary teaching methods
- Projects for extra credit or in place of timed tests
- Giving instructions one step at a time instead of all at once

- Ask questions to get repeat of information
- Divide the class (small groups, peer partners, peer tutors)
- Set up lessons (community instruction, role playing activities)
- Change the learning goals (more time, cooperate, share)
- Create alternative activity (learning centre, research teams)

7.8. A Shadow Teacher : fortifying lives from behind:

- A shadow teacher is to support the student who needs Optimal Learning, OL, and support, in his /her school academics
- The teacher fills in the gaps in the learning process, to help the student build self-confidence as well as to promote positive interaction in the classroom.
- The teacher helps the student focus on important concepts and support in every possible way to develop academic and social skills.

7.8.1. The student benefits from the shadow teacher because

- The student follows regular classroom instruction and interaction with his/her peers.
- They learn to build on his/her strengths and not his/her weaknesses.
- The student receives required educational enrichment.

The school benefits by the shadow teacher because there is a collaborative effort to meet the special needs of the particular student.

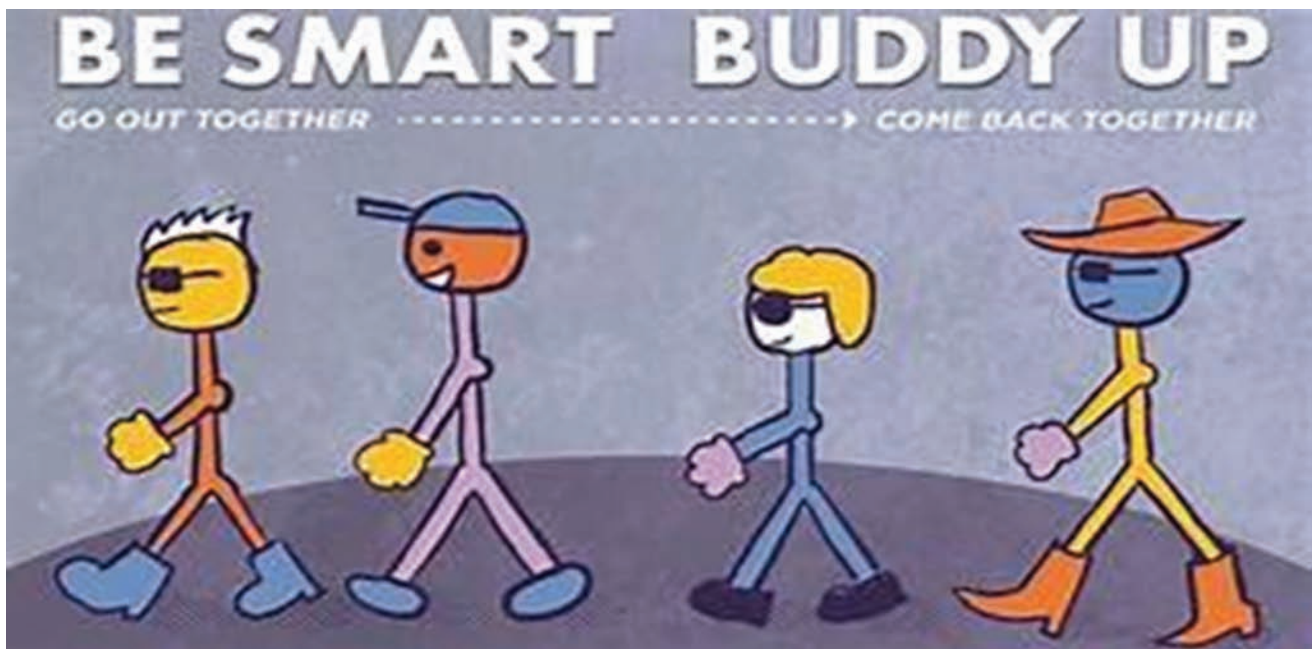
The parents benefit because they have daily communication with an adult who knows what is going on in school and what events

are taking place. Additionally, the parents develop a sense of safety and security for their child.

Source: <http://www.steppingstoneskenya.org/welcome/the-role-of-a-shadow-teacher/>

<https://youtu.be/zB9fP4IMT7w>

A Soul Partner: A friend, philosopher and guide



- A buddy or a soul partner helps students to feel valued and supported, teach important social skills and create a caring ethos in the school.
- A soul partner is appointed from the class, keeping in mind the needs and personality of the student.
- The buddy provides academic, emotional and social support to the child with special needs and helps him in achieving the desired goals.

7.9. Parent as Partner: helps students to emerge as Confident Individuals:

Successful implementation of an inclusive education program designed by the school constantly require the involvement and support from the parents and family as they have the most complete understanding of a child's physical, social, developmental and socio-cultural fabric of the family history. Teachers must welcome parent contact and address their concern. Parents must provide additional help to the child in absorbing what the child has learnt in the school, or help in practicing skills.

Regular contact and good relationship between inclusion team and parents /family members can assist a children/child with

special needs progress. If any parent can spare time he/she can also join the school's support team.

Quality Indicators:

S.NO	INDICATORS	*LEVEL 3	*LEVEL 2	*LEVEL 1
1	The school encourages parents/families to visit the school and to communicate regularly with school staff on topics important to both the family and the school to assess the students' needs and designing the educational needs			
2	Schools assist the parents/families accessing informal support networks and community resources.			
3	All teachers explain the value and purpose of an inclusive education to parents/family members of children with special needs in their classes.			
4	All teachers communicate regularly with parents/family members about the progress of special needs child in learning and achievement			

* Level 1 - Never

Level 2 - Sometimes

Level 3 - Mostly/Always

ALL ABOARD:

Using the above suggestive methods, we can all make our schools inclusive. For more details, please attend the

CBSE Capacity Building Programme on Inclusivity and Inclusivity Strategies.



CHAPTER-8

COLLABORATION COUNTS: HUBS OF LEARNING

As a CBSE Principal, I have come to understand that the overall aim of the Board is to create a school system that provides the most joyful, creative, exploratory and vibrant school experience and environment for its learners and the most satisfactory experience for its teachers.

There are several best and innovative practices already existing within the affiliated schools of CBSE and the board wishes schools to learn from each other and partner with each other to augment their self-improvement.

WE THE PRINCIPALS:

CBSE wishes schools to learn from each other and partner each other for their growth through self-improvement. With this aim in mind, Hubs of Learning have been formed.

8.1. What are Hubs of Learning?

- The Board has taken up several initiatives that impact positively on the quality of education. One such measure is the creation of *Hubs of Learning* notified vide **Circular No. Aff-12 dated March 9, 2019**.
- It is a part of the policy of the board to share, co-operate and learn from each other by forming a small cluster of schools into **Hubs of Learning - for collaboration among schools for quality enhancement**.
- *Hubs of Learning* have been formed as clusters of 4-6 neighborhood schools each, for the purpose of collaborative growth, promoting self-improvement and for ensuring the enhancement of the quality of education.

8.2. Mission of Hubs:

To create an environment of collaboration for learning guided by 21st Century Skills

8.3. What is the need for collaboration through Hubs?

- This collaborative partnership between schools is needed to create an ecosystem for the schools to take up effective all round self-improvement.
- This collaboration will allow not only sharing of best practices, but also the possibility of adaptation or even replication of these practices.
- It is expected that school leadership would assume greater responsibility towards improving the quality of their schools and also extend their support to neighbourhood schools.
- All schools in a given group are expected to be “givers” as well as “receivers” of support, fresh ideas, resources, opportunities for student learning, opportunities for teacher learning, other joint activities, etc.
- *The Board is of the view that there is as much to learn from a small school with fewer resources as from a large school with several resources.*

8.4. Need for Hubs of Learning:



8.5. Objectives of Hubs:

The linking of schools into Hubs of Learning would provide a common and shared platform with the objectives to:



1. Create a culture of support and healthy interdependence across different areas of teaching learning viz. curriculum planning, teaching-learning activities and other school practices.

2. Promote solidarity by facilitating joint conduct of various student/staff activities culminating in an enriched school life.

Objectives of Hubs of Learning

4. Enable sharing of resources: manpower, infrastructure, teaching-learning material etc.

3. Provide an opportunity to share a repertoire of ideas, instructional and assessment strategies which would help individual teachers to improve classroom practices and contribute to their continuous professional development

8.6. Hubs of Learning viz-a-viz Sahodayas:

- Though the Hubs and Sahodaya may like to work in harmony with each other for defined activities for a defined period, it may be noted that ***the Hubs of Learning are in no way co-terminus with, or an extension of Sahodaya.***
- Therefore, Sahodaya groups cannot give directions to these hubs or join them.
- Further, it must be understood that unlike Sahodaya which is a voluntary effort, the Hubs of Learning are mandated by the Board.

8.7. If you are a Lead Collaborator:

- From among the schools participating in a HoL, one school shall be nominated as Lead Collaborator School by the Board on the basis of Board results and other criteria, such as, pupil teacher ratio, innovative practices in the school, etc.
- You will:
 - ✓ get all the schools of its HoL on board; ensure that all schools devise their own systems for quality enhancement and self-improvement.
 - ✓ function as such for a maximum period of two years.
 - ✓ take up all mentioned activities but at their own pace (depending on their capacity and ability).
 - ✓ provide handholding support to all schools in its Hub to ensure the implementation of safety guidelines as laid down in CBSE Affiliation Byelaws.

8.8. As a Hub Member, you will:

- ✓ Share information and expertise, observations and reflections on areas such as:
 - annual pedagogical plans
 - curriculum plans and transaction strategies,
 - learning outcomes,
 - innovative pedagogy, etc. that would encourage the adoption of best practices.
- ✓ Make efforts for co-planning of curriculum transaction and if required, and feasible, even co-teaching in areas of difficulty.
- ✓ Organize various activities together, such as:
 - quizzes,
 - project demonstrations,
 - art exhibitions,
 - and other co-curricular and extra-curricular activities as mutually decided
- ✓ Cooperate with each other in the area of educational and school related needs of Children with Special Needs.
- ✓ Help each other in the creation of new knowledge and designing novel pedagogical strategies to provide holistic education.
- ✓ Add to each other's organizational and administrative skills.
- ✓ Share / exchange resources: manpower, infrastructure etc., as far as possible.
- ✓ Ensure Digital collaboration – share e-content and other digital resources, learn from each other's digital tools for better teaching and learning and even administrative practises.

- ✓ Collaborate in teaching and learning of Skill Courses viz. tying up jointly with industry, etc.
- ✓ Support each other in professional development by exchanging or participating in each other's in- service training programs, and sharing information related to this. (Training of all school teachers has been made mandatory in Affiliation Byelaw, 2018, by providing for minimum number of days of training per year. Training is to be conducted preferably in association with the COEs of the Board or through any Teacher's training institute recognized by the Centre/UT/State/ Regional Teachers Training Institutions.
- ✓ Promote academic enrichment through teacher exchange programmes, common science fairs, joint seminars, workshops, trainings, exchange of ideas, instructional strategies and assessment procedure.
- ✓ create a Sense of Community to overcome Isolation by:
 - Making conscious and dedicated efforts to forge partnerships with each other to give and receive support.
 - Disregarding the notions of hierarchy and learn to work together.
 - Celebrating success and analyzing failure collectively to gain insights.
 - **engage in Systemic Reforms** including mutually beneficial professional learning that has the power to facilitate systemic

changes in school processes and culture.

8.9. How to know your Hub?

All CBSE affiliated schools have been grouped in Hubs of Learning.

Schools can go to the following link to track their Hub:

<http://59.179.16.89/cbse/2019/mm/Login.aspx>

WE THE PRINCIPALS:

AS HUBS MEMBERS

- Hubs have been made for collective growth of all CBSE affiliated schools and are NOT to be taken or canvassed as a level of superiority or power by the Lead Collaborator schools.
- Each member of the Hub is important and all members of the Hub are equal.
- Participation of all schools of the Hub must be ensured.
- Regular interaction among the Hub Schools must be done.
- Each school must get an opportunity to conduct the activities.
- It must be noted that the activities can be taken up even in the minimum of resources available.
- Maximum utilization of readily available resources should be done without posing any financial burden on any school.

8.10. How to inject energy for this initiative in your school?

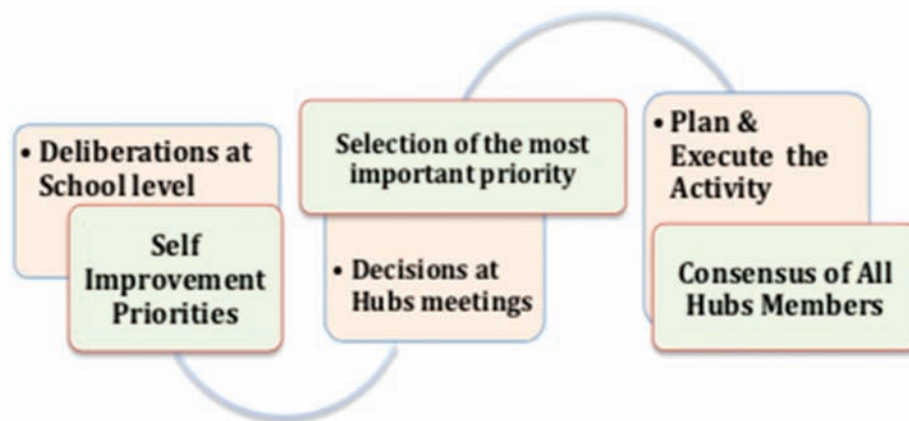
8.10.1. At your Schools:

A. Constitute a SCHOOL HUB COMMITTEE:

A committee is to be formed in each school comprising Principal and other teachers who can help in the activities of the Hub. The

Principal can either nominate such teachers or also ask the teachers to volunteer for the activities of the Hub.

B. Decide Self-Improvement Priorities:



Each school must identify and decide its priorities for self-improvement, and the areas of concern, discussing in detail with

all teachers and SMCs. Accordingly, it can further put its requirement before the Hub.

8.10.2. At the Hub Level:

A. THE FIRST MEETING:

- ✓ **LEAD COLLABORATOR SCHOOL** will call for the first meeting. It will inform each school to bring its own annual calendar and the list of self-improvement priorities.
- ✓ The Best Practices of each school can also be shared in this meeting. The concerned school can present the same in the Hub meeting and also circulate its documentation amongst the Hub schools.

B. THEN:

- ✓ The common time/dates where various activities related to the Hub of schools can be conducted can/could be identified.

C. NEXT:

ANNUAL HUB CALENDAR WILL BE PREPARED:

- ✓ Accordingly, the details of the **Annual Calendar of possible activities in the Hub** can be discussed and outlined, taking care of the requirement of each school.
- ✓ The Hub calendar shall ideally contain :
 - list of activities

ALONG WITH THE CALENDAR, THE FOLLOWING CAN BE SHARED THROUGH E-MAIL:

- what is hoped to be achieved through the activity or the expected outcomes
- list of persons responsible for the activities and timelines of the activity
- how the activity will be executed in the hub.
- rubrics for assessing the activity for whether the expected outcomes have been achieved.
- likely challenges and possible solutions to those challenges.

D. THEREAFTER:

- ✓ The overall Hub calendar can be shared on a common social media Platform or a Hub School Website or through emails. Magazine, Blogs – managed by Lead School - if deemed fit; can also be used for this.
- ✓ Subsequent meetings can be in any school as maybe decided jointly.
- ✓ Hubs should make it a practice to visit all schools in the Hub through these meetings.

E. HOW MANY MEETINGS OF A HUB?

- ✓ It is desirable that the Hub meets once every month. The meeting can also be virtual through Skype, etc. if the schools of the Hub are not located in the same city or are remotely located from each other.
- ✓ Wherever joint activities are possible (such as Teacher Trainings, Art exhibitions, pedagogical planning, etc.) there the number of meetings may accordingly be increased. The venue of joint activities too shall be jointly decided.

G. DOCUMENTATION: HOW AND WHY?

HOW?

- ✓ It is advisable to maintain brief minutes of all meetings and activities of the Hub, as it will help in measuring the improvements in Hub schools.
- ✓ The progress in each area of Hub activity by each school must be jointly monitored and analysed by the entire Hub. The Hub could think of developing their own set of rubrics for monitoring progress in each activity.

WHY?

- The Board may ask for list of activities undertaken and achievements, if any, by schools, at the time of registration of the school's candidates for Board examinations.
- At the time of school inspection for Extension or Upgradation, the aforementioned record will also be checked to ascertain the genuine efforts made by the schools for self- improvement. This will be done with the objective to facilitate reflection and help set goals.

ALL ABOARD:

Go through Handbook on Hubs of Learning available at www.cbseacademic.nic.in as I did.



CHAPTER-9

WHAT CBSE EXPECTS FROM US

I have jotted down a list of expectations of CBSE from us as Principals. With each aspect, I have enumerated the CBSE Policies and Initiatives. With these, I have listed the possible expectations of CBSE from us

(Principals) and whether we have been able to meet each of them or not.

Let's have a look at that.

9.1. Academic Expectations:

ALL ABOARD:

CBSE does not follow any stream-wise division of subjects. This means a student can opt any subject of his/her choice. For example, he/she can opt Fashion Studies with Physics, Mathematics and Accountancy.

We as Principals, are expected to ensure that:

- we do not lay down streams in our schools
- we only teach those subjects in our schools for which we have specific permission from the board
- we ensure that we run only approved number of sections
- we follow teacher (numbers and qualifications) norms
- out of subjects clubbed together, only one subject is opted by a student

9.1.1. Subjects at Secondary Level:

Refer to the latest curriculum document on www.cbseacademic.nic.in

Class X	Languages	Subjects other than languages
1.	Hindi Course – A	Agriculture
2.	Hindi Course – B	Mathematics
3.	English Language and Literature	Science
4.	Punjabi	Hindustani Music – Vocal
5.	Malayalam	Introduction to Tourism
6.	Tamil	Information Technology
7.	Kannada	Retail
8.	Urdu Course – B	Painting
9.	Odia	Introduction to Financial Markets
10.	French	Computer Applications
11.	Bengali	Home Science

12.	Telugu - Andhra Pradesh	Automotive
13.	Telugu – Telangana	Security
14.	Marathi	Food Production
15.	Nepali	Multi Skill Foundation Course
16.	Urdu Course – A	Apparel
17.	Arabic	Elements of Business
18.	Assamese	Media
19.	Gujarati	Banking and Insurance
20.	Manipuri	Beauty and Wellness
21.	German	Hindustani Music - Melodic Instruments
22.	Tibetan	Hindustani Music - Percussion Instruments
23.	Spanish	National Cadet Corps
24.	Limboo	Health Care
25.	Mizo	Front Office Operations
26.	Lepcha	Carnatic Music – Vocal
27.	Bhutia	Carnatic Music- Percussion Instruments
28.	Japanese	Carnatic Music - Melodic Instruments
29.	Sindhi	Elementary Book- Keeping and Accountancy
30.	Bodo	Marketing and Sales
31.	Tangkhul	Social Science
32.	Gurung	Artificial Intelligence
33.	Kashmiri	
34.	Rai	
35.	Sherpa	
36.	Bahasa Malaysia	
37.	Tamang	
38.	Persian	
39.	Russian	

40.	Sanskrit	
41.	Thai	

9.1.2. Subjects at Senior Secondary Level:

Refer to the latest curriculum document on www.cbseacademic.nic.in

Class XII	Languages
1.	Arabic
2.	Assamese
3.	Bengali
4.	Bhutia
5.	Bodo
6.	English Core
7.	English Elective
8.	French
9.	German
10.	Gujarati
11.	Hindi Core
12.	Hindi Elective
13.	Japanese
14.	Kannada
15.	Kashmiri
16.	Lepcha
17.	Limboo
18.	Malayalam
19.	Manipuri
20.	Marathi
21.	Mizo
22.	Nepali
23.	Odia
24.	Persian

25.	Punjabi
26.	Russian
27.	Sanskrit Core
28.	Sanskrit Elective
29.	Sindhi
30.	Spanish
31.	Tamil
32.	Tangkhul
33.	Telugu - Andhra Pradesh
34.	Telugu –Telangana
35.	Tibetan
36.	Urdu Core
37.	Urdu Elective

Class XII Subjects other than Languages

Refer to the latest curriculum document on www.cbseacademic.nic.in

Class XII	Subjects other than Languages
1.	Accountancy
2.	App/ Commercial Art
3.	Agriculture
4.	Air-conditioning and Refrigeration
5.	Applied Physics
6.	Applied Chemistry
7.	Applied Mathematics
8.	Automotive
9.	Banking
10.	Beauty and Wellness
11.	Biotechnology
12.	Biology

13.	Business Studies
14.	Business Administration
15.	Carnatic Music – Vocal
16.	Carnatic Music- Percussion Instruments
17.	Carnatic Music - Melodic Instruments
18.	Chemistry
19.	Computer Science
20.	Cost Accounting
21.	Dance – Kathak
22.	Dance-Bharatnatyam
23.	Dance – Odissi
24.	Dance- Kuchipudi
25.	Dance- Manipuri
26.	Dance- Kathakali
27.	Design
28.	Early Childhood Care and Education
29.	Economics
30.	Entrepreneurship
31.	Electrical technology
32.	Electronic Technology
33.	Engineering Graphics
34.	Fashion Studies
35.	Financial markets Management
36.	Food Nutrition and Dietetics
37.	Food Production
38.	Front Office Operations
39.	Geography

40.	Graphics
41.	Geospatial Technology
42.	Healthcare
43.	History
44.	Hindustani Music Vocal
45.	Hindustani Music - Percussion Instruments
46.	Hindustani Music - Melodic Instruments
47.	Horticulture
48.	Home Science
49.	Insurance
50.	Informatics Practice
51.	Information Technology
52.	Knowledge Tradition and Practices of India
53.	Legal Studies
54.	Library and Information Science
55.	Mathematics
56.	Mass Media Studies
57.	Marketing
58.	Medical Diagnostics
59.	Media
60.	Music Production
61.	National Cadet Corps (NCC)
62.	Office Procedures and Practices
63.	Physical Education
64.	Physics
65.	Political Science
66.	Painting

67.	Psychology
68.	Retail
69.	Sociology
70.	Shorthand (English)
71.	Shorthand hindi
72.	Sculpture
73.	Salesmanship
74.	Taxation
75.	Textile Design
76.	Tourism
77.	Typography and Computer Application
78.	Web Application
79.	X-ray Technician
80.	Yoga

9.1.3. Books:

BOOKS—for more details please see Chapter 2 of Affiliation Byelaws, 2018.	
Clause	Provision in Affiliation Bye-laws
2.4.7	<p>a) The School may prescribe NCERT text books in the classes and subjects in which these have been published by the NCERT. Extreme care should be taken in the selection of books of private publishers so that there is no objectionable content that hurts the feeling of any class, community, gender or any religious group in society.</p> <p>b) The School shall put a list of prescribed books on its website with the written declaration duly signed by the Manager and the Principal to the effect that they have gone through the contents of the books prescribed by the school and own the responsibility. If a school is found prescribing a book having any objectionable content, the responsibility for such content shall lie with the school and action will be initiated against the School by the Board.</p>

9.1.4. Expectations of CBSE:

CBSE INITIATIVE	EXPECTATION OF CBSE FROM US (PRINCIPALS)	Measures Taken by Me (Yes/No)
<p>Learning Outcomes (LOs)</p> <p>Link for LOs at Elementary Level</p> <p>http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tilops101.pdf</p>	<p>✓ Adopt Learning Outcomes (mapped to curriculum) for teaching-learning and assessment. All teachers must teach Learning Outcome by Learning Outcome in class/ teach lessons based on learning outcomes in the class..</p>	<p>✓ Map the curriculum of Classes 1 to 8 with the LOs. Prepare Lesson Plans accordingly.</p>
Principal as Pedagogical Leader	<p>✓ School's Principal to have a crucial role in the evolution of the teaching-learning ecosystem as the Head and pedagogical leader of their schools.</p>	<p>✓ Promote innovative pedagogy; Ensure joyful learning</p> <p>✓ Develop school specific resources for teaching and learning</p> <p>✓ Ensure proper in-house training of teachers in the school.</p>
Annual Pedagogical Plan	<p>✓ School's annual pedagogical plan to be developed. Notified vide Circular No. Acad-15/2019 dated 09.03.2019 and Suggestive guidelines for the annual pedagogical plan shared vide Circular No. Acad-49/2019 dated 05.09.2019</p> <p>✓ Prepare the Pedagogical Plan and implement it</p>	<p>✓ Prepare the Annual Pedagogical Plan of my school</p> <p>✓ Sent to CBSE</p>
Integration of Arts in Pedagogy	<p>✓ vide Circular No. Acad-12/2019 dated 8th March 2019, integrated Arts with Teaching-Learning Process.</p>	<p>✓ Prepare Lesson Plans integrating Arts with other subjects</p>

Mandatory Art Education	<ul style="list-style-type: none"> ✓ Ensure a minimum of two periods per week for each class and section in the timetable. 	<ul style="list-style-type: none"> ✓ Incorporate in the time-table ✓ Practicing it.
Culinary Art	<ul style="list-style-type: none"> ✓ Ensure it is part of the Art Education timetable for any one of the classes between class 6 to 8. Through culinary art, teach the students about nutrition, fitness, crops of India, seasonal fruits and vegetables, junk food, how to cook, etc. 	<ul style="list-style-type: none"> ✓ Incorporate in the time-table ✓ Practicing it.
Experiential Pedagogy	<ul style="list-style-type: none"> ✓ Adopt experiential learning and promote other innovative pedagogy. 	<ul style="list-style-type: none"> ✓ Prepare Lesson Plans to practice Experiential Learning
Mandatory Health and Physical Education	<ul style="list-style-type: none"> ✓ Keep aside at least one period per day for each class/section for this in the timetable. 	<ul style="list-style-type: none"> ✓ Incorporate in the Timetable
CBSE Handbooks and Manuals	<ul style="list-style-type: none"> ✓ Handbooks and manuals on several subjects have been prepared by the Board and are available at http://cbseacademic.nic.in/manual.html ✓ Ensure their proper dissemination to all stakeholders in the school. ✓ Arrange for discussion on these Handbooks. 	<ul style="list-style-type: none"> ✓ Download these Handbooks ✓ Arranged for discussion among Teachers and students on each
Display the list of prescribed textbooks on website along with Declaration by Principal and Manager	<ul style="list-style-type: none"> ✓ This must be done before the commencement of every academic session. 	<ul style="list-style-type: none"> ✓ List Displayed

9.2. Examinations:

9.2.1. Sample Papers:

- As the term suggests, Sample Papers are the question papers/ practice tests that are made as per the latest syllabus, guidelines and blueprints issued by CBSE every year.
- These papers are issued much in advance so that the students can prepare well for the year-end examination.

9.2.1.1. Marking Scheme:

- It is a system for awarding points for correct answers or for proficiency in an examination or competition
- CBSE prepares marking schemes for all subjects and these are also uploaded on the website after the declaration of result
- CBSE Marking Schemes give weightage to creative and innovative answers.

9.2.2. Conduct of Board Examination:

As a Principal, We must ensure that:

- ✓ Evaluation is given top priority. If schools do not relieve their teachers for evaluation, Board may impose fine, take necessary action as per Bye-Laws & also the result of the school may not be declared.
- ✓ All teachers appointed as Evaluators by CBSE are relieved for evaluation duty for the entire period of Evaluation.
- ✓ Teachers carry their Identity Card every day.
- ✓ The teachers appointed as Evaluators by CBSE are NOT called for school work during the evaluation.
- ✓ Teachers are deputed for the evaluation work in the ratio of 80:1 (80 candidates from a school: 1 teacher of the relevant subject).
- ✓ School activities are rescheduled to facilitate uninterrupted evaluation work of the Board Examination 2019.

9.2.3. Expectations of CBSE:

CBSE INITIATIVE	EXPECTATION OF CBSE FROM US (PRINCIPALS)	Measures Taken by Me (Yes/No)
Change in pattern of Question Papers for Board Examinations	<ul style="list-style-type: none"> ✓ Candidates should be kept informed of all developments related to Board exams 	<ul style="list-style-type: none"> ✓ Developed a system for informing all students.
Two Levels Mathematics for AISSE(Notified vide Circular No Acad-03 dated 10.01.2019 and FAQs available at the link http://cbse.nic.in/newsite/circulars/2019/03_CircularFAQ_2019.pdf)	<ul style="list-style-type: none"> ✓ Candidates and parents should be kept informed of all developments related to this, including the SQPs, to enable them to decide on the level to apply for during LOC registration. 	<ul style="list-style-type: none"> ✓ Informed parents and students ✓ Clarified all their queries regarding the matter.
Internal Assessment - Portfolio	<ul style="list-style-type: none"> ✓ Portfolios to be developed by students as per the Curriculum guidelines 	<ul style="list-style-type: none"> ✓ Explained teachers and students how to prepare Portfolios ✓ Enabling teachers to continuously oversee the progress in Portfolios
Internal Assessment - Marks uploading	<ul style="list-style-type: none"> ✓ Ensure uploading of correct marks ✓ Ensure uploading of Marks within the prescribed time schedule 	<ul style="list-style-type: none"> ✓ Put system in place
Practical Examination	<ul style="list-style-type: none"> ✓ Practical examinations held in month of January/ February ✓ Candidates should be kept informed of all developments related to Board examinations. 	<ul style="list-style-type: none"> ✓ All practicals, as per the curriculum, done by students

Uploading of Report of AE&AIL	✓ Ensure uploading of correct data	✓ Put system in place and ensure correctness
Permission for Additional subject (Notified vide Circular No. Coord/ROs/2019 dated 06.5.2019)	✓ Schools to comply.	✓ Complied with CBSE directions, in case of requirement of permission
Permission for Additional student (Notified vide Circular No. Coord/SO Ptg/LOC/2019 dated 05.04.2019)	✓ Schools to comply.	✓ Complied with CBSE directions, in case of requirement of permission
Sample question papers	<ul style="list-style-type: none"> ✓ SQPs for all subjects reflecting the changed exam paper pattern have been uploaded on CBSE website. ✓ Candidates should be kept informed of SQPs. ✓ Links: ✓ http://cbseacademic.nic.in/SQP_CLASSX_2019_20.html ✓ http://cbseacademic.nic.in/SQP_CLASSXII_2019_20.html 	<ul style="list-style-type: none"> ✓ Downloaded all SQPs. ✓ Students informed. ✓ Practice done
Scheduling of examination	<ul style="list-style-type: none"> ✓ Board examinations for small subjects shall begin from mid-February and for all major subjects shall commence from 1st working day in March every year. Exact schedule shall be notified. ✓ Candidates should be kept informed of all developments related to Board exams. 	

Upload copies of all transfer certificates issued on school website	<ul style="list-style-type: none"> ✓ This is necessary for the Board in general and also to obtain documentary evidence of all transfers that take place before or after LOC please see Circular No. CBSE/TC/Uploading/2018 dated 01.10.2018 ✓ This must be updated same day as issue of Transfer certificate. 	
<p>Scheme of Study:</p> <p>Combination of subjects (Notified vide circular number CBSE/LOC/112509 dated 02.08.2019 of CBSE)</p>	<ul style="list-style-type: none"> ✓ Schools to comply 	<ul style="list-style-type: none"> ✓ Students made aware of the scheme of study. ✓ Students given freedom to choose the subject they like.
CWSN facilitation (Notified vide circular number CBSE/Coord/112233/2019 dated 12.04.2019 of CBSE.)	<ul style="list-style-type: none"> ✓ Candidates and parents should be kept informed of all developments related to this. ✓ They must follow the protocols laid down. 	<ul style="list-style-type: none"> ✓ All necessary information given to CWSN students and their parents

9.3. Skill Education:

CBSE INITIATIVE	EXPECTATION OF CBSE FROM US (PRINCIPALS)	Measures Taken by Me (Yes/No)
New Skill subjects (Notified vide circular number Acad-14/2019 dated 09.03.2019 of CBSE.)	<ul style="list-style-type: none"> ✓ Inform policy 	<ul style="list-style-type: none"> ✓ Informed students and parents about the skill Education policy of CBSE and Skill Education subjects
Change in QP pattern (Notified vide Notification No. 29 dated 27.9.2018 of CBSE.)	<ul style="list-style-type: none"> ✓ Inform about the changes in the pattern 	<ul style="list-style-type: none"> ✓ Informed the students and parents about the changes in the pattern

9.4. CBSE Competitions:

(The list may vary session-wise, depending upon the addition/modification in the existing list.)

CBSE COMPETITION	EXPECTATIONS OF CBSE FROM US (PRINCIPALS)	MEASURES TAKEN BY ME(YES/NO)
CBSE Heritage India Quiz (Notified Vide Circular No. Acad. 45 dated 28.08.2019)	✓ inform students about the activity and encourage their participation.	✓ informed students about the activity
CBSE Cluster, Zonal and National Sport meet (Vide Circular number Acad-29/2019 dated 30.5.2019 of CBSE)	✓ inform students about the activity and encourage their participation.	✓ made the students aware about the benefits of these activities
CBSE Expression Series (Vide circular No. Acad-37 dated 16.8.2019 of CBSE)	✓ inform students about the activity and encourage their participation.	✓ encouraged their participation
CBSE Science Exhibition/ Fair (Notified Vide Circular No. Acad. 53 dated 17.09.2019, To be held in November 2019 – January 2020)	✓ inform students about the activity and encourage their participation.	
Art Exhibition (To be conducted in the month of Dec 2019-Jan 2020. Notification is under preparation.)	✓ inform students about the activity and encourage their participation.	
CBSE StoryTelling competition (Notified Vide Circular No. Acad.70 dated 08.11.2019)	✓ inform students about the activity and encourage their participation.	

Science Promotion Test	✓ Inform students that it is to be conducted in the month of January-February 2020.	
AryabhataGanit Challenge (Notified Vide Circular no. Acad.62. dated 30.10.2019.)	✓ inform students about the activity and encourage their participation.	
CBSE Reading Challenge	✓ Inform students that it is to be conducted in December 2019-January 2020	
Fit India Week (Notified vide Circular No. Acad-71, 20 November 2019)	✓ inform students about the activity and encourage their participation.	
Ek Bharat Shreshtha Bharat Activities	✓ inform students about the activity and encourage their participation.	

9.5. Capacity Building Programmes:

CBSE POLICY	EXPECTATION FROM CBSE PRINCIPALS	MEASURES TAKEN BY ME (YES/NO)
Mandatory in-house training of teachers – 3 days i. This has been notified vide circular no. 13/2019 dated 09.3.2019.	✓ From the academic session 2019-20 onwards it is mandated, and it must reflect in documentary evidence.	✓ Organised/ Planned 3 days in-house training of teachers
Mandatory 2 days training of teachers in association with COEs i. This has been notified vide circular no. 13/2019 dated 09.3.2019.	✓ From the academic session 2019-20 onwards it is mandated, and it must reflect in documentary evidence.	✓ Sent teachers for the 2 days training with CoEs.

<p>Mandatory 2 days training of Principals</p> <p>i. This has been notified vide circular no. 13/2019 dated 09.3.2019.</p>	<p>✓ From the academic session 2019-20 onwards it is mandated, and it must reflect in documentary evidence.</p>	<p>✓ Attended 2 days' training</p>
<p>Mandatory full-time training of 5 days of all teachers in the school once in every three years</p> <p>i. This has been notified vide circular no. 13/2019 dated 09.3.2019.</p>	<p>✓ From the academic session 2019-20 onwards it is mandated, and it must reflect in documentary evidence.</p>	<p>✓ Made an action plan for the 5 days' training of all teachers.</p>
<p>Mandatory theme for training of teachers in 2019-20</p> <p>i. Vide circular number 13 dated 09.3.2019 of CBSE, this has been notified as "Experiential learning and innovative pedagogy".</p>	<p>✓ The Principal must arrange for in-house training of all teachers on theme of the year and ensure completion of training by October 2019.</p>	<p>✓ Informed all teachers about the annual theme of training</p>
<p>CBSE ShikshaVani - A Podcast App</p> <p>i. Vide circular number Acad-18 dated 18.03.2019 of CBSE, this has been notified.</p> <p>ii. This podcast shall be used for capacity building of teachers in large measure.</p>	<p>✓ School Principals and Teachers are invited to contribute audios on varied subjects relating to school education and send them to cbsepodcast@gmail.com</p> <p>✓ Selected audios will be podcasted.</p>	<p>✓ Contributed to CBSE Shikshavani</p> <p>✓ If not, planning it for the near future in the current session</p>

<p>Lead Collaborator of Hubs of learning to take the lead</p> <p>i. Notified vide Notification CBSE/ Acad/JS (AHA)/ 2019 dated 23.05.2019 & 22.07.2019 of CBSE.</p>	<p>✓ The Lead Collaborator School's Principal shall be responsible for taking up activities as per circular along with other Hub members.</p>	<p>✓ As the Lead collaborator, taking up activities as per circular</p>
<p>Member schools of Hubs of Learning</p> <p>i. Vide Notification ACTIVITIES IN 2019-20: A READY RECKONER FOR CBSE SCHOOLS CBSE/Acad/ JS (AHA)/ 2019 dated 23.05.2019 & 22.07.2019 of CBSE, this has been notified.</p>	<p>✓ The member schools' Principals shall be responsible for taking up activities as per circular as Lead Collaborator along with other Hub members.</p>	<p>✓ As a member school, participating in activities as per circular</p>
<p>Compendium of courses</p> <p>i. Vide Press Release dated 19.3.2019 of CBSE, this has been notified at link http://cbse.nic.in/newsite/attach/Press%20Release%2019.03.2019.pdf</p>	<p>✓ Candidates and parents should be given e-copies of this for their own understanding and study.</p>	<p>✓ Given e-copies to parents and students</p> <p>✓ Informed about the gist of the content of the compendium</p>
<p>Extension/Upgradation Application online</p>	<p>✓ 1st January to 31st march every year. Please ensure all your documents are completed before application process</p>	<p>✓ Ensuring the completion of all documents before application</p>

9.6. Environment Conservation:

CBSE POLICY	EXPECTATION FROM CBSE PRINCIPALS	MEASURES TAKEN BY ME (YES/NO)
Promotion of Conservation of Environment on campus and generation of awareness	i. All possible action may be taken to promote conservation on campus and to generate awareness.	<ul style="list-style-type: none"> ✓ Read the CBSE ECO-CLUB Guidelines ✓ Implemented saving one litre per child drive ✓ Implemented one child one sapling/plant drive

9.7. Affiliation:

CBSE POLICY	EXPECTATION FROM CBSE PRINCIPALS	MEASURES TAKEN BY ME (YES/NO)
Updating of certification for safe drinking water, fire safety, Building safety certificate, elevator safety, Health and Hygiene Certificate, etc. as per requirements	✓ Ensure all certificates that have a bearing on the safety of the students in the school campus are updated from time to time.	✓ All certificates are updated.
Maintaining Teachers' service records record and file	✓ Ensure all documents, like appointment letter, service records are complete	✓ Service records of all teachers are up-to-date.
Uploading Annual E-return on OASIS	✓ Ensure this is done every year as per date to be specified by notice on portal.	✓ All details regularly updated in OASIS
Periodic Safety Audit of school	✓ It is a non-negotiable responsibility of the Principal.	✓ Periodic safety Audit done.

9.8. School Website:

CBSE POLICY	EXPECTATION FROM CBSE PRINCIPALS	MEASURES TAKEN BY ME (YES/NO)
School website	<p>✓ Every affiliated school will develop their/ its own website containing comprehensive information such as Affiliation status, details of infrastructure, details of teachers including qualifications, number of students, address-postal and e-mail, telephone nos., copies of transfer certificates issued, etc. as may be directed by the Board from time to time. The website so created should also have information with regard to fees charged.</p> <p>✓ Keep this updated all year round.</p>	<p>✓ School website is regularly updated</p>
Uploading of Annual Report of the school on the website	<p>✓ Prepare its annual report containing comprehensive information including name, address postal and e-mail, telephone numbers, affiliation status, period of affiliation, details of infrastructures, academic calendar, details of teachers including qualifications, details of teachers' training, academic achievements, write up on all efforts made in the field of environment education, sports achievements, Innovations, overall results, PTA activities, important SMC decisions, number of students, etc. and post the same on school's website</p> <p>✓ On or before 15th September, 2019</p>	<p>✓ Annual report is regularly updated on the school website.</p>

SOME MORE TO BE FOLLOWED:

FITNESS AND WELLNESS

Principal Must Ensure that:

- the teachers have incorporated / integrated Sport (various forms) for curriculum transaction in all classes and all subjects, wherever applicable, up to 12th in their Annual Pedagogical Plans.
- HPE has been allotted 01 period per day per class.
- Multiple kinds of PE activities, including indigenous sports, are taken up.
- all school actively participates in Fit India Programme
- the school is a No-Anger Zone.
- various kinds of fitness activities are organised.

HUBS OF LEARNING

Principal needs to:

- Know the value of an interactive hub
- Knows how to contribute to and share best practices
- Is adept at communicating and transferring information
- Able to apply the learning to other
- Is able to incorporate best practices
- Creates an example of successful connection
- Creates a pool of resources and knowledge
- Creates a viable platform for feedback
- Evaluates the strengths and weaknesses of the school systems and accordingly sets the self-improvement priorities

RECORDS AND DOCUMENTATION AS PER CLAUSE NO. 14.19 OF CBSE AFFILIATION BYE-LAWS

Principal must maintain all the records as follows:

- Correct Details on School Website

- Admission and withdrawal register.
- Annual examination question papers and answer sheets of all classes will be preserved till the end of September of the next academic year including the records related to internal assessment.
- Records of attendance of all pupils, especially attendance of Class IX & X, XI & XII (wherever applicable) for the purpose of admission to the Board's Examinations. The entries in these Registers shall be properly checked and signed by the Principal or a teacher nominated by the Principal.
- Service records of Teaching and Non-Teaching Staffs which include Appointment Letters, Confirmation Letters, Service Books and other service related correspondence.
- Financial Documents as specified in these Byelaws.
- Annual e-returns submitted by school on OASIS and U-DISE portal as per the specified dates.
- Any other documents required under statutory obligations.
- Any other documents specified by the Board from time to time.

NON-DISCLOSURE AS PER CLAUSE NO. 14.20 OF CBSE AFFILIATION BYELAWS

Principal must ensure that:

- Any person or entity associated with the management or running of the school, shall not disclose any information related to examination, evaluation of answer scripts, declaration of result or any other Confidential/ancillary activity, to any unauthorized person or agency.

[(This chapter has been provided by the
National Disaster Response Force (NDRF)]



CHAPTER-10

IF YOU FAIL TO PREPARE, BE PREPARED TO FAIL

10.1. Creating a “School Disaster Management Plan”?

“School Disaster Management Plan” is a document prepared by the schools themselves for their own School Disaster Management. School disaster management is the process of assessment, planning, physical protection and response capacity development designed to:

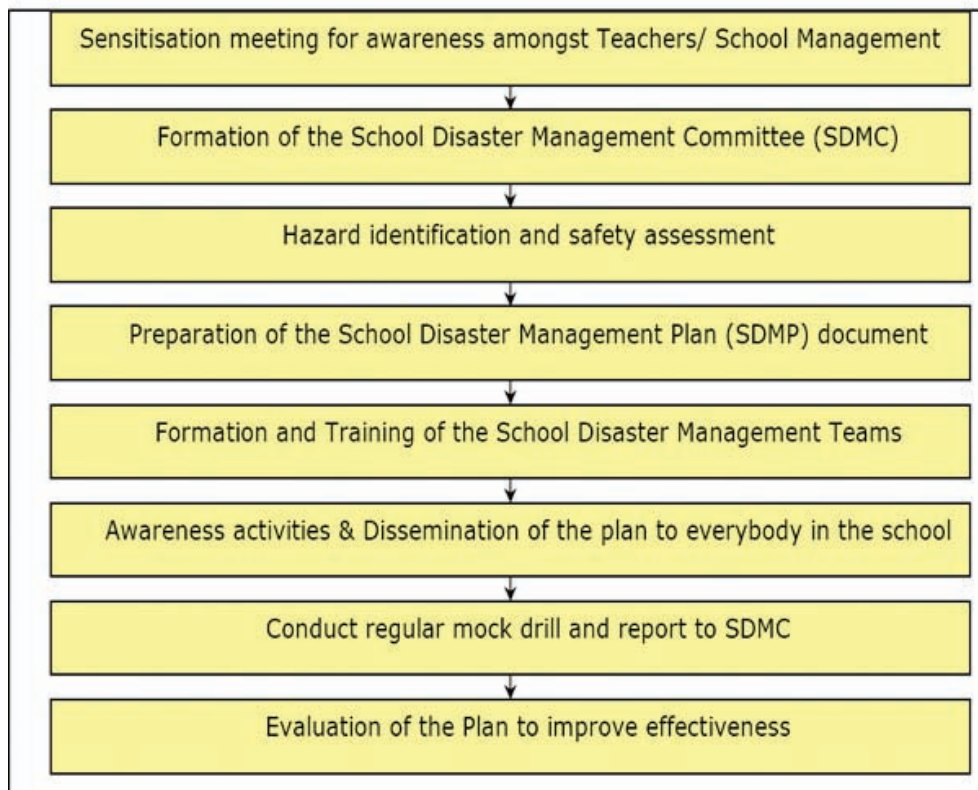
- Protect students and the staff from physical harm.
- Minimize disruption and ensure the continuity of education for all children.
- Develop and maintain a culture of safety.

10.1.1. School should have the following:-

- ✓ Disaster Management Maps
- ✓ Safety Signage
- ✓ Disaster preparedness activity calendar

- ✓ Disaster Management Committee (DMC)
- ✓ Teams on Disaster Management
- ✓ Training of teachers & staffs
- ✓ Training of students
- ✓ Annual Mock drill calendar
- ✓ Evacuation plan
- ✓ Disaster management kits
- ✓ First aid kits in school
- ✓ Display of evacuation map
- ✓ Fire NOC
- ✓ Safety audits
- ✓ Display of emergency numbers
- ✓ Fire extinguishers
- ✓ Training on use of fire extinguishers
- ✓ Public address system
- ✓ Alarm/hooter

Steps in School Disaster Management planning



10.2. School Disaster Management Teams/Committees:

Name of the Team/Committee	No. of Students	Roles
School Disaster Management Committee	<ul style="list-style-type: none"> ✓ 4 Students (Disaster Awareness Group Student Leader, Disaster Response Group Student Leader, Head Boy and head girl.) 	<ul style="list-style-type: none"> ✓ Carrying out the mock drill twice a year ✓ Look into the structural safety requirements of the school for various hazards (earthquake, fire, floods, cyclone, etc) ✓ Identify separate shelter places for the school children and also for outsiders
Warning and Information Dissemination Team	4-6 students (with know how to operate a VHF set)	<ul style="list-style-type: none"> ✓ Monitoring and taking regular updates from TV/ Radio/Internet on the potential hazard that school can face, e.g. weather updates in case of floods, landslide, cyclones etc. ✓ Inform the school authorities of any impending hazardous situation. ✓ Post warning signs / flags of appropriate colour for different warning levels at prominent and designated places in the school. ✓ Disseminate the information to all the classrooms and teachers. ✓ Coordinate with the other teams and inform them about the latest weather / warning situation. ✓ Duck, cover and hold at first sign of earthquake. Hold on to furniture legs if furniture moves. If outside, move away from buildings. ✓ Cross check the warning received from various sources.

10.2.1. Members:

- ✓ Computer Teacher (or a teacher who is familiar with computers and surfing the internet)
- ✓ Electronics teacher
- ✓ Geography teacher
- ✓ 1-2 parents (preferably working in Technical department, Police, etc.)

10.2.2. Before and During the Disaster:

- ✓ Warning the school in case of an emergency by either ringing a bell/siren or on the public address system or through a messenger, whatever is available in the school.
- ✓ Reporting to the school disaster management committee about the disaster in the school building.
- ✓ Reporting to the government emergency response departments (Fire, SDM, Police etc.)
- ✓ In case of the school being used as a shelter, inform the shelter staff about the latest updates and weather reports.

10.2.2.1. After Disaster:

- ✓ Continue monitoring the various information sources.
- ✓ Keep reporting on the situation of the disaster to all concerned teams and coordinate with them.
- ✓ Disseminate safety tips in coordination with the Awareness Generation Team.
- ✓ Work with the Incident Management Team from the district administration in preparing updates.

10.3. Creating a Disaster Response Group:

10.3.1. Evacuation Team members:

- ✓ All class teachers
- ✓ Class monitors and Hall monitors
- ✓ Prefects

10.3.1.1. Before a Disaster:

- ✓ Check the exits.
- ✓ Identify the open areas to assemble after evacuation in an emergency.
- ✓ Make sure there are no hazards present while evacuating to the designated area.
- ✓ Make sure that necessary supplies are accessible.
- ✓ Be prepared for special equipment needs for mobility-impaired students.

10.3.1.2. During a Disaster:

- ✓ Duck, cover and hold at first sign of earthquake. Hold on to furniture legs if furniture moves. If outside, move away from buildings.
- ✓ Evacuate in an orderly fashion as practiced in the drills.

10.3.1.3. After a Disaster:

- ✓ Ensure that the emergency assembly area is accessible and safe.
- ✓ Determine if any additional assistance is required for evacuation.
- ✓ Take roll call and report group status to the Administrator (Emergency Operations Centre).

10.4. Search and Rescue Team:

10.4.1. Members:

- ✓ Sports teachers
- ✓ NCC, NSS, Scouts and Guides instructors
- ✓ Civil Defence Trainer
- ✓ Fire Service representative
- ✓ 1-2 parents (preferably from the Armed / Paramilitary forces / Police / Fire Services / Civil Defence)
- ✓ Able-bodied students

10.4.2. Before a Disaster:

- ✓ Make sure needed supplies are on site.
- ✓ Make sure team members stay current/attuned with their training.
- ✓ Regular training to team members on carrying out rescue of surface victim/s.
- ✓ Proficiency in first aid.
- ✓ Any special response technique for special needs students must be tested during drills.

10.4.3. During a Disaster:

- ✓ Duck, cover and hold at first sign of earthquake. Hold on to furniture legs if furniture moves. If outside, move away from buildings.
- ✓ Start rescue and search operations in case of another disaster.

10.4.4. After a Disaster:

- ✓ Check (visually, vocally, physically) every room in the building.

- ✓ Report about location of injured to First Aid Team.
- ✓ Look for structural problems/significant structural damage.

10.5. First Aid Team:

10.5.1. Members:

- ✓ School Doctor
- ✓ School Nurse
- ✓ Red Cross volunteers
- ✓ Civil Defence Volunteers
- ✓ 1-2 parents (preferably from the Medical / Paramedical profession)
- ✓ Students interested in health issues.

10.5.2. Before a Disaster:

- ✓ Make sure that first aid supplies are up to date and always complete.
- ✓ Keep emergency cards and health cards up-to-date.
- ✓ Ensure training for all new members and refresher training for existing members(every year)
- ✓ Be aware of special medical requirements of students / employees and ensure that some stock medication (maybe 1-2 days medicines) are kept in the school and regularly updated
- ✓ Participate in regular drills

10.5.3. During a Disaster:

- ✓ Duck, cover and hold first sign of earthquake.
- ✓ Hold on to furniture legs if furniture

moves.

- ✓ If outside, move away from buildings and other possible hazards.

10.5.4. After a Disaster:

- ✓ Administer first aid and record all cases and treatments.
- ✓ Determine need for further medical assistance. Coordinate requests for assistance through the Administrator.
- ✓ Assign First Aid Team members to accompany Search and Rescue Teams during their search operations.
- ✓ Help in evacuating seriously injured.

10.6. Fire Safety Team:

10.6.1. Members:

- ✓ Teachers (2)
- ✓ 1-2 parents (preferably from fire services /Civil Defence)
- ✓ Students (10) (Teams comprising 1 teacher and 5 students each may be formed)

10.6.2. Before a Disaster:

- ✓ Make sure fire-fighting equipment (extinguishers, etc.) is in working order and that staff has received training in its use.
- ✓ Ensure that all non-structural earthquake hazards that can be cause of fire (i.e. Chemical Laboratories, Cafeteria Kitchens, hot water tank) are properly secured.
- ✓ Coordinate with the SDMC in ensuring that a fire safety assessment of the

school premises is conducted by the local fire department and the recommendations are implemented.

10.6.3. During a Disaster:

- ✓ Duck, cover and hold at first sign of earthquake.
- ✓ Hold on to furniture legs if furniture moves.
- ✓ If outside, move away from buildings.

10.6.4. After a Disaster:

- ✓ Check for and confirm existence of fire. Report location to Administrator (EOC) and Site Security team.
- ✓ Control fire, if possible (ensure personal safety)
- ✓ Look for conditions that may cause a fire to develop and seek maintenance staff assistance in removal of condition.
- ✓ In case of electrical fire, turn off the electric main switches.

10.7. Site Security Team:

10.7.1. Members:

- ✓ School Estate Manager
- ✓ School Security Staff
- ✓ Local Police Station representative
- ✓ 1-2 parents
- ✓ Teacher (1)
- ✓ Students (5)

10.7.2. Before a Disaster:

- ✓ Work with the Planning Committee, the School Administrator and the District

authorities to establish a release policy and communicate this policy to parents and staff.

- ✓ Develop procedures for how release will be handled.

10.7.3. During a Disaster:

- ✓ Duck, cover and hold at first sign of earthquake.
- ✓ Hold on to furniture legs if furniture moves.
- ✓ If outside, move away from buildings.

10.7.4. After a Disaster:

- ✓ Lock all external gates and doors, and secure buildings. (Note: Be sure locked doors can be opened from inside to prevent entrapment.)
- ✓ Station one team member at the main gate/front door to deal with community/parents. Have that member route fire, police, rescue and medical to area of need.
- ✓ Keep the Administrator informed of activities. Release students according to pre-arranged policy.

10.8. Bus Safety Team (FOR EACH BUS):

10.8.1. Members:

- ✓ Teachers going in the respective buses
- ✓ Student getting down on the last stop
- ✓ One senior most student.

10.8.2. Before a Disaster:

- ✓ Know the procedures when an earthquake occurs while buses with

students are enroute to or from school.

- ✓ Assist SDMC in providing 2-way radio communications capability between buses and school Administrators.
- ✓ Carry emergency cards with information on contact numbers for the school Administrator and important district contact numbers (district administration, police, fire, medical, etc.)
- ✓ Take First Aid Training.
- ✓ Develop plans to assist special needs students.

10.8.3. During a Disaster:

- ✓ Pull over to the side of a road if possible in the open. (Not under an overpass or bridge or alongside buildings or trees.)
- ✓ Instruct the passengers to crouch down between seats and in isle / the aisle until shaking has stopped.
- ✓ Ensure special needs students are assisted.

10.8.4. After a Disaster:

- ✓ Provide First Aid to injured students as needed.
- ✓ Establish communication with School EOC
- ✓ Implement school policy for earthquake occurrence while students are enroute to or from school.

10.9. Honbl'e Supreme Court Guidelines:

- ✓ While hearing the Public Interest

Litigation (PIL), the court has issued a comprehensive time-bound plan to ensure safety of children in schools in the light of the Kumbakonam fire tragedy in Tamil Nadu in July 2004.

- ✓ All the educational institutions to have Disaster Management Plans in place.
 - ✓ Schools and educational institutions seeking for affiliation must have DM Plans in place.
 - ✓ All new educational institutions need to adhere to building codes.
 - ✓ Retrofitting of the old buildings.
 - ✓ The Hon'ble Supreme Court has directed all the states and union territories to implement the safety measures prescribed by the National Building Code of India, 2005, in all government and private schools. "Children cannot be compelled to receive education in an unsound and unsafe building". Court issued a comprehensive time-bound plan to ensure safety of children in schools.
- a) Fire safety measures in schools
 - b) Training of school teachers and other staffs.
 - c) School building specifications.
 - d) Clearances & certificates.
- ✓ The Hon'ble Supreme Court of India on 13th April 2009 directed all the states and union territories to implement the safety measures prescribed by the national building code of India, 2005 in all government and private schools.
 - ✓ The Hon'ble Supreme Court, vide its order dated 14th August, 2017 in W.P.

No. 483 of 2004, has directed that the School Safety Guidelines issued by NDMA have to be implemented in letter and spirit by all concerned authorities. Therefore, all the affiliated schools are directed to take requisite measures to implement the School Safety Guidelines issued by NDMA

10.10. Directions of the Supreme Court for School Bus:

- ✓ "School Bus" must be written on the back and front of the Bus.
- ✓ If it is a hired bus, "On School Duty" should be clearly indicated
- ✓ Bus must have a First-Aid-Box.
- ✓ The windows of Bus must be fitted with horizontal grills.
- ✓ There must be a Fire Extinguisher in the Bus.
- ✓ School Name and Telephone No. must be written on the Bus.
- ✓ The doors of the Bus should be fitted with reliable locks.
- ✓ To keep School Bags safely, there should be a space-fitted under the seats.
- ✓ There must be an Attendant from the School in the Bus.
- ✓ School cabs should be fit with speed governors with maximum speed limit of 40kph.
- ✓ The body of school cab shall be yellow colour with a horizontal strip in green colour of 150mm width in the middle all around the vehicle and the words

- ✓ 'SCHOOL CAB' must be prominently displayed on all four sides of the vehicle.
- ✓ If age of school children is below 12 years, the number of children carried shall not exceed 1½ times the permitted seating capacity.
- ✓ Children above 12 years shall be treated as one person.
- ✓ The driver of a school cab must have valid license to drive LMV-Transport Vehicles for a period of at least four years and dressed with a light blue shirt, light blue trousers and black shoes. He should also wear the name ID on the shirt.
- ✓ There must be enough space provided to keep school bags inside the vehicle and the bags should not be hung outside the vehicle or placed on roof carriers.
- ✓ The bus driver must carry a complete list of the children being ferried in the school cab, indicating the name, class, residential address, blood group and the points of stoppage, route plan, etc.
- ✓ In case of kindergarten, if an authorized person recognized mutually by the school and parents, does not come to pick the child from the halting points and such, the child shall be taken back to the school and their parents should be called.

LEARN WITH FUN

Distribute the students of a class in School disaster management teams and play an earthquake mock drill.

Ask to the students to draw an evacuation plan.

Play a Nukkad Natak on fire scenario.

Play Evacuation strategy on different situation.

Draw a school bus safety guideline on flipchart.

1. Disaster management activity book for school students :<https://nidm.gov.in/PDF/pubs/ACTIVITY%20BOOK%20DM.pdf>
2. HOW SAFE IS MY SCHOOL at <https://nidm.gov.in/PDF/IEC/SSP2.pdf>
3. IMPORTANT: THE NATIONAL DISASTER RESPONSE FORCE (NDRF) has a popular scheme called the School Safety Programme (SSP) whereby it facilitates all schools and its students in disaster awareness and skills apart from conducting mock drills with students and teachers, on request from school authorities. The nearest NDRF battalion or regional response centre (RRC) can be contacted for this. The link to NDRF web portal is <http://www.ndrf.gov.in/> where further details can be found.

DISCLAIMER: The lessons given in this Chapter are not meant to be exhaustive and are meant to highlight selectively the importance of disaster awareness among students. For further help and drills Schools should contact bodies like NDRF, NIDM, NDMA.



CHAPTER-11

IT INITIATIVES BY CBSE

CBSE has taken various initiatives in IT. The details can be accessed at: www.cbse.nic.in. Some of the initiatives that are important

to be known by the principals for their own efficient functioning or for guiding the students are briefly described below.

1.	OSAMS R 2.0: Online School Affiliation & Monitoring System	Entire system ranging from submission of application for fresh affiliation, upgradation, extension of affiliation, additional subjects, and many other types of categories to final disposal has been automated. Availability of affiliation application status on real time basis. This is an online school Affiliation Management system in which the entire process ranging from registration for various categories of affiliation to the grant/rejection has been transformed in digital form without any human intervention. This has resulted in highly transparent and reliable system of affiliation. New features have been added such as various algorithm-based shortlisting/ scrutiny of applications, self-assessment by schools and points-based grading based on inspection reports.
2.	Satellite Imagery based decision support system for affiliation	A system that allows the schools to locate themselves on the map through online map markers. It provides accurate location of the schools as well as area of the school.
3.	OECMS (R-2.0): Online Exam Centre Management System	This online system has been developed with a view to get real time exams centres related information such as timing of Question Papers distribution, invigilators available at the time of opening of Question papers, absentee, PwD, Scribe, unfair means, sugar patients, feedback about the question paper(s), packing of answer books & dispatch and information about Observers etc.
4.	परिणाममंजूषा- A CBSE Academic Repository	CBSE developed in-house in technical collaboration with NEGD, first of its kind online academic repository. At present result data of Class X & XII examinees of sixteen years i.e. 2004 to 2019 is available online for verification by employers and higher education institutions. More than 7 crores digital academic documents such as Marks Sheets,

		<p>Migration Certificates and Pass Certificates are available on this repository. Students can also download their academic documents such as Marks sheets, Migration Certificates and Pass Certificates through this repository (2004-2014 as per declared result and 2015-2019 as per updated result). The academic documents are made available through digital lockers to each and every student. Documents are digitally signed and also carry PKI based QR code for verification through a specially designed mobile App. Till now more than 3 Crores students have downloaded their academic awards from this repository. In all approx. 300 educational institutions and employers have registered for verification of academic documents.</p>
5.	CBSE on Board of Digital Locker	<p>CBSE pioneered to be on board of Digital Lockers. CBSE integrated its own academic repository “ParinamManjusha” with Digital Lockers plate form. Till date nearly 2 Crores digital lockers of CBSE examinees have been opened in push mode and provision for 2.5 Crores digital lockers has been made in pull mode. Digital lockers of students are having their digitally signed marks sheets, migration certificates and pass certificates with PKI based QR Codes pushed after opening of digital lockers.</p> <p>Important function this year is that all CBSE certificates are being issued with photographs of candidates and lockers are opened in advance.</p>
6.	Integration of परिणाममंजूषा - with e-Sanad of MEA	<p>CBSE Academic Repository “परिणाममंजूषा” has been integrated with ‘e-Sanad’ portal of MEA for online authentication of academic records for students going abroad for higher studies or employment.</p>
7.	OASIS(R-2.0): Online Affiliated School Information System	<p>This is a portal for CBSE affiliated schools to submit online information. The information to be submitted in OASIS;</p> <ul style="list-style-type: none"> • Basic School Information

		<ul style="list-style-type: none"> • School's Photos & Video • Faculty Details • Student Details • Subjects Offered in the school • Infrastructural Details • Location Details • Other Vital Details e.g. fee structure, salary details, details of teaching & non-teaching staff etc • Additional Information (UDISE Information) <p>Schools are providing information through this portal which is helping CBSE in assessing schools for their potential usage.</p>
8.	GIS Mapping of CBSE Affiliated Schools on Satellite Imagery	The affiliated schools (approx. 22000) have been mapped using the latitude and longitude information extracted from geo tagged photographs of schools taken through OASIS portal. Efforts will be made to allot exam centers based on distance.
9.	Exam Centre Locater App	To facilitate CBSE Examinees, an app has been developed through which they can locate their examination centres giving their roll no. This app will also tell them the shortest route and time taken to reach the examination centre. This way, a student can plan and execute his/her journey to the examination centre so as to reach the centre timely.
10.	e-Theory (R 2.0): Online Theory Award Lists Allocation, Management and Marks Uploading System	A portal has been developed and implemented for bag allocation to CNS, evaluation monitoring, question-wise theory marks uploading system and online generation of award lists. Due to question wise marks there are hardly any chances of totalling errors and posting errors. Due to immediate upload of data, a lot of time is saved during data compilation and result processing. Post-examination process became hassle free as well as secure for both the evaluation centres and CBSE. Approximately 1.7 Cr marks distributed in 35 questions were uploaded.

11.	e-Prac (R-2.0): Online Practical Examiners Allocation, Management and Marks Uploading System	A portal has been developed and implemented for management and monitoring of practical examiners and uploading of practical marks data by the schools. Due to immediate upload of data, a lot of time was saved during data compilation and result processing. Approx. 35 lac marks were uploaded
12.	IAPX - Online Internal Assessment Marks Collection for Class-X	A portal has been developed for management and collecting of Internal Assessment marks data of Class-X by the schools. Due to immediate upload of data, a lot of time was saved during data compilation and result processing. Post-examination process became hassle free as well as secure for both the evaluation centers and CBSE. More than 1.7 Cr marks were uploaded.
13.	Examination Centres Live Streaming	A portal that allows live streaming of videos from CBSE exam centres to have close control on examination activities at the exam centres and to prevent any misconduct during the course of examinations.
14.	CBSE on NAD	CBSE pioneered to be on Board of National Academic Depository with Academic documents viz. Marks Sheets, Pass Certificates and Migration Certificates of approx. 1 Crore students of Class X & XII pertaining to 2014 - 2018 exams lodged on NAD.
15.	CBSE on UMANG (Unified Mobile App for New age Governance) – A Govt. of India initiative	CBSE pioneered to be on Board of Unified Mobile App for New Age Governance (UMANG) with four Mobile Apps viz. School Locator Centre Locator Class X/XII Results JEE(Main) Result
16.	OVERS - Online Verification of Evaluation & Revaluation System	The entire post result marks verification, photocopy and revaluation system has been made online except for physical evaluation by examiners.
17.	School Locator App & Portal	An app and portal has been developed for locating any CBSE school based on the various parameters such as affiliation code, school code, partial name/full name.

18.	CBSE Shagun portal	A portal has been developed for facilitating schools to upload details of various activities and/or best practices carried out in a month. Schools are supposed to enter data/information on monthly basis.
19.	Know Your Aptitude (KYA) Portal	A portal has been developed for schools to administer Aptitude Test for the students and uploading of their score.
20.	Online Exam Centre Consent System (OECCS) for Competitive Exams	A system has been developed to obtain details and consent of institutions to act as examination centres for various Competitive Examinations being conducted by CBSE.
21.	Online Exam Observer Consent System (OEOCS) for Competitive Exams	A system has been developed to obtain consents from academia to act as observer(s) for various Competitive Examinations being conducted by CBSE.
22.	OTAS - Online Teachers Award system	An online system has been developed for inviting applications for CBSE teacher awards. Based on weightage of various parameters, this system also grades the applicants automatically.
23.	DigiShiksha	Online Repository of Digital Contents for Class 9 – 12 students in accordance with the prescribed syllabi
24.	OATS - Online Aptitude Test System	Online Aptitude Test System was Developed and implemented.
25.	SARANSH portal and App	<p>'SARANSH' is a data driven decision support system to assist schools and parents in taking best decisions for their children's future. It is a tool for comprehensive self-review for schools and parents. 'SARANSH' can be used as data driven analytical solution for tracking performance of students, within schools, state, region and National level. As on today more than 19000 schools are on board, 7.5 crore hits on portal, more than 30000 App downloads which is having rating of 4.5 out of 5.</p> <p>Presently it is being Revamped.</p>

26.	e-CBSE portal and mobile App	This has collection of 110 CBSE Books in Electronic Format (Flip book format)
27.	Digital marking/ On Screen Marking of answer books (OSM)	On Screen Marking (OSM) was conceptualized by CBSE and introduced for digitally marking of subjective type answer scripts (32 lacs). The answer scripts are coded, scanned and distributed through LAN to the examiners in Nodal Centres and evaluation is done through the OSM software. This has resulted in highly accurate evaluation of answer scripts as each question is linked to the marking scheme. Totaling of marks and posting is done automatically. Does not allow examiners to leave any question un-assessed. This has resulted in early declaration of results.
28.	अध्यापक – Online collection of Principals' & Teachers' databank	A portal has been developed to collect data of teachers teaching in CBSE affiliated schools for the purpose of evaluation of answer scripts pertaining to Boards exam i.e. Class X & XII.
29.	छात्रवृत्ति	CBSE Scholarship Portal for application to finalisation of candidates for various scholarship schemes of CBSE/ Govt. of India.



CHAPTER-12

CBSE School Quality Assessment and Assurance (SQAA)

12.1. Introduction:

CBSE has developed a framework '*School Quality Assessment and Assurance (SQAA)*' which lays down a set of standards and best practices as paradigms for attaining the benchmark in an individual institution for the upliftment of learning outcomes in the domain of school education imparted to children.

The main purpose of SQAA is enhancement of quality, recognition of excellence, promotion of accountability, and benchmarking schools across a range of descriptors or indicators of assessment.

The School Quality Assurance Assessment (SQAA) is easily implementable, feasible, transparent, objective, and carries with it a measure of credibility and acceptability.

Assessment of a school is intended to be a means to document the strengths and weaknesses of its educational practices and institutional effectiveness leading them to desired objectives. This will help them to clearly visualize their unique features and make them aware of what could be improved further. It would help teachers, educational administrators and all other stakeholders involved in school education to learn from this exercise and improve themselves.

12.2. Vision of SQAA:

CBSE SQAA aspires to provide quality education to students through standardized instruments and processes of self-evaluation and external assessment benchmarks in the concept, establishment and running of effective systems within an institution in accordance with changing socio-economic and cultural contexts.

12.3. Benefits of SQAA:

SQAA empowers and enables schools to self-assess their performance in different domains by providing them guidelines, tools and instruments to achieve a self- set target and goal thus helping to move further on developmental continuum. It would reassure stakeholders such as employees, professional bodies, general public that the school aspires for continual improvement and thus will benefit the student learning outcomes. SQAA will help a school to:

- assess how well it is doing in different areas of school functioning
- review its ongoing process of improvement of the institution
- use the feedback to plan for the future.

12.4. Eligibility for SQAA Process:

Each school affiliated to the Board must undergo the process of SQAA and update its information online on the eight domains **once every three years, starting from the year, 2020.**

12.5. Framework of SQAA:

Since quality is a complex issue in education and should be seen in a holistic manner so CBSE School Quality Assessment and Assurance is holistic and it covers all aspects of school functioning, namely *Scholastic Processes, Co-Scholastic Processes, Infrastructure, Human Resources, Inclusive Practices, Management and Governance, Leadership and Beneficiary Satisfaction.* These eight domains carry different weightage and are further divided into sub domains which qualify the various aspects of that particular domain.



Domains of School Quality Assessment and Assurance (SQAA)

12.6. Process of School Quality Assessment and Assurance:

The process of School Quality Assessment and Assurance involves **two essential phases**:

Phase 1: Self-Assessment using different instruments of SQAA

Phase 2: Validation by External Peer Assessor Team by visiting the Assesse School

Phase 1	Self-Assessment	<ul style="list-style-type: none"> • Ideal State: Outcome to be uploaded on CBSE Portal every year by the school • Mandatory: Outcome to be uploaded on the CBSE Portal once in every three years
Phase 2	Validation by External Peer Assessor Team	<ul style="list-style-type: none"> • On demand by school • On random basis by the Board • May be done by members of Hubs of Learning for each other

At the introductory level, CBSE is only focusing on Phase 1 of SQAA i.e. Self-Assessment for quality improvement of its affiliated schools

12.7. Self-Assessment:

The school conducts self-assessment using the SQAAF. The schools may make use of other SQAA instruments for self-review. This step is the most important part of the entire SQAA process; both in terms of commitment of time and effort involved and on the basis of value to be derived. The process of self-assessment includes collecting data on various indicators laid down in SQAA. It should be prepared through a collaborative and participative approach and build ownership of all stakeholders towards the goal of institutional excellence. Once self-assessment is done, it is also expected of the schools that they prepare a self-improvement plan and act accordingly. The plan may be aligned to the performance indicators/standards as detailed in the

SQAA framework. The preparation of plan is a must in order to complete the cycle of self-assessment. Otherwise the complete purpose of self-assessment will be defeated.

Core Learning Team

School self-assessment and school improvement planning is a continuous process. It is very important the school leaders (management and principal) involve the school staff and stakeholders in these processes. The schools may set up a *Core Learning Team (School Quality Assessment and Assurance Committee)* which will conduct the self-assessment of the school on the eight domains and will also coordinate with the Peer Assessor Team through the entire process of External Evaluation.

The following may be the members of this Core Learning Team:

Member Representative of School Management	Principal	One teacher from each level - primary, middle, secondary, sr. secondary	One student from each level - primary, middle, secondary, sr. secondary
Two Parent Members of PTA	One teacher from co-curricular domain	One Counsellor, Special Educator/ Health Professional	One representative from Administration

Support and Mentoring

Support and mentoring may be provided either by Lead Collaborators of Hubs of Learning and/or by a neighborhood school that has exhibited high standards of quality assurance. CBSE will also be available for any support and assistance required in terms of organizing Capacity Building Programmes as per the need of the school.

12.8. Domains and sub domains of SQAA:

All the eight domains are further subdivided into sub-domains and sub-sub-domains, which qualify the various aspects of that particular domain. Each sub domain has 4 statements under which benchmarks have been developed with a weightage between 1- 4. These benchmarking statements

provide a clarity regarding the practices related to each sub-sub domain. Although it is expected that each school meets the best practices as depicted in these benchmarking statements, not all statements will apply to or be appropriate for each school. Each school will mark against the statement that is applicable and appropriate for the school. This will help the school to aspire for the next level.

The first statement under each sub-sub domain depicts the best practice(s) carrying a weightage of 4. In order to get a score of 4, the other three statements must stand true/appropriate for the school.

The benchmarking statements have been given in **CHAPTER 3 of SQAA Manual** available at the http://cbseacademic.nic.in/web_material/Manuals/SQAA_FINAL.pdf

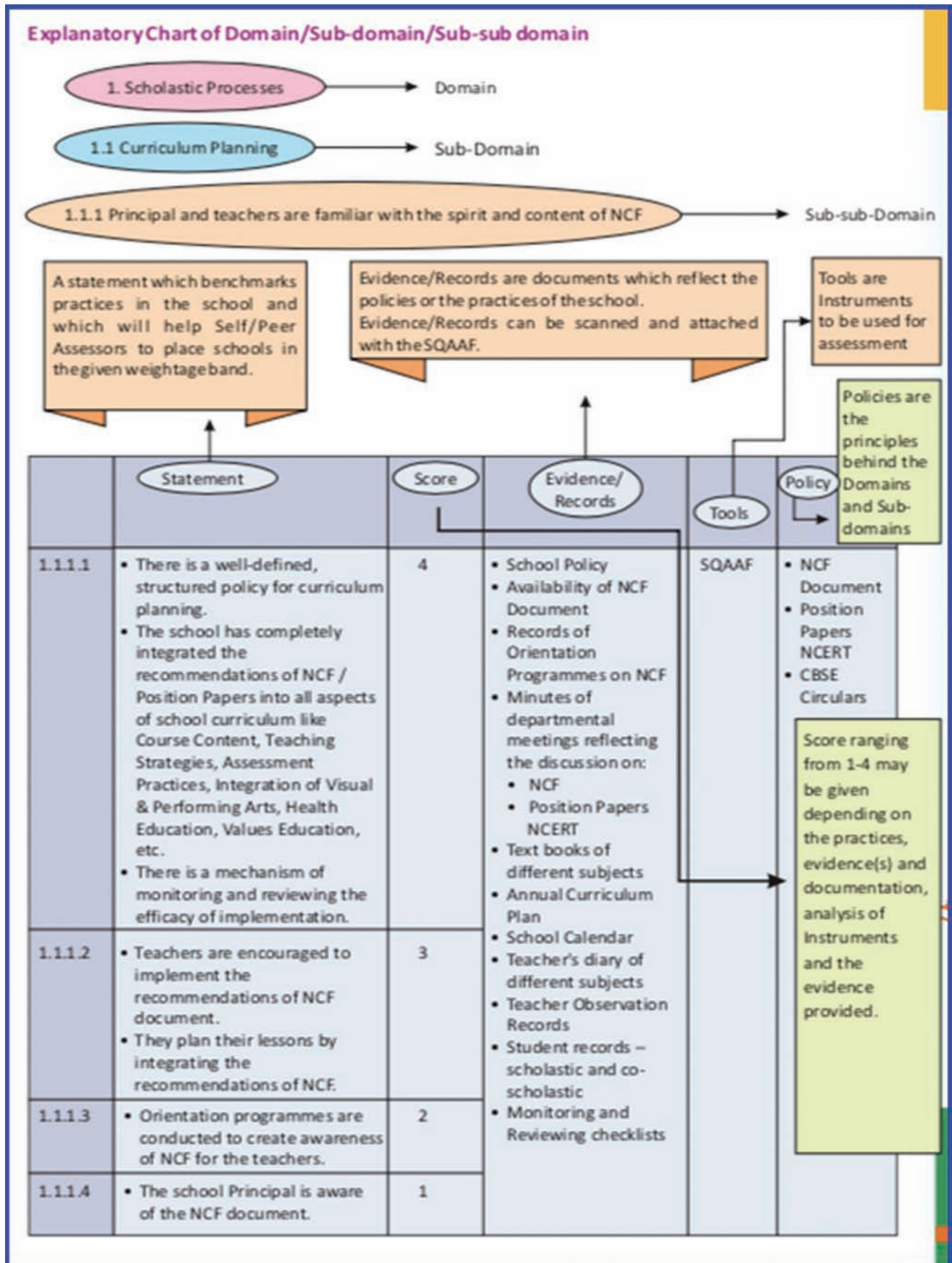
Description of the Level of the Score per sub-sub domain

There are *four levels of performance* of 'Dynamic-Evolving', 'Stable', 'Transient' and 'Inceptive' for rating school processes. The school can refer the following criteria to know where it stands in terms of developmental stage, and formulate appropriate and achievable plans for self-improvement and enhance accountability.

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

Note: If none of the above are true then no score need be given against the concerned sub-sub-domain.

Explanatory Chart of Domain/Sub-domain/Sub-sub domain



The CBSE SQAA is an affirmation of 'Quality'. It is a means of demonstrating confidence in the schools' purpose and performance. The goals are effectiveness, improvement and public assurance. It will not involve ranking of schools/institutions, but rather, will establish a level of acceptable quality for all the schools affiliated with the Board. It will help the schools to go through the rigorous process of self-audit and reflection, build on their strengths and work on the areas that need attention, ultimately helping them to move towards becoming '*Hubs of Excellence*'.

The complete guidelines have been detailed out in the School Quality Assessment and Assurance Manual available at the following link:

http://cbseacademic.nic.in/web_material/Manuals/SQAA_FINAL.pdf

12.9. Action to be Taken By Schools:

All the schools affiliated the Board have to undertake the *exercise of self-assessment* to review their dimensions of quality and excellence and submits its report online to CBSE. The online platform for uploading the self-assessment report by the schools will be prepared shortly by the Board. Till then, the schools may upload the report on their school website by filling the School Quality Assessment and Assurance Form as given in School Quality Assessment and Assurance Manual.



CHAPTER-13

**NOTE TO MY COLLEAGUES : LET'S SELF- ASSESS
PRINCIPALS' SELF-EVALUATION FRAMEWORK
ON VARIOUS ASPECTS**

The Central Board of Secondary Education continuously works for bringing qualitative development in all its schools. After affiliation, the Principal of a school takes the lead in entire functioning of a school. Board has also designated Principals as the Pedagogical Leaders of a school who has the pivotal role in maintaining the academic and developmental standards in a school.

CBSE believes that most of us are self-motivated, committed, positive and progressive in outlook. Nevertheless, it is recommended that the Principals of CBSE affiliated schools must also be able to undertake a process of self-evaluation to enable them to find gaps in their own learning/functioning so that they can embark on the path of self-development and need-based capacity building. For

this purpose, a Principals' Self-Evaluation Framework has been developed.

This framework is introspective in form, focussing towards self-improvement through truthful self-analysis. This framework will also help Principals in assessing their strengths and realizing the weaknesses or areas of improvement. It has seamlessly integrated experiential learning pedagogy at the relevant places.

Fifteen major aspects related to the daily lives of Principals have been selected for this self-evaluation framework. There may be duplication in some aspects within each competency: this has been done with the specific objective that, on its own, and if read separately, each competency is complete in itself

1. Academic Matters

This aspect deals with the suggestive actions to be taken by a Principal regarding general academic matters as well as for the subject he/she teaches.

- Am I aware of the learning objectives and learning outcomes of the subjects?
- Am I aware of the Learning Outcomes Document brought out by NCERT for different levels?
- Am I aware of the Curriculum Documents and Support Material brought out by CBSE?
- Have I adopted or defined the learning outcomes for all the subjects and all the classes?
- Have I mapped the curriculum with the adopted or defined learning outcomes?
- Have I developed a well-structured mechanism to monitor the efficacy of the implementation of curriculum and pedagogical plans?
- Have I ensured adoption or use of varied assessment tools and techniques by teachers to assess the performance of the students – Assessment for Learning?

- Have I ensured periodic assessment of students' learning against the adopted/ defined Learning Outcomes to keep track of their progress?
- Do I have the clarity of key concepts and the thematic content of the topics to be covered?
- Do I know and research about the latest developments in education and my subject?
- Am I able to implement content matter development practices?
- Do I have clear pedagogical plans for content analysis?
- Am I able to apply innovative experiments and latest development in the subject?
- Am I able to use the knowledge to create the course content in interesting and diverse ways?
- Do I create resources that ignite the love for learning?
- Do I create assignments that engage the students – hands on learning?
- Have I understood my role as a Pedagogical Leader as given in the circular no. Acad 15-2019 dated 9th March 2019 given at http://cbseacademic.nic.in/web_material/Circulars/2019/15_Circular_2019.pdf
- Have I created the Annual Pedagogical Plan and implemented it as per the CBSE guidelines in understood his/ her role as a Pedagogical Leader as given in the circular no. Acad 15-2019 dated 9th March 2019 given at http://cbseacademic.nic.in/web_material/Circulars/2019/15_Circular_2019.pdf

2. Hubs of Learning

This aspect deals with the awareness and contribution to Hubs of Learning.

- Do I know the value of an interactive hub?
- Do I know how to contribute to and share best practices in my Hub?
- Am I adept at communicating and transferring information among the members of my Hub?
- If I am the Lead Collaborator, do I build an effective learning channel among all Hub members?
- Am I able to apply the learning to the systems in my school?
- Am I able to incorporate best practices?

- Do I create a pool of resources and knowledge for Hub's members?
- Have I created a viable platform for feedback from the Hubs members?
- Am I aware of the strengths and weaknesses of the school systems and accordingly sets the self-improvement priorities?

3. Capacity Building Programmes (CBPs) and DIKSHA

This aspect deals with the competency to contribute in the CBPs and DIKSHA.

- Am I aware of the need for training and provide exposure?
- Can I impart requisite skills to the attendees?
- Do I keep myself updated and share knowledge base?
- Am I able to effectively guide and train?
- Do I allow my teachers to apply best practices learnt?
- Do I create resource centres in my school?
- Have I groomed resource persons and leaders and created a culture of learning and imbibing?
- Do I promote use of DIKSHA in my school?
- Have I contributed to DIKSHA?
- Do I ensure and implement practice of 5 Questions a Week programme of CBSE?
- Am I aware of the:
 - ✓ affiliation by law of CBSE which mandates training of teachers and heads of schools affiliated to the Board?
 - ✓ need for Continuous Professional Development of teachers?
 - ✓ theme of training for the year as announced by the Board?
- Have I designated a School Training Nodal Coordinator to:
 - ✓ Assess training needs of teachers and assist principal in designing and implementing training calendar?
 - ✓ Coordinate with the concerned CBSE Centre of Excellence (COE) for the actual conduct of capacity building programmes?

- ✓ Maintain records of the programmes?
- ✓ Provide constructive feedback to the COE about the quality of the programmes?
- Do I allocate an appropriate annual budget for the Capacity Building of Teachers?
- Do I provide requisite exposure to teachers to upgrade their skills and knowledge?
- Do I ensure application of learnt best practices by teachers in actual classroom?

4. Administrative

Principals' awareness about the administrative matters and implementation has been dealt in this aspect.

- Have I read all provisions of the Affiliation Byelaws of CBSE thoroughly and understood all my responsibilities and implications of non-compliance?
- Do I know the details of sections 2, 12(10(c), 18 and 19 in particular, and all other sections in general of the RTE?
- Am I aware about the EWS guidelines?
- Am I aware of the constitution and meetings of SMC?
- Have I made a Code of Conduct for both Staff & Students?
- Do I know about the Hon'ble Supreme Court's Guidelines for School Transport?
- Do I know about the Laws pertaining to PF/ESI?
- Am I aware of POCSO Act?
- Do I know about the Procedure and Requirements for various Audits?
- Do I know about the Evacuation Procedure in any disaster/emergency?
- Do I know about the Disciplinary Actions as laid down by the Law for both staff & students?
- Do I know how to maintain Students' Dossiers?
- Do I know how to maintain and Update the Staff's Dossiers?
- Am I aware about the Requirements & Procurements of NOCs (Health, Fire, Sanitation, etc.)
- Building Plan

- Do I know about the important contact details and channels for communication with CBSE and Local Administration for official purposes?
- Am I conversant with skills set and attributes of a good leader?
- Do I know the importance of annual academic & school welfare plans?
- Do I allow for a seamless functioning?
- Do I clearly define my roles and responsibilities?
- Do I have checks and balances in place?
- Do I apply annual plans effectively?

5. School Environment

This aspect refers to the creation of Positive and Healthy Environment in school.

- Do I have the knowledge about what constitutes a positive learning environment?
- Do I know what will result in joyful learning and teaching?
- Am I aware of best practices globally active to create a joyful learning/teaching atmosphere?
- Do I promote transparency and spirit of enquiry?
- Have I built an atmosphere of trust?
- Do I create a safe, sensitive and physical working space?
- Do I ensure proper hygienic measures in my school?
- Do I ensure conducting regular health check-ups of students and all staff?

6. Innovative Practices

This aspect deals with the readiness to know and implement innovative practices.

- Am I aware of global changes and practices?
- Am I willing to experiment and implement novel ideas?
- Do I take ideas and feedback from various areas?
- Am I able to learn from mistakes and innovate?
- Can I create a vibrant and forward-looking team for enabling innovations?
- Can I create an atmosphere which is receptive to new practices?

7. Promotion of Values and Ethics

This aspect refers to the promotion of Values and Ethics in daily functioning of the school.

- Am I aware of value of values integrated into learning?
- Do I know how to impart values?
- Am I able to effectively promote and incorporate right values?
- Does my school have a system where in the right values are talked about and appreciated?
- Do I upholds right example and promotes interaction?
- Have I created a positive ,constructive, empathetic , sensitive and adaptive pool of students?
- Have I created problem solvers and conflict resolvers?
- Have I created a heightened awareness among everyone in school about having right values?
- Am I aware of right work ethics and know how to promote them?
- Am I aware of the consequences of unethical practices?
- Do I create an ethical work practice environment?
- Am I able to set myself as a good example of right ethics before everyone in school and outside?
- Do I demonstrate right ethics in all dealings?
- Am I able to create a school which values ethics above all?

8. Learning Environment

This aspect deals with the effective Learning Environment in school.

- Do I know the components which create a safe learning environment?
- Do I have knowledge about mental and physical well - being?
- Am I able to provide right infrastructure for good learning environment?
- Do I create safe learning spaces?
- Do I actively support and implement the policy of having good teachers?

- Do I promote the spirit of enquiry?
- Do the school's policies create dedicated teachers and happy learners?

9. Staff Welfare Measure

This aspect refers to the measures for staff welfare taken by the Principal.

- Am I aware of the needs of all staff at the school?
- Do I know the requirements of training by the staff?
- Am I aware of medical and relevant personal issues and take appropriate measures for helping them?
- Do I look after building self esteem & confidence among the school employees?
- Do I provide avenues of growth to fulfill reasonable needs of staff?
- Have I enabled a comfortable working space?
- Do I implement schemes and policies for the welfare of staff?
- Do I implement policies to promote growth and development of staff?
- Do I take actions for building respect for the staff and create an empowered group?

10. Compliances of CBSE Directions

Principal's awareness about CBSE directions are dealt in this aspect.

- Am I aware of the latest policies and directives by CBSE?
- Do I have the necessary means to comprehend and implement them?
- Do I know who to reach out and how?
- Do I continuously keep myself updated with them?
- Have I opened a regular communication channel with CBSE?
- Have I designated team to access and implement directions by CBSE ?
- Do I have a relation of trust with CBSE?
- Have I created a system of trust and a feedback system?
- Do I work jointly and in consonance with CBSE to create and achieve common goals?

11. Financial Management

This aspect deals with the financial management measures.

- Am I aware of all financial needs and limitations of my school?
- Do I know budget management and allocation?
- Am I aware of constraints and procedures?
- Am I able to judiciously distribute resources?
- Do I plan well in advance about future?
- Do I have a contingency plan in place?
- Do I put welfare measure in the budget of school?
- Do I create enough pool of funds to look after school needs?
- Do I create resources to support ideas and needs?

12. Stake Holders Satisfaction

This aspect takes care of the skill-set required for Stake Holders Satisfaction

- Do I know about the needs of all stake holders?
- Do I know about the rights of management, parents, staff and students?
- Do I know about the importance of keeping stake holders engaged?
- Do I work in close consonance with them?
- Do I take them into confidence while taking a major policy decision and school development measure?
- Are all my stakeholders happy and satisfied ?
- Have I created channels of two-way communication with all stakeholders?
- Do I have transparent working system?

13. Disaster Management, Safety, Security, Child Rights

This aspect deals with the awareness about appropriate disaster management , Safety, Security and Child Rights measures.

- Do I keep myself updated about the global scenario regarding health matters?
- Have I created and made a School Disaster Management Committee and plan in my school?
- Are regular disaster management drills done in my school?
- Am I in touch with the Local SDMA for imparting training for Disaster Management?
- Do I keep all necessary safety and security certificates updated?
- Do I know the Disaster Management Act, POCSO Act. NCPCR Guidelines?
- Do I ensure safety measures as per statutory requirements and as defined by the Board from time to time?
- Do I ensure effective Health Management Facilities in the school ?
- Do I ensure provision of safe drinking water; adequate sanitation facilities and effective waste management practices in the school ?

14. Inclusivity Measures

This aspect deals with the awareness about measures to ensure inclusivity.

- Have I ensured a well defined Inclusivity policy in compliance to the RPWD ACT and CBSE policy in terms of teaching, assessment practices, transport etc.?
- Have I ensured involving all CWSN in games, activities, Annual Days and all other school events?
- Do I ensure appropriate infrastructural requirements for CWSN as given in the clause no. 4.7.3 of CBSE affiliation Bye-Laws?

15. Promotion of 21st Century Skills

This aspect deals with the awareness about 21st Century Skills and activities to promote such skills.

- Am I aware of all 21st Century Skills?
- Have I ensured that all my staff is aware of 21st Century Skills?
- Is my staff digitally literate?

- Is entire school record computerized?
- Am I aware of and use all Apps by CBSE like, Shikshavani, ASAR, ECL etc?
- Do I promote participation in activities for developing 21st Century Skills?

Now that all of you have gone through my memoirs, I sincerely hope that you are carrying back with you many things valuable for your functioning.

I shall keep on updating them.

PS: Just a last thought:

The Parts of a Principal



(source: <https://in.pinterest.com/pin/570338740313758198/>)



Central Board of Secondary Education
Shiksha Kendra 2, Community Centre, Preet Vihar, Delhi-110092