



सत्यमेव जयते

Ministry of Education
Government of India

GUIDELINES FOR FILLING UP

GSR INFO www.gsmaths.in

DATA CAPTURE FORMATS (DCF) FOR

UNIFIED DISTRICT INFORMATION

SYSTEM FOR EDUCATION PLUS (UDISE+)

YEAR 2022-23



CONTENTS

S.No.	Contents	Page No.
1.	Introduction	3
2.	Section 1A - Basic School Profile (Location, Management, Medium of Instruction etc)	4-27
3.	Section 1B - School Safety	28-33
4.	Section 1C - PGI and Other Indicators (Only For Government and Government Aided Schools) <small>GSR INFO www.gsrmaths.in</small>	34-41
5.	Section 1D - Receipts and Expenditure	41
6.	Section 1E – Vocation Education under NSQF at Institutional level	42-44
7.	Section 2 - Physical Facilities, Equipment, Computer and Digital initiatives	45-57
8.	Section 3 - Teaching and Non-Teaching Staff	58-66
9	Section 4 - Student Details	67-78

Introduction

The School Education system in India is one of the largest in the world comprising more than 1.5 million schools, 9.6 million teachers, and over 264 million students from varied socio-economic backgrounds across 27 States and 8 Union Territories (UTs). It becomes essential to have a robust, real-time, and credible information collection mechanism for an objective evaluation of the system, based on which specific interventions for improvement can be designed.

Government of India decided to develop an application, “Unified District Information System for Education Plus” (UDISE+) under the Ministry of Education, to collect the school details about factors related to a school and its resources. UDISE+ has a mandate of collecting information from all recognized and unrecognized schools imparting formal education from Pre-primary to XII. Information collected through the digital platform of UDISE+, is utilized for the planning, optimized resource allocation and implementation of various education-related programs and assessments of progress made. UDISE+ collects information through an online Data Collection Form (DCF) on parameters ranging from school, Infrastructure, teachers, enrolments, examination results etc. spread across 7 sections. The Schools which get on boarded successfully on the platform are provided a UDISE+ Code, which acts as a national level unique identifier. UDISE+ has the school as the unit of data collection and district as the unit of data distribution.



Section 1A - Basic School Profile (Location, Management, Medium of Instruction etc),

Section 1B - School Safety (For All type of Schools) - Receipts and Expenditure,

GSR INFO www.gsrmaths.in

Section 1C - PGI and Other Indicators (Only For Government and Government Aided Schools)

Section 1D- Receipts and Expenditure

Section 1E - Vocational Education under NSQF at Institutional level

Section 1A - Basic School Profile (Location, Management, Medium of Instruction etc)

UDISE+Code: A unique code given to every school that gets on boarded on the UDISE+ platform, with the school details captured through online DCF (Data Capture Form). The code acts as a unique identifier for all schools (recognized and unrecognized) imparting formal education from pre-primary to class XII.

- UDISE+ code is permanent in nature once it is assigned to a specific school. The UDISE+ code can be changed manually by the centre only when the district or state of a school changes.
- In the current UDISE+ ecosystem, UDISE+ code once generated shall be strictly allocated to single school only. Even in case of permanently closed schools, UDISE+ code would be archived.

How to get UDISE+ Code: Every school in the country is given a unique UDISE+ code. If a new school is established, the school needs to get a UDISE+ code for establishing their unique identity. School should undertake the following steps:

- The school user should approach District MIS officer with requisite documentation especially recognition letter of the school www.gsrmaths.in
- District MIS user will apply for UDISE+ code through the “School Directory Management” in the UDISE+ system and the request would flow to the state MIS user for approval
- State MIS user will verify the application and request for any clarification to district level. State level user is the sole authority for approval of UDISE+ code generation for the school.
- Once verification gets completed at state MIS level, the application is sent to Ministry of Education for UDISE+ code generation.
- The UDISE+ code generation process takes approx. a week to get completed

1.1 School Name (In capital letters): Name of the school as per official records should be written in capital letter.

1.2 Name of the District: District which is applicable to the school as on reference date is to be provided in this item.

1.3 Name of the UDISE+ Block: UDISE+ block which is applicable to the school as on reference date is to be provided in this item.

1.4 School Location Type: (1-RURAL, 2-URBAN): Local Government Directory (LGD) has been used for this item. Introduction Local Government Directory (LGD) is one of the

Guidelines for UDISE+ DCF 2022-23

applications developed as part of Panchayat Enterprise Suite (PES) under e-Panchayat Mission Mode project (MMP). LGD aims to keep all information about the structure of local governments and revenue entities online. Main objective LGD is to maintain up-to-date list of revenue entities (districts/sub-districts/villages), local government bodies (Panchayat, Municipalities and traditional bodies) and their wards, organizational structure of central and state Governments and parliament and assembly constituencies and their relationship with one another.

Appropriate information to be provided for item no 1.4 (a) to (e)

1.5 School Address: Complete address with details of landmarks etc... to locate the school should be written in capital letter.

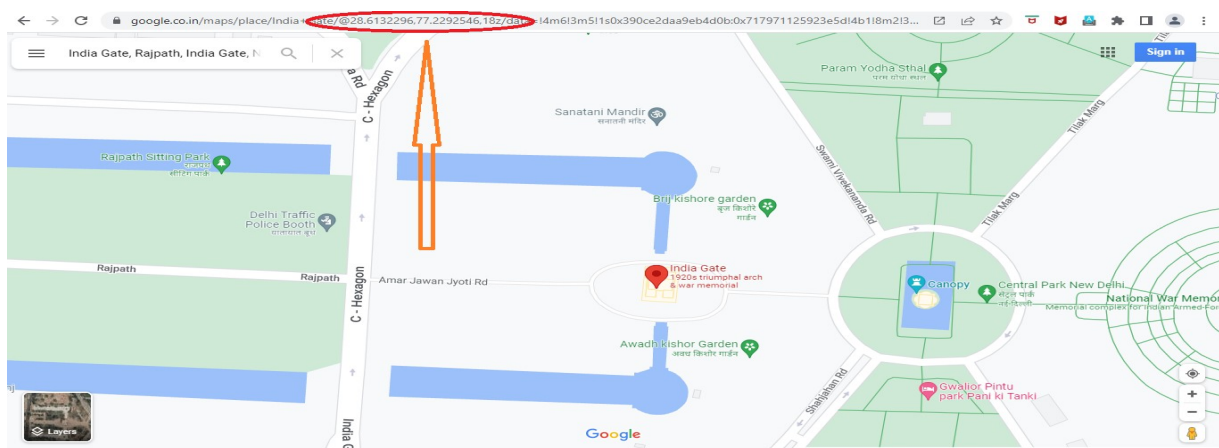
1.6 Pin Code: Pin code as applicable to address given in item no 1.5 is to be written here.

1.7 Name of the Cluster Resource Centre (CRC): Name of the Cluster Resource Centre (CRC) is to be written here.

1.8 (a) Name of the Assembly Constituency: Assembly constituency which is applicable to the school as on reference date is to be provided in this item.

(b) Name of the Parliamentary Constituency: Parliamentary constituency which is applicable to the school as on reference date is to be provided in this item.

1.9 Geographical Location: Latitude and Longitude are to be given here to help in locating school precisely. For example, the latitude and Longitude for India Gate at New Delhi are 28.613229 and 77.229254 respectively.



1.10 School Contact Details: Contact details like landline number with STD code, Mobile number, email id and website (if any) for the school are to be provided here.

1.11 Head of the School/In-Charge details ((a) HoS/In-Charge Type (b) Name (c) Mobile):

Appropriate code for HoS/In-charge Type and Name of the In-charge/Head of School along with mobile number is to be provided here.

1.12 School Category (code):

The school category details the level(s) of education imparted by the school. This could be one or a combination of all the levels– Primary, Upper Primary, Secondary and Higher Secondary. These levels are different for each of the states and needs to be determined as per the state’s practice. The codes for the school category are to be filled in DCF as per the following details of category.

Code 1 - Primary only with grades 1 to 5: A school with only primary classes (I-IV/V as the case may be) in the same premises and under the same management. A school having classes more than V should not be shown as primary school.

Code 2 - Upper Primary with grades 1 to 8: A school having classes from I to VII/VIII in the same premises and under the same management. Schools with highest classes beyond VII/VIII should not be classified here.

Code 3- Higher Secondary with grades 1 to 12: A school having Classes from I to XII. The lowest and highest classes in such schools would be I and XII respectively.

Code 4- Upper Primary only with grades 6 to 8: Schools starting from Classes V/VI and teaching up to classes VII/VIII. No other school would fall under this category.

Code 5- Higher Secondary with grades 6 to 12: Schools having Class V/VI as the lowest class and Class XII as the highest class. No other school would fall under this category.

Code 6- Secondary/Sr. Sec. with grades 1 to 10: Schools having Classes from I to X. School with Classes XI and XII should not be included in this category.

Code 7- Secondary/Sr. Sec. with grades 6 to 10: Schools starting Classes from V/VI and teaching up to classes X. No other school would fall under this category.

Code 8- Secondary/Sr. Sec. only with grades 9 & 10: Schools starting from Classes VIII/IX and teaching upto classes X.No other school would fall under this category.

Code 10- Higher Secondary with grades 9 to 12:School having classes from VIII/IX to XII in the same premises and under the same management. Schools with highest classes below VII/VIII should not be classified here.

Code 11- Hr. Sec. /Jr. College only with grades 11 & 12: School having only Higher Secondary level i.e. Classes XI and XII in the same premises and managed by same management would fall under this category.

1.13 Lowest and Highest Class in the School: For the purpose of indicating the lowest class, Anganwadi, Balwadi or Pre-primary education levels will not be included even if they are parts of the same school management. Therefore, lowest class cannot be lower than 1.

In some schools, admissions to the highest classes may not be made in the first few years of its opening. In such cases, highest class where teaching takes place is to be given here. For example, a primary school may have permission to do admissions till Class IV/V, but students were admitted to only Classes I and II in the reference academic year. Here, the highest class should be II and not IV or V.

1.14 Type of the School: Mention the type of school i.e. whether it is either of the following:

- Only Boys school
- Only Girls School
- Both Girls and Boys Schools (Co-Ed School)

For some schools the name may suggest that they are exclusively for boys or girls, in practice the school may be co-educational. Such schools will fall under Category 3 i.e. Co-educational.

1.15 (a) Management Group of the School (Code): Based on the Management running the school and source of financial support to the school, provide information using appropriate codes for different Management under which school is managed. The Codes are given for different groups of management which fall under the category of State Government, Government Aided, Private Unaided, Central Government and Others.

1.15 (b) Management Code of School: Codes have been allocated to Management group. Appropriate code is to be selected here from the group.

1.15 (c) Management Code of School: Applicable Nodal Ministry/Department is to be provided here for code 101 in item 1.15(b) and appropriate code for its administration is to be selected here.

1.16 Affiliation Board of the school for SECONDARY Sections: “Affiliation” means formal affiliation of a school with any affiliation board for the purpose of preparing students for admission to that Board’s examination. Applicable codes are:

1-CBSE,

5-Others,

**2-State Board,
3-ICSE,
4-International Board,**

**6-Both CBSE and State Board,
7-Madarsa Board**

Affiliation number and name of the board is to be provided separately for code 5-Others.

1.17 Affiliation Board of the school for HIGHER SECONDARY Sections: Applicable codes for this question are:

**1-CBSE,
2-State Board,
3-ICSE,
4-International Board,**

**5-Others,
6-Both CBSE and State Board,
7-Madarsa Board**

Affiliation number and name of the board is to be provided separately for code 5-Others.

1.18 Respondent Details: (a) Respondent Type - It is desirable that data for the DCF is provided by Head of School/In-charge. Accordingly, applicable code from the code list to be selected for this item. (b) Respondent name & (c) Mobile Number – Name of the respondent along with his/her 10 digits mobile number should be written.

1.19 Year of Establishment of school: It is the year in which the school was initially established irrespective of its current location. For example school X was established in locality A in the year 1965 and later shifted to locality B in 1981. In this case year 1965 will be reported as year of establishment.

Year of establishment may be different from year of recognition or up gradation of school.

1.20 Year of Recognition of School (Mandatory for Govt. Aided and Pvt. Unaided Schools: Years on which Primary, Upper-primary, Secondary and Higher secondary levels were recognized with the appropriate authority are to be given here separately in YYYY format.

1.21 Year of up gradation of the School (if applicable): Year on which the school was upgraded (wherever applicable) to next level of education will be provided here in YYYY format. The reference date for this item is **30th September** of the year following the academic year in reference.

1.22 Is this a Special School for CWSN: The Right to Education (RTE) Act (2009), which makes elementary education a fundamental right of every child, is of great significance to the government as well as private schools. Our schools and classrooms need to reflect this social, constitutional and legal right of every child to be included in the educational processes and practices – our classrooms, now more so than before, need to be ready to include students from different backgrounds, with differing needs and abilities.

If the School is meant only for Children with Special Needs (CWSN), answer will be Yes (Code-1) and then mention the **Type of Special School** by selecting from the applicable codes given for it.

1.23 Is this a Shift School?: Shift school caters for two entirely separate groups of pupils during a school day. For example in the morning shift it may run only for girls and in the evening shift it may only run for boys or vice- a versa. The first group of pupils usually attends school from early-morning until mid-day, and the second group usually attends from mid-day to late afternoon. Infrastructure like buildings, equipment, and other facilities are common in a shift school.

If the School is shift school, code will be Yes (Code-1) otherwise code 2 will be given.

1.24 Does the school run any skill training centre after school hours: Skill is a talent or ability that comes from training or practice. An example of skill is the capability to produce fine works of art. Skills are what makes one confident and independent in life and are essential for success. Depending on stage of life, these skills can differ from person to person. There are certain skills that can help conquer some common challenges that can occur when learning to be independent and self-reliant. Some common life skills include: Cleaning, Emergency preparedness, First Aid and CPR, Garden maintenance, Painting etc. The question caters to capture whether any skill training centre is functional in the school premises after the school hours or not? If Yes, choose Code as 1 else choose Code 2.

1.25 Is this a Residential School: A residential school is an institution where children live within premises while being given formal instruction. The curriculum of the leading residential schools in India stretches far beyond formal classroom education. Residential schools are known for their focus on fitness, care, safety, supervision, guidance, etc. of the students.

Applicable codes are **1-Completely Residential, 2-Partially Residential, 3-Non-Residential** where,

- **Completely Residential Schools** are the schools where children live in the premises while being given formal instruction. They go home only during vacations.
- **Partially Residential Schools** are also called day boarding schools and is an institution where the students attend classes, have their meals, take part in school activities beyond school hours and return to their homes. They do not stay overnight. They stay with their families and go to school only for studies.
- **Non – Residential Schools** are the schools where only classes and activities are taken up only during the school hours.

1.25 (a) Type of Residential school: For code 1 (**Completely Residential**) and 2 (**Partially Residential**), choose the applicable codes for 1.25 (a): Type of Residential school.

Ashram (Govt.): Ashram schools are residential schools which impart education up to the secondary level to children belonging to Scheduled Tribes (STs). The Ministry of Tribal Affairs has been implementing a central scheme which aims at establishing ashram schools in Tribal Sub Plan areas since 1990-91.

KGBV: The Kasturba Gandhi Balika Vidyalaya (KGBV) scheme was launched by the Government of India in August 2004 to ensure access and quality education for girls belonging predominantly to the SC, ST, OBC and minorities in difficult areas. The scheme is being implemented in educationally backward blocks of the country where female rural literacy is below national average and gender gap in literacy is above the national average. The scheme provides for a minimum reservation of 75% of seats for girls belonging to SC, ST, OBC or minority community and priority for remaining 25% is accorded to girls from families below poverty line. The objective of KGBV is to ensure access and quality education to the girls of disadvantaged groups of society by setting up residential schools at upper primary level.

Eklavya Model Residential Schools (EMRS): EMRS started in the year 1997-98 to impart quality education to ST children in remote areas in order to enable them to avail of opportunities in high and professional educational courses and get employment in various sectors. The schools focus not only on academic education but on the all-round development of the students. Each school has a capacity of 480 students, catering to students from Class VI to XII. Hitherto, grants were given for construction of schools and recurring expenses to the State Governments under Grants under Article 275 (1) of the Constitution.

In order to give further impetus to EMRS, it has been decided that by the year 2022, every block with more than 50% ST population and at least 20,000 tribal persons, will have an EMRS. Eklavya schools will be on par with Navodaya Vidyalaya and will have special facilities for preserving local art and culture besides providing training in sports and skill development.

Jawahar Navodaya Vidyalaya: The National Policy on Education-1986 envisaged setting up of residential schools, to be called Jawahar Navodaya Vidyalayas, that would bring out the best of rural talent.

It was felt that children with special talent or aptitude should be provided opportunities to progress at a faster pace by making good quality education available to them irrespective of their capacity to pay for it. Such education would enable students from rural areas to compete with their urban counterparts on an equal footing; seamlessly assimilating and integrating them into the mainstream of the society.

Navodaya Vidyalaya's are affiliated to CBSE and provide free residential quality education to talented children from Class-VI to XII. Entry into Navodaya Vidyalayas is made in Class-VI with lateral entry in Classes- IX & XI. Each Navodaya Vidyalaya is a co-educational residential institution providing free boarding and lodging, free school uniforms, text books, stationery and to and fro rail / bus fare to students. However, a nominal fee @ Rs.600/- per month is charged from the students of Classes-IX to XII as Vidyalaya Vikas Nidhi except from the students of following exempted category.

1. All students from Class-VI to VIII.
2. All Girl students.
3. Students belonging to SC Category.
4. Students belonging to ST Category.
5. Wards of Below Poverty Line families.

Navodaya Vidyalaya's are located in rural areas across the country. For the setting up of a Navodaya Vidyalaya, the State Govt. has to provide cost free land for construction of school building at permanent site and rent free temporary building.

In case of 6-KGBV/ 11- Netaji Subhas Residential School mention Total Available Seats:

Total seats sanctioned for each class from class VI to XII irrespective of present strength is to be given for Boys and Girls

(ii) For code 3 (Non-Residential) ^{GSR INFO www.gsrmaths.in}

1.25 (b) Is there any hostel where most of the students of this school stay?: Applicable codes are 1-Yes, 2-No.

If yes, codes applicable for type of hostel are:

**1-KGBV Type-4, 3- Other private under school management,
2- Other Government, 4- Other private not under school management**

1.25 (c) Whether Boarding/Hostel/Residential facilities are available for the following Stage(s)/Level(s)?: Total seats for Primary, Upper Primary, Secondary and Higher Secondary levels for Boarding/Hostel/Residential facilities are to be reported here separately for boys and girls. It is irrespective of vacancy/over occupation in a particular class.

1.26 Is this a minority managed school?: Choose the applicable code from the list provided. Muslims, Sikhs, Christians, Buddhists, Jain and Zoroastrians (Parsis) have been notified as minority communities under Section 2 (c) of the National Commission for Minorities Act, 1992. As per the Census 2011, the percentage of minorities in the country is about 19.3% of the total population of the country.

Although, the word linguistic minorities has not been defined in the Constitution of India, the linguistic minorities are considered as a group or collectivities of individuals residing in the

territory of India or any part thereof having a distinct language or script of their own. The language of the minority group need not be one of the twenty two languages mentioned in the Eighth Schedule of the Constitution. In other words, linguistic minorities at the State level mean any group or groups of people whose mother tongues are different from the principal language of the State, and at the district and taluka /tehsil levels, different from the principal language of the district or taluka/tehsil concerned. On the recommendations of The States Reorganisation Commission (SRC) 1956, the 7th Constitutional (Amendment) Act, 1957 was enacted, whereby Articles, 350 A & B were included in the Constitution. Article 350-B provides for a Special Officer for Linguistic Minorities, who is known as the Commissioner for Linguistic Minorities in India (CLM) to investigate all the matters relating to the Safeguards provided for the linguistic minorities in India under the Constitution.

1.27 Are majority of the pupils taught through their mother tongue at the Primary level?:

Mother tongue the language/dialect which a person has grown up speaking from early childhood. If the majority of pupils are being taught in their mother tongue then code -1 is to be given.

1.28 Medium of Instruction(s) in the School: Generally, the Medium of Instruction is identified through the Textbooks, particularly Mathematics and Science, being used by the School or in other case it is simply considered as the medium in which the given school is recognized. However, **different languages being taught in the school should not be considered as Medium of Instruction.** A school may have more than one medium of instruction, and hence provision for giving a maximum of four medium of instructions is given. Maximum of 4 medium of instructions can be selected from the list of languages. The order should be in descending order of number of students taught. It is necessary to specify code – 99 other medium of instruction.

1.29 Language(s) taught as a subject: Language is the system of communication in speech and writing or a language is the system of sounds and writing that human beings use to express their thoughts, ideas and feelings. Para 4.11 of NEP 2020 also reads “As research clearly shows that children pick up languages extremely quickly between the ages of 2 and 8 and that multilingualism has great cognitive benefits to young students, children will be exposed to different languages early on (but with a particular emphasis on the mother tongue), starting from the Foundational Stage onwards.”

More than one language may be taught in a school as a subject. Maximum of three languages may be selected based on descending order of total number of students (gender wise) clearly mentioning the classes.

1.30 Does the school offer any pre-vocational exposure at Upper Primary stage:

Pre-vocational exposure include simple marketable skills to students in Upper primary stage to develop vocational interests and aptitude among students. This leads to self-exploration and making vocational preferences.

If the school offers any pre-vocational exposure at upper primary stage then code will be 1.

1.31 Distance of the school (in km.) from the nearest Govt./ Govt. Aided school:

The distance of the school (for which DCF is being filled) from nearest Govt./Govt. Aided school which is primary, upper primary, secondary and higher secondary is to be given separately here. Distance is to be given in kilometers upto one decimal point for example 2.6 kms. Distance is defined as walking distance after discounting for all natural and man-made barriers on the way to the school like highways, train lines etc.

1.32 Whether School is approachable by all-weather road?: All weather road means a motorable pucca road reaching up to the locality in which the school is situated. Code will be 1 if the school is approachable by all-weather road.

1.33 (a), (b), (c) & (d) No. of Instructional days (previous academic year) for primary/ Upper Primary/ Secondary/ Higher Secondary: Provide information on the total number of instructional days for the Primary/ Upper Primary/ Secondary/ Higher Secondary School/Section during the last academic year using three digit numeric. *Only those days will be counted, which have been spared for Instructional purposes including exam days.*

1.34 Average School hours for children (per-day) – Number of hours children stay in School:

Schools need to provide information on the entire duration when the school is opened for children. For example, if children come to schools at 0800 AM and leave school at 0240 PM the total School hours would be 6.40 hours.

This should be provided in terms of hours and minutes. Example 6.40 hours in numeric form denotes 6 hours and 40 minutes.

1.35 Average School hours for teachers (per-day) – Number of hours teachers stay in School:

Schools need to provide information on the entire duration when the teachers stay in school. Information on Number of hours spent by teachers per day in the school at Primary/ Upper Primary/ Secondary/ Higher Secondary level in current academic year is to be mentioned.

This should be provided in terms of hours and minutes. Example 7.40 hours in numeric form denoting 7 hours and 40 minutes

1.36 Is Continuous and Comprehensive Evaluation (CCE) being implemented in schools?:

CCE or Continuous and Comprehensive Evaluation is a process of evaluating the child's development in all the school-related activities. In an effort to reduce the stress and fear of examination, Continuous and Comprehensive Evaluation (CCE) has been recommended by different policy documents from time-to-time at the national level. The Right of Children to Free and Compulsory Education (RTE) Act 2009 provided hope and vision to this approach of assessing children's progress in a system which is accustomed to classifying and labeling children in terms of scores or grades.

Section 29(2) of the RTE Act-2009 requires that the guidelines of curriculum and evaluation procedures are laid down by the appropriate academic authorities. The NCERT, being the apex body in school education at the national level, developed resource materials to address CCE and also disseminated it widely. The guidelines were shared with all States and UTs, Central Board of Secondary Education, Kendriya Vidyalaya Sangathan, Jawahar Navodaya Vidyalaya Samiti, and finalized after obtaining their suggestions.

The main aim of CCE is to evaluate every aspect of the child during their presence at the school. This is believed to help reduce the pressure on the child during/before examinations as the student will have to sit for multiple tests throughout the year, of which no test or the syllabus covered will be repeated at the end of the year, whatsoever. The CCE method is claimed to bring enormous changes from the traditional chalk and talk method of teaching provided it is implemented accurately.

Detailed guidelines issued by NCERT or States in this regard may please be referred.

Code 1 will be given for Primary, Upper Primary, Secondary or Higher Secondary level of education if CCE is being implemented and number of assessments made during the year for each level of education has to be given separately. If CCE is being implemented:

(a) Code will be 1 if cumulative records of pupil being maintained, and if yes, then code for next question will be 1 if cumulative records of pupil have been shared with parents as well.

(b) Code will be 1 if Assessment items are being prepared by School and code will be 2 if Assessment items are being prepared by States/UTs

1.37 When does the academic session starts?: The month in which the academic session for the school commences will be given here. For example June should be written as 06-June.

Question No 1.38 is applicable only for Private Unaided Schools

1.38 Does the School take admission under Section 12 of the RTE Act (25% quota as per the RTE Act)?: The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age

group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.

RTE Act 2009 under section 12 provides that ***Private Unaided schools*** shall admit in class I, to the extent of at least **twenty-five per cent** of the strength of that class, children belonging to weaker section and disadvantaged group in the neighborhood and provide free and compulsory elementary education till its completion.

“Provided further that where a school specified in clause (n) of section 2 imparts pre-school education, the provisions of clauses (a) to (c) shall apply for admission to such pre-school education.”

Thus, question no 1.38 becomes self explanatory in nature and is to be answered accordingly. It is to be noted that pre-primary will also be considered if pre-school education is being imparted in a private unaided school.

Question No 1.39 to 1.53 is applicable only for Government and Government Aided Schools

1.39 Whether Anganwadi Centre(s) is/are located inside the school premises?: Launched on 2nd October, 1975, the Integrated Child Development Services (ICDS) Scheme is one of the flagship programmes of the Government of India and represents one of the world’s largest and unique programmes for early childhood care and development. It is the foremost symbol of country’s commitment to its children and nursing mothers, as a response to the challenge of providing pre-school non-formal education on one hand and breaking the vicious cycle of malnutrition, morbidity, reduced learning capacity and mortality on the other. The beneficiaries under the Scheme are children in the age group of 0-6 years, pregnant women and lactating mothers

For better governance in the delivery of the Scheme, convergence is, therefore, one of the key features of the ICDS Scheme. This convergence is in-built in the Scheme which provides a platform in the form of Anganwadi Centres for providing all services under the Scheme.

If answer to this question is yes, then details like code/name of Anganwadi center(s), number of children (gender wise) in each anganwadi, is the Anganwadi Worker trained in early childhood education(Yes or No) and Whether Anganwadi has adequate educational toys/ puppets/ games/ board games etc.(Yes or No) are to be given.

1.40 Whether Balvatika is started in the Co- located Anganwadi/school?:It is a new concept envisaged in NEP 2020. **Para 1.6 of the NEP 2020 reads** “It is envisaged that prior to the age

of 5 every child will move to a “Preparatory Class” or “Balvatika” (that is, before Class 1), which has an Early Childhood Care Education ECCE-qualified teacher. The learning in the Preparatory Class shall be based primarily on play-based learning with a focus on developing cognitive, affective, and psychomotor abilities and early literacy and numeracy. The mid-day meal programme shall also be extended to the Preparatory Classes in primary schools. Health check-ups and growth monitoring that are available in the Anganwadi system shall also be made available to Preparatory Class students of Anganwadi as well as of primary schools.”

If Balvatika is started in the Co- located Anganwadi/school the code will be 1.

1.41 Whether any Out of School Children (OoSC) enrolled in the school are attending Special Training? Section 4 of the RTE 2009 Act provides that where a child above six years of age has not been admitted to any school and though admitted, could not complete elementary education, then he /she shall be admitted to an age appropriate class provided that when a child is directly admitted in order to ensure that she is at par with others he/ she shall have a right to be provided special training.

There is no standard definition for clarifying children who are “out of school”. Varied approaches have been adopted. For clarity on the concept, the following standard definition has been suggested in D.O. no 12-2/2012 EE11 dated 08-10-2013 (https://www.education.gov.in/en/sites/upload_files/mhrd/files/upload_document/OoSC.pdf):

GSR INFO www.gsrmaths.in

“ A child 6-14 years of age will be considered out of school if he / she has never been enrolled in an elementary school or if after enrolment has been absent from school without prior intimation for reasons of absence for a period of 45 days or more”.

If code is 1-yes, then question no 1.41 (a) to (f) are self explanatory in nature and are to be answered accordingly.

1.42 Number of students attending Remedial Teaching in current year: Remedial teaching means providing instructional correctives. It is a process of removing the pupils' learning distortions or subject matter difficulties that have crept into the understanding the concept and use of that subject while learning. It is the next natural step carried out after diagnostic testing.

Some of the benefits of the remedial teaching could be:

1. It rectifies concepts that have been confused or misunderstood
2. Underachievers are promoted to update their learning
3. Creates confidence in students
4. To help students to realize their full potential

Total Number of students attending Remedial teaching in current year is to be given here.

1.43 Number of students attending Learning Enhancement Classes: The COVID-19 pandemic has forced the closure of schools, and students and teachers have been confined in their homes. Due to closure of schools, the course of formal learning in the form of teaching-learning of curriculum, including academic calendar, has been disturbed. During the pandemic, formal learning has been replaced by the use of various alternative modes—online, TV, mobile, radio, textbooks, etc. efforts for providing education to children at their homes through alternate means of delivery such as, distribution of textbooks at homes of learners, telephonic guidance by teachers, online and digital content through various media, online classes conducted by the teachers, activity-based learning through the Alternate Academic Calendar released by NCERT, etc.

Though praiseworthy, the alternative modes do not ensure equitable quality learning for all students. As a result, closure of schools is likely to lead to loss of learning and deficiencies in the achievement of students’ learning outcomes.

Students’ Learning Enhancement guidelines published by DoSEL, Ministry of Education in August 2020 may be referred for more details. The link for the guidelines is:

https://ncert.nic.in/pdf/announcement/Learning_%20Enhancement_Guidelines.pdf

Total Number of students attending Learning Enhancement Classes in current year is to be given here.

GSR INFO www.gsrmaths.in

1.44 Details of visits to the school during the previous academic year by: Cluster Resource Centres (CRCs)/ Block level officer(BRC/BEO)/ District/State level officers: Cluster Resource Centres (CRCs) were established in each block of every district under SSA to conduct in-service teacher training and to provide academic support to teachers and schools on a regular basis as well as to help in community mobilization activities. The major academic roles of CRCs have been outlined in the Framework for Implementation of SSA (2008).

Number of visits are to be given from question no 1.44 (a) to (g) accordingly.

1.45 (a) Whether School Management Committee (SMC) has been constituted as per RTE norms?:Section 21 (1) of the RTE Act 2009 provides that School other than private school shall constitute a School Management Committee consisting of the elected representatives of the local authority, parents or guardians of children admitted in such school and teachers:

Provided that at least three-fourth of members of such Committee shall be parents or guardians:

Provided further that proportionate representation shall be given to the parents or guardians of children belonging to disadvantaged group and weaker section:

Provide information regarding that fifty per cent of Members of such Committee shall be women.

The applicable codes are code -1 (Yes), Code-2 (No)

1.45 (b) Whether School Development and Management Committee have been Constituted as per Samagra Shiksha guidelines?:

The applicable codes are code -1 (Yes), Code-2 (No) and Code-3 (Same as SMC)

1.45 (c) Number of SMC/SDMC Meetings Conducted in previous Academic year:*If 1.47(a) or/and (b) is 1-Yes, Total Number of SMC/SDMC Meetings Conducted in the previous academic year is to be given here.*

1.45 (d) Whether SMC/SDMC has prepared the School Development Plan?:*If 1.47(a) or/and (b) is 1-Yes, then code will be 1 if SMC/SDMC has prepared the School Development Plan. Further, year of the school development plan has to be mentioned for code -1 (Yes) for this question.*

1.46 (a) to (c) School Building Committee (SBC)/ Academic Committee (AC)/ Parent-Teacher Association (PTA): If the school has constituted any of SBC, AC or PTA the code will be -1. If code is 1 (Yes) for question no 1.46 (c) then give number of PTA meetings held during the last academic year.

1.47 Is the school registered under Public Financial Management System (PFMS)?(1-Yes, 2-No): The Public Financial Management System (PFMS) is a web-based online software application developed and implemented by the Controller General of Accounts (CGA), Department of Expenditure, Ministry of Finance, Government of India. PFMS started during 2009 with the objective of tracking funds released under all Plan schemes of Government of India, and real time reporting of expenditure at all levels of Programme implementation. Subsequently, the scope was enlarged to cover direct payment to beneficiaries under all Schemes.

The primary function of PFMS today is to facilitate sound Public Financial Management System for Government of India by establishing an efficient fund flow system as well as a payment cum accounting network. PFMS provides various stakeholders with a real time, reliable and meaningful management information system and an effective decision support system, as part of the Digital India initiative of Government of India.

PFMS is also the channel for payment, accounting and reporting under Direct Benefit Transfer. As such, every Department/Ministry of Government of India transfers funds electronically to

beneficiary (individual or institution) through PFMS. Further, State Governments and the Implementing Agencies transfer the cash components to beneficiaries through PFMS. To facilitate the above, PFMS has interface with over fifty Beneficiary management applications/systems of different Ministries and Departments, such as PM-KISAN, NSAP, MNREGASoft, MCTS, AwasSoft and Kanyashree.

If the school registered under Public Financial Management System (PFMS) the code will be 1 (Yes).

1.48 Whether the school has multi-class units? (1-Yes, 2-No): Multi-class unit is a system where more than one class is taught in a single classroom. This may be a temporary or permanent arrangement on the part of a school. This type of system is however not desirable to impart quality education. There will be multi-class units only if the same system was in use for entire academic year.

If 1-Yes, classes and number of children taught together in a single classroom are to be given using ',' (comma) in between classes in the prescribed table.

1.49 Is the school part of a School Complex?(1-Yes, 2-No): First incorporated in Kothari Commission Report (1964-66), the concept of school complexes is based on the assumption that high and higher secondary schools have better facilities, which can be utilized by the primary and middle schools. The former also have better teaching staff and infrastructure facilities. Five or six primary and upper primary schools form a complex and get their academic and administrative support from the nodal secondary/senior secondary school.

So a school complex is organized by taking a group of elementary schools, high schools, a training school, a technical school etc. together. These institutions functions cooperatively for the improvement of their educational standards. It will facilitate to provide equal educational facilities and experiences to all the schools.

The concept of school complex is also mentioned in the NEP 2020 viz. Para 5.10 of NEP 2020 reads “State/UT Governments may adopt innovative formats, such as school complex, rationalization of schools, without in any way reducing accessibility, for effective school governance, resource sharing, and community building. The creation of school complexes could go a long way towards building vibrant teacher communities. The hiring of teachers to school complexes could automatically create relationships among schools across the school complex; it would also help ensure excellent subject-wise distribution of teachers, creating a more vibrant teacher knowledge base. Teachers at very small schools will not remain isolated any longer and may become part of and work with larger school complex communities, sharing best practices with each other and working collaboratively to ensure that all children are learning. School

complexes could also share counselors, trained social workers, technical and maintenance staff, etc. to further support teachers and help create an effective learning environment.”

1.50 Is the school a Hub School for the School Complex?: Hub School is a school catering for holistic education to students; the school would have advance sports, vocational, infrastructure etc. facilities along with learning. The school whose infrastructure is being utilized for training of students of other schools (school within the school complex). The Hub school may be designed keeping in mind the specialization of Science, Technology, Engineering and Mathematics (STEM) and Humanities and they may have separate building blocks for both the specializations.

The applicable codes are code -1 (Yes), Code-2 (No)

1.51 Whether the school has undertaken any activity under “Ek Bharat Shreshtha Bharat”: India is a unique nation, whose fabric has been woven by diverse linguistic, cultural and religious threads, held together into a composite national identity by a rich history of cultural evolution, coupled with a rousing freedom struggle that was built around the tenets of non-violence and justice. The spirit of mutual understanding amidst a shared history has enabled a special unity in diversity, which stands out as a tall flame of nationhood that needs to be nourished and cherished into the future.

The Department of School Education and Literacy is also taking initiative by organizing “Ek Bharat Shreshtha Bharat (EBSB)” programme in all schools. An illustrative list of suggested activities has been drawn up by the Department for carrying out in all schools. The schools are to organize these activities as per the calendar shared by the department or in coordination with partner States/UTs, keeping in view the academic calendar. The schools are required to maintain a report on activities conducted under “Ek Bharat Shreshtha Bharat” in the form of a quarterly and annual School Report.

Objectives: The broad objectives of the **Ek Bharat Shreshtha Bharat (EBSB)** initiative are as follows:

- **To CELEBRATE** the Unity in Diversity of our Nation and to maintain and strengthen the fabric of traditionally existing emotional bonds between the people of our Country
- **To PROMOTE** the spirit of national integration through a deep and structured engagement between all Indian States and Union Territories through a year-long planned engagement between States
- **To SHOWCASE** the rich heritage and culture, customs and traditions of either State for enabling people to understand and appreciate the diversity that is India, thus fostering a sense of common identity
- **To ESTABLISH** long-term engagements and

- **To CREATE** an environment which promotes learning between States by sharing best practices and experiences.

For more details, please refer to document “Guidelines for activities to be conducted under “Ek Bharat Shreshtha Bharat” in schools” released by Ministry of education.

Calendar and list of Activities for Schools under Ek Bharat Shreshtha Bharat (EBSB)

S.No.	Description of Activity	Month/Day/ Location	Organizing Authority	Learning Outcome
1.	Exposure of students to the alphabets, songs, proverb and 100 sentences in the languages of the partnering State/UT.	Academic Year/Every Week / school premises	Schools	It will develop the linguistic capacity of the students.
2.	Inclusion of a few pages in the course books of schools in the language of the partnering State/UT.	Academic Year	States/UTs (SCERTs)	The students will be able to learn the language and various facts about partnering State/UT.
3.	Essay Competition among students in the language of the partnering State/UT	Academic Year	School	It will develop multi-linguistic skills in students.
4	Optional classes in schools, where feasible, for learning the language of the partnering State.	Academic Year/Every Week/ school premises	School	The students will be able to learn the language of partnering State/UT.
5	Drama on culture, history, the tradition of partnering State/UT.	Academic Year/school premises	School	The students will be able to learn the culture of the partnering State/UT.
6	Identification/translation and dissemination of similar proverbs in the language of partnering State/UT.	Academic Year	States/UTs	The students will be able to learn the language and culture of the partnering state/UT.
7	“Themed Display Board/Wall magazine” on the partnering state. (Historical Monuments, Dressing Style, painting, handicrafts, alphabet and basic sentences of the partnering State/UTs).	Round the Year/ school premises	Schools	The pictorial representation will help them in learning and understanding about partnering States/UTs.
8	Pledge on Swachhta/Single-use plastic/water saving/ National Unity in the language of partnering states/UTs	At least two times every month/ Schools’ premises during morning assembly.	Schools	The students will have exposure to partnering state language.
9	Talking Hour, News on the partnering States/UTs.	Two days every month/ Morning Assembly.	Schools	The students will be acquainted with the latest news and important day to

S.No.	Description of Activity	Month/Day/ Location	Organizing Authority	Learning Outcome
				day events in partner state/UT. The students will also know about the partnering States/UTs in detail.
10	“Questions/Answer session” on partnering States/UTs. (Know Your Partner States/UTs)	Once in a month/ Morning Assembly.	Schools	It will help students to remember the important facts about partnering States/UTs.
11	“State Day Celebration” of partner State/UT	On State Day/ School Premises	Schools	It will develop a sense of unity among the students of both the States/UTs.
12	Cultural competition (Folk Songs/Dance, arts & painting, Music any other cultural activity of the partnering States/UTs.)	January to March/ School Premises & District Head Quarter	Schools/ Districts	The students will get the chance to learn about the cultural activities of partnering States/UTs and showcase their talent. It will foster community familiarization.
13	“Literary Fest” (Quiz competition, Poetry, recitation, Extempore, Speech, Debate, Translation of popular regional script of partnering States/UTs).	School Premises	Schools	It will develop linguistic and creative abilities in students.
14	Ek Bharat Shreshtha Bharat Utsav (Unity Pledge, project on the culture, customs, dress, agriculture, climate and topography, Video Conferencing with students of partnering States/UTs.)	31 October 2020 (National Unity Day)/ School Premises	Schools	It will provide a common platform to students for sharing their overall experience/best practices of Ek Bharat Shreshtha Bharat.
15	“State-Project Notebook” on partnering state/UT by each student.	November to December/ Class Teacher	Schools	It will help children in maintaining a record of their participation in activities Under Ek Bharat Shreshtha Bharat.
16	“ Ek Bharat Shreshtha Bharat” school Report	Monthly/Annual School administration	Schools	

For detailed and latest information on Ek Bharat Shreshtha Bharat please visit <https://ekbharat.gov.in/Home/Index>

1.52 Availability of free text books, Teaching Learning Material (TLM), Play material (in current academic year) and Graded Supplementary Material (for previous academic year):

Teaching learning materials (TLMs): These are tools, which are used by teachers to help learners to learn concept with ease and efficiency. TLMs have been in existence in our educational system since ancient times. The role of TLMs in the classroom is to make learning real, practical and fun for children. Teachers use TLMs to illustrate or reinforce a skill, fact or idea. The teaching-learning material can be human or non-human resources. They can also be animate and inanimate. Teaching-learning material can be easily bought or made by the teacher or student.

The teaching-learning materials are usually divided into three types-

1. **Audio Aids:** These aids help to learn by stimulating the auditory senses. It helps in learning language as it focuses on pronunciation. Small kids find it interactive if songs and music are involved with learning. Audio aids in teaching-learning materials help to memorize easier. E.g.: cassettes and tape players, radio, tape-recorder.
2. **Visual Aids:** These aids help to learn by stimulating the visual organs. Lines, patterns, colorful imagery, bright colors all contribute as visual aids. These are eye-catching in the literal sense and facilitate learning. E.g.: globes, blackboards, maps, charts, etc.
3. **Audio-Visual Aids:** These combine the audio and visual aids in one. They engage both the hearing and visual organs of the students to understand something effectively. They are highly attractive. E.g.: LCD projector, television, computer, virtual classroom, etc.

GSR INFO www.gsrmaths.in

The Teaching-learning material is a teaching aid provided to students by the teaching institution or bought by the students themselves.

Graded Supplementary Material:

Materials designed to be used in addition to the core materials of a course. They are usually related to the development of skills of reading, writing, listening or speaking rather than to the learning of language items, skills development materials, grammar, vocabulary and phonology practice materials, collections of communicative activities, extra worksheets, games, books etc. that a teacher uses for teaching materials in addition to a core text.

This may be in the form of books, charts, graphs images etc. to supplement the core subject coverage.

Question no 1.52.1 to 1.52.8 are to be answered accordingly.

1.53 Key performing Indicators (KPI) on teaching, learning (in current academic year), materials etc.:

The parameters discussed in 1.53 part of section 1 are basically the **input variables** for capturing the learning outcomes. By input variables we mean that these are the variables that are very much necessary for the schools to monitor or to improve the learning outcomes.

1.53.1: Learning Outcomes: Children learn in a variety of ways such as listening, reading, playing, interacting and doing. This learning leads to change in their behavior. This change, when observed and assessed, is often termed as learning outcome. The parameter focuses upon number of assessment items created by school based on the Learning Outcomes(LO's) defined by NCERT/SCERT. The NCERT have defined the LO's for each level of education. They are easily available on the NCERT website. The link for them is <https://ncert.nic.in/learning-outcome.php>

1.53.2 Criterion-Referenced Items: These are the items designed to measure student performance against a fixed set of predetermined criteria or learning standards (**based on NAS findings here**).

The criterion is **not** the cut score; the criterion is the domain of subject matter that the test is designed to assess. For example, the criterion may be "Students should be able to correctly add two single-digit numbers," and the cutscore may be that students should correctly answer a minimum of 80% of the questions to pass. © Pass NFO www.gsmaths.in

Criterion-referenced evaluations are used in schools to examine specific knowledge and abilities that students have most likely gained. This determines how close they are to mastering a standard. They allow teachers to assess how they can assist students improve in specific areas. Criterion-referenced evaluations will show you where your learners are in terms of an accepted standard, allowing you to tailor instructions and assistance for students.

- For example driving tests are criterion-referenced tests, because their goal is to see whether the test taker is skilled enough to be granted a driver's license, not to see whether one test taker is more skilled than another test taker.

1.53.3: Whether the school teachers of the school have created teaching aids/tools for teaching and learning: Here we have to mention whether teachers have created tools/teaching aids keeping in view of the Learning Outcomes from the NAS.

The applicable codes are code -1 (Yes), Code-2 (No)

1.53.4 Whether the school actively undertakes academic enrichment activities, such as Project/Group work, portfolio, virtual labs, class performances, quizzes/debates, creative writing, etc?:

Academic Enrichment Activities: Academic enrichment programs are designed to provide a setting in which students gain critical-thinking skills and advanced knowledge in a particular subject. A lot of knowledge can be gained by listening to lectures, reading textbooks, and learning rote memorization. However, many students struggle to apply what they learn to real life experiences. A good enrichment program teaches students the concepts but also provides them with hands-on learning and unique exams that help students use those concepts in applicable ways.

Due to the way these programs are designed, students gain confidence in the subject area they are studying. They also develop problem-solving and critical-thinking abilities. This helps improve test-taking skills and prepares them for future academic goals in other subjects as well.

One of the biggest advantages of academic enrichment programs is that they can teach students at a higher level than in a traditional classroom. The curriculum becomes more difficult as the students get smarter, presenting them with continual challenges that lead to higher confidence levels.

Some of the few examples of academic enrichment activities are Project/Group work, portfolio, virtual labs, class performances, quizzes/debates, creative writing, preparation of bulletin boards, puzzle solving etc.

GSR INFO www.gsrmaths.in

1.53.5 Total Number of Hard Spots identified in learning outcomes: Mention the number of hard spots identified in learning outcomes.

Hard Spots: Hard Spots are those concepts which majority chunk of learners finds difficult in understanding. This may vary from level to level, School to School, Blocks to Blocks, Districts to Districts and State to State.

1.53.6 Number of students received orientation on cyber safety: Mention the count of students who have received training in cyber security.

Cyber Safety:

Number of students received training on psycho-social aspects

1.53.7 Psycho-social aspects: Psycho-social factors are characteristics or facets that influence an individual psychologically and/or socially. Such factors can describe individuals in relation to their social environment and how these affect physical and mental health. A positive psychosocial school environment helps to create a conducive environment for effective teaching and learning. It relates to ‘the dynamic relationship between psychological aspects of our

experience (our thoughts, emotions, and behaviors) and our wider social experience (our relationships, family and community networks, social values, and cultural practices).

Key elements contributing to the psychosocial school climate include the quality of personal relationships at school, methods used in the process of learning, classroom management and discipline, students' and teachers' well-being, prevalence of school-based violence, and social and emotional learning (SEL).

Key aspects for a nurturing psychosocial environment include:

People – friendships and relationships that students create with peers and teachers in schools; this also links to effective parental involvement, positive teacher attitudes as well as collaborative practices.

Process – a fun and engaging atmosphere that allows students and teachers to be creative, collaborative, and free to learn without the fear of making mistakes. This also relates to useful, relevant, and engaging learning content and reasonable workload.

Place – a warm and friendly school environment with more open classrooms and colorful as well as meaningful displays.

GSR INFO www.gsrmaths.in

Sustainable Development Goal 4 (SDG 4) recognizes the importance of the psychosocial school environment. Implementation target 4.a aims to 'build and upgrade education facilities that are child, disability, and gender-sensitive and provide safe, nonviolent, inclusive, and effective learning environments for all'.

Examples of psychosocial factors include social support, loneliness, social disruption, bereavement, social status, and social integration.



SECTION 1-B

SCHOOL SAFETY

GSR INFO www.gsmaths.in

(For All type of Schools)

Disasters have not only challenged the government and other stakeholders in providing access to education but also endangered the lives of children and those engaged in the pursuit of education. Given the fact that children are expected to spend majority of their time at school, safe schools attain very high importance with a view to ensuring their safety and well being.

‘School Safety’ has been defined as the creation of safe environments for children starting from their homes to their schools and back. This includes safety from large-scale 'natural' hazards of geological/climatic origin, human-made risks, pandemics, violence as well as more frequent and smaller-scale fires, transportation and other related emergencies, and environmental threats that can adversely affect the lives of children. The concept has evolved over the last couple of decades as the threat to the physical well being of children has become more visible both globally and in the country.

The National Disaster Management Authority has released a document “National Disaster Management Guidelines-School Safety Policy-February 2016”

This document can be accessed at <https://ndma.gov.in/Governance/Guidelines>

1.54.1 Whether the School Disaster Management Plan (SDMP) has been developed? (1-Yes, 2-No): Schools should also develop a Disaster Management Plan defining procedures to confine, contain, consolidate and control the emergency and crisis, with inputs from DDMA.

This plan should include among other aspects, system of warnings, communication protocols within and outside the school (including usage of public addressal system), identification of evacuation routes, access by emergency vehicles and care of children with special needs. The Disaster Management Plan should also include stock piling of emergency equipment and materials, regular maintenance of emergency equipment, arrangements for orderly release of students to guardians and temporary shelter, in case required. A site map should be included in the plan, designating planned evacuation routes and assembly areas. The same should be displayed on each floor of the school. A copy of the plot map and floor plan for each school with these details should be submitted to the District Disaster Management Authority (DDMA) for inclusion in the District Disaster Management Plan (DDMP).

Detailed guidelines can be accessed in the document “National Disaster Management Guidelines - School Safety Policy - February 2016” available at <https://ndma.gov.in/Governance/Guidelines>

If the School has developed Disaster Management Plan (SDMP) then the code will be 1 (Yes)

1.54.2 Whether Structural Safety Audit has been conducted? (1-Yes, 2-No): Structural Safety Audit primarily refers to audit of Buildings in school by civil engineer to measure the strength to face probable disasters. Fire safety audit is also an essential component of it. Periodic structural

audit has been desired/mandated the document “National Disaster Management Guidelines - School Safety Policy - February 2016”

If Structural Safety Audit has been conducted then the code will be 1 (Yes)

1.54.3 Whether Non-Structural Safety Audit has been conducted? (1-Yes, 2-No): Besides structural safety measures, non-structural elements within the school campus need to be addressed to ensure safety. These are mostly low cost, regular maintenance items that the school should address on a regular basis from their own funds. Some of these items which could be part of Non-Structural Safety Audit are:

- All items of furniture such as almirahs, shelves, black boards etc., as well as any other items that may fall and cause injury to students and teachers such as ceiling fans, coolers, water tanks etc. need to be secured to the walls or floor.
- Any electrical items such as loose wires that may cause an exigency should be addressed promptly by the school.
- Chemical and any hazardous materials in the school laboratory should be handled and stored as per instructions to prevent any harm to students and school staff.
- Open areas including corridors and evacuation routes including staircases and ramps should be kept free from any hurdles and barriers so that evacuation is smooth and swift.
- Pots / planters in the playground and corridors should be kept in a manner that does not affect smooth evacuation
- Any derelict or unused building, rubble, etc. should be removed to prevent any harmful animals or pests from accessing children.
- Traffic movement outside the school should be managed to minimize risk to students at the time of assembling and dispersal of school.
- During excursions, schools should carefully choose the location of excursion and the itinerary so that exposure to hazard is minimized. Extra precautions should be taken when students are being taken close to water bodies, narrow mountainous tracks etc.
- Buses or any other vehicles owned / hired by the school need to be maintained properly so that students are not at risk of accidents. Drivers need to be appropriately trained on speed limits, stoppage of vehicles as well as crisis management so that children remain safe during their travel to and from schools.
- Emergency equipment such as fire extinguishers, first aid kits, ropes etc. need to be procured and maintained regularly by the School Authorities.

If Non-Structural Safety Audit has been conducted by the school then code will be 1 (Yes)

1.54.4 Whether CCTV Cameras are available in school? (1-Yes, 2-No): Increasing incidents of negligence & crimes against children have raised numerous doubts and questions in the minds of parents. The need of the hour is to ensure that children are safe and feel safe all the time. Vigilance and keeping an eye out for any anomaly or deviations in children’s behaviour is

something that can be done to fortify ourselves in this fight. However, we are only humans and may overlook certain things or may even lower our guard over time. Then, how can we ensure the safety of children. The answer is CCTV Surveillance Systems. In the age of technology, this simple weapon is one of the most effective ways to deter and fight the evils. CCTV surveillance is of great importance in schools. Some of the uses of CCTV are:

1. It acts as a deterrent to anybody with mal intent.
2. It supplements the security guards since it is inhuman and thus never tires or loses focus.
3. It helps in monitoring and keeping track of activities taking place in school premises.
4. It helps to identify and capture any intruders or offenders.
5. It allows for maintenance of an effective access control so that only authorized persons access the school thus making it easier to keep the entrances and exits of a school secure.
6. It helps in keeping a watch on valuables and appropriate use of resources within the school.
7. It is useful in organizing evacuation in case of emergencies and reducing the response time when planning security drills.
8. In the event of any vandalism or theft, it is a useful tool in protecting the school property and identifying the perpetrators.
9. It can be used to keep track of attendance of students, teachers and support staff alike, along with ensuring they are all doing their work efficiently.
10. With increased cases of raging and bullying, it not only acts as a deterrent, it also helps in bringing justice to any offenders. [GSR INFO www.gsrmaths.in](http://www.gsrmaths.in)
11. It helps to keep parents' mind at ease about the safety and security of their children.
12. It helps in keeping a watch on the teachers' methods of teaching and punctuality.

If CCTV cameras are installed in school, then, code will be 1 (Yes).

1.54.5 Whether Fire Extinguishers are installed? (1-Yes, 2-No): A Fire Extinguisher is a portable device that discharges a jet of water, foam, gas, or other material to extinguish a fire. There are five main types of fire extinguishers:

1. Water.
2. Powder.
3. Foam.
4. Carbon Dioxide (CO₂).
5. Wet chemical.

School needs to install Fire Extinguishers in the school premises according to norms prescribed in Fire Safety Audit.

If Fire Extinguishers are installed in the school, then, code will be 1 (Yes).

1.54.6 Does the school have a nodal teacher for school safety? (1-Yes, 2-No): “National Disaster Management Guidelines - School Safety Policy - February 2016” provides for designating a school safety focal point teacher (FPT) to operationally anchor safety related

actions at the school level as part of his / her routine commitments in the school. Therefore, School may appoint a nodal teacher for School safety in line with these guidelines. This may be done to ensure timely compliance of all school safety norms and guidelines as prescribed.

If the school has designated a nodal teacher for school safety, then the code will be 1 (Yes).

1.54.7 Whether students and teachers undergo regular training in school safety and disaster preparedness? (1-Yes, 2-No): Annexure 3 of “National Disaster Management Guidelines - School Safety Policy - February 2016” prescribes a broad list of trainings required for promotion of school safety. Training may be conducted in accordance with section 5 these guidelines.

If students and teachers undergo regular training in school safety and disaster preparedness then, the code will be 1 (Yes).

1.54.8 Whether disaster management is being taught as part of the curriculum? (1-Yes, 2-No): Section 10.6.1 of National Policy on Disaster Management 2009 (NPDM) discusses the introduction of subject of disaster management in the curriculum through the Central and State Boards of Secondary Education. On their part, Central Board of Secondary Education, State Boards of Secondary Education (SCERT), and other institutions involved in curriculum development needed to include age appropriate theoretical as well as practical knowledge on risk of disasters, nationally and specifically about their own state.

Consequently, Disaster Management has been introduced as a subject in the Central Board school curriculum, as well as several State Education Boards.

If disaster management is being taught as part of the curriculum in school then, code will be 1 (Yes).

1.54.9 Whether school has received grant for Self Defense Training for Girls? (1-Yes, 2-No): Keeping in view, the rising number of crimes against girls in the country, it is important to provide self-defence training to them in the schools to ensure their safety and security. Self-defence training is a life skill that helps girls to be more aware of their surroundings and be prepared for the unexpected at any time. Through the self defence training, the girls are taught to become psychologically, intellectually and physically strong enough to protect themselves in times of distress. Self defence training techniques instills self confidence amongst girls and helps to promote girls education particularly their transition to secondary and higher secondary level and to reduce the dropout rate in schools.

If school has received grant for Self Defense Training for Girls then, code will be 1 (Yes).

If answer to question no 1.54.9 is yes (code-1) then actual number of girl students who have been provided training will be given here.

1.54.10 Whether the school has displayed safety guidelines on Display Board? (1-Yes, 2-

No): To ensure widespread awareness of school safety guidelines amongst all stakeholders it is necessary to put it on the display board. The School Safety guidelines may be displayed on the website of school. School Safety guidelines may consist of evacuation plan, list of Do's and Don'ts, A site map designating planned evacuation routes and assembly areas etc.

If school has displayed safety guidelines on Display Board, then code will be 1 (Yes)

1.54.11 Whether all teachers have received grant for working as first level counselors? (For Government Schools) (1-Yes, 2-No):

1.54.12 Frequency of safety and security audit of schools for ensuring child safety by involving all stakeholders (SMC, Parents, Senior Students, senior girl Students): Safety and Security audit of school may be conducted as far as possible as per norms prescribed. All stakeholders like School Management Committee, Parents, and Senior Students & Senior Girl Students should be part of such audits. Frequency of audit in the reference year is to be reported from the code list. The applicable codes are:

- | | |
|----------|-------------------------------|
| 0-none, | 3-Three times, |
| 1-Once, | 4-Four times, |
| 2-Twice, | 5-More than four times a year |

GSR INFO www.gsmaths.in



SECTION 1-C

GSR INFO www.gsrmaths.in

PGI AND OTHER INDICATORS

1.55 PGI Indicators – State (Only for Government and Government Aided Schools):

Question numbers 1.55.1 to 1.55.3 have been included in view of State PGI indicators. These will reduce the burden on the states while doing data entry for State PGI.

1.55.1 Whether the school served midday meal against total working days? (1-Yes, 2-No): If the school serves midday meal then code will be 1 (yes) otherwise the code will be 2 (No).

1.55.1 (a) If 1.55.1 is 1-Yes, Mention Total number of days Mid-Day Meal served in a school (Applicable to schools having Elementary Levels): Number of days for which mid-day meal has been served will be given here.

1.55.2 Number of teachers whose Aadhaar / Any Unique ID is seeded in any electronic database: There may be a Unique ID(s) other than Aadhaar in use by schools for maintain electronic database for various purposes like attendance, record maintenance etc... Total number of teachers whose Aadhaar or any other unique ID is seeded in any electronic database will be given here.

1.55.3 Has school evaluation been completed?(1-Yes, 2-No): The need for effective schools and improving school performance is increasingly felt in the Indian education system to provide quality education for all children. The quality initiatives in school education sector, thus, necessitate focusing on school, its performance and improvement. In a major step towards comprehensive school evaluation as central to improving quality of school education in India, National Programme on School Standards and Evaluation has been initiated by National Institute of Educational Planning and Administration (NIEPA), under the aegis of Union Ministry of Human Resource Development.

It refers to evaluating the individual school and its performance in a holistic and continuous manner leading to school improvement in an incremental manner, to develop a technically sound conceptual framework, methodology, instrument, and process of school evaluation to suit the diversity of Indian schools.

Detailed information can be accessed at <https://shaalasiddhi.niepa.ac.in>

If school evaluation has been completed the code will be 1-Yes.

1.56 PGI Indicators – District (Only for Government and Government Aided Schools):

Question numbers 1.56.1 to 1.56.3 have been included in view of District PGI indicators. These will reduce the burden on the states while doing data entry for State PGI.

1.56.1 Is the School certified as Fit India School?(1-Yes, 2-No): The Fit India Mission has prepared a system of FIT INDIA SCHOOL Certification with simple and easy parameters as below:

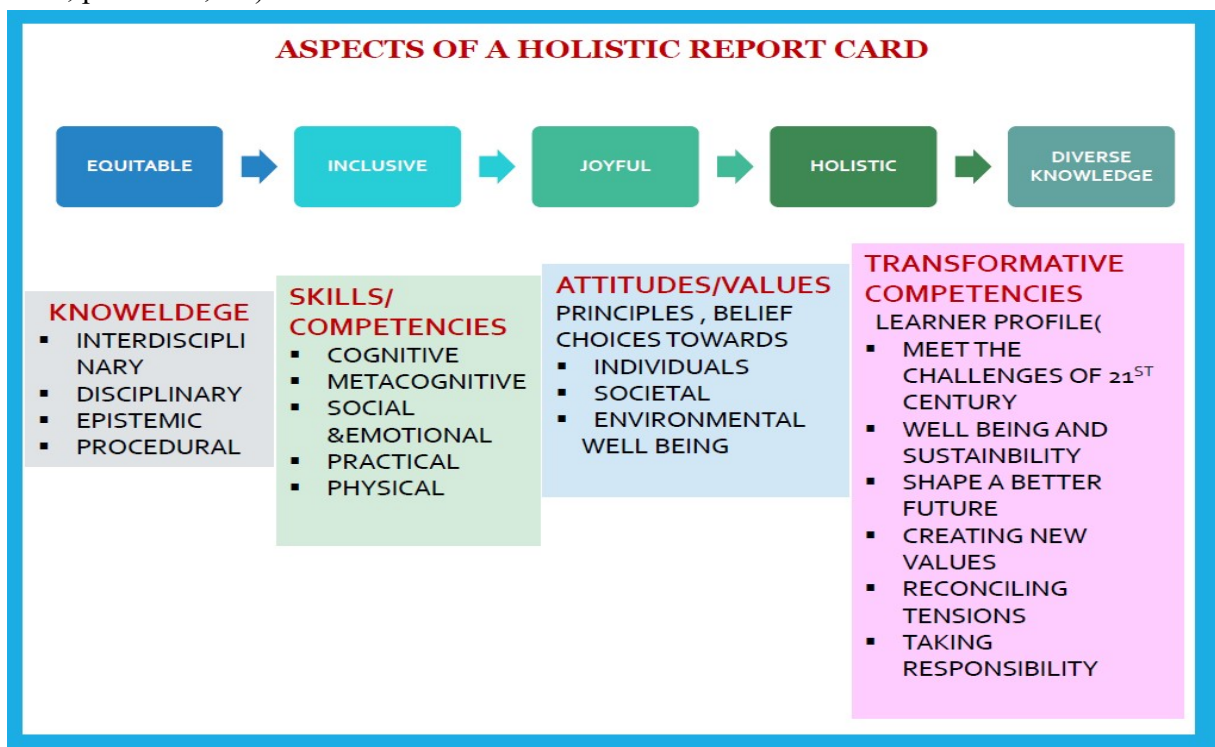
1. Having one teacher trained in Physical Education (PE), and such teacher is physically fit and active.
2. Having a playground where two or more outdoor games are played.
3. Having one PE period each day for every section and physical activities (sports, dance, games, yogasan, PT) take place in the PE period.
4. Having all students spending 60 minutes or more on physical activities daily.

To get latest and detailed information for Fit India School certification, please visit <https://fitindia.gov.in/>

If the School is certified as Fit India School the code will be 1 (Yes)

1.56.2 Is the school providing Holistic Report Card for every learner based on peer / self / teacher assessment(1-Yes, 2-No): The holistic report card is a 360-degree, multidimensional report that reflects in great detail the progress as well as the uniqueness of each learner in the cognitive, affective, and psychomotor domains. It includes teacher, self and peer assessment, and progress of the child in project-based and inquiry-based learning, quizzes, role plays, group work, portfolios, etc).

GSR INFO www.gsrmaths.in



If the school providing Holistic Report Card for every learner based on peer / self / teacher assessment the code will be 1 (Yes).

1.56.3 Is your school an exemplar school? (1-Yes, 2-No):In a significant announcement for strengthening School Education as envisioned under National Education Policy 2020, Union Budget 2021-22 announced that more than 15,000 schools will be qualitatively strengthened to include all components of the National Education Policy 2020. These will emerge as exemplar schools in their regions, handholding and mentoring other schools to achieve the ideals of the Policy.

Under this initiative one primary and one elementary school in each block and one secondary and one senior secondary school in each district will be developed as schools of excellence that are strengthened, empowered and capacitated to provide – a safe and stimulating learning environment where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students.

Few Kendriya Vidyalayas and Navodaya Vidyalays will also be developed as exemplars for showcasing implementation of NEP 2020 and emerging as schools of excellence. These schools shall also emerge as leaders in school education in their region and help hand-hold and mentor other schools to achieve the ideals of NEP 2020.

Beneficiaries and Benefits of Exemplar Schools: GSR INFO www.gsrmaths.in

- These schools will focus on cognitive development, building character and creating holistic and well-rounded individuals equipped with 21st century skills.
- These schools will help showcase the implementation of the NEP and emerge as exemplars and schools of excellence in their respective regions.
- Pedagogy adopted in these schools will be more experiential, holistic, integrated, real life situations based, inquiry-driven, discovery-oriented, learner-centered, discussion-based, flexible, and, enjoyable.
- Focus on learning outcomes of every child in every grade – Assessment of Quantitative, Verbal & Logical Reasoning Skills.
- Introduction of Child tracking, Holistic progress Card etc.
- Convergence with existing schemes and line Ministries.

If the school is an exemplar school then, code will be 1 (Yes).

1.57 Other Indicators: Question numbers 1.57.1 to 1.57.8 have been included in view of both State & District PGI indicators. These will reduce the burden on the states while doing data entry for State & District PGI.

1.57.1 Is the school displaying photographs of all teachers in a school? (1-Yes, 2-No): To display photographs of all teachers in school is one of the action items from the National Conference of Chief Secretaries held at Dharamshala during 15-17 June, 2022. Therefore, if photographs of **all teachers in the school** are displayed then, the code will be 1 (Yes).

1.57.2 Has the school adopted/initiated Vidya Pravesh Module? (1-Yes, 2-No): ‘Vidya Pravesh - Three-month Play-based School Preparation Module for Grade-I’, has been developed as per the recommendations of the National Education Policy, 2020 (NEP 2020). Children who enter Grade-I, come from diverse backgrounds: some of them have pre-school or Anganwadi experience, some have good home education experience, some others may come directly to Grade-I without any prior experience of pre-school education. Providing children with ‘Vidya Pravesh — Three-month Play-based School Preparation Module for Grade-I’ is an attempt to promote their holistic development by providing age appropriate experiences for developing requisite competencies necessary for Grade-I. The module is an integral part of Nipun Bharat—a national mission on Foundational Literacy and Numeracy (FLN) of the Government of India. It is a three months’ (12 weeks) programme developed as an interim measure for all children who have entered Grade-I. The programme in the module is designed to be implemented at the beginning of Grade-I for three months and transacted for four hours per day.

Detailed guidelines on Vidya Pravesh Module published by NCERT may be referred.

If the Vidya Pravesh Module has been adopted/initiated in the school then the code will be 1 (Yes)

GSR INFO www.gsrmaths.in

1.57.3 Whether the school has in place a system to capture student attendance electronically? (1-Yes, 2-No): Maintaining student attendance records is very useful for a school. Trends in student attendance help the stakeholders in taking decisions vital for improvement in the school education system. Capturing of student attendance electronically serves the purpose of real-time reporting of student attendance at school, cluster, block, zone, district or state level.

If the school has in place a system to capture student attendance electronically the code will be 1 (Yes).

1.57.4 Whether the school has in place a system to capture teacher attendance electronically? (1-Yes, 2-No): Attendance of teachers can be captured electronically using various systems like punching card, Bio-metric attendance system, app based attendance system etc.

If the school has in place a system to capture teacher attendance electronically then code will be 1 (Yes)

1.57.5 Whether the school has constituted Youth Club? (1-Yes, 2-No): Youth clubs in schools are an instrument to develop life skills, build self-esteem, develop self-confidence and resilience and counter negative emotions of stress, shame and fear. Youth clubs in schools after school hours are an instrument to develop student skills other than academic abilities in different areas. Students can excel in their skills as per their choice and abilities in the clubs. The learning enhances their capability to combat the challenges in their future life.

- The learning of children along with peer group provides fun and also makes a positive impact on their local community and the world.
- The diversity among children in terms of urban, rural, caste, class, religion, region, language, cultural beliefs, disability, gender, sexual orientation need to be appreciated.
- Children need to be trusted, appreciated and respected.
- School is a place for identifying and nurturing the inherent talents in children.
- Activities will empower learners through participatory, process-oriented, non-judgmental approaches.
- Children will be provided opportunities to think critically and solve problems logically.
- Activities will enhance the physical, mental, emotional and social well-being of learners.
- Learners need to be provided an open, non-threatening and conducive environment.
- Involvement of all stakeholders, particularly teachers, parents and community is crucial. They should be sensitized to the needs and concerns of children and young people so as to respond to them in positive ways.
- It will lead to better utilization of school infrastructure and other facilities such as play ground, library, sports equipments etc.
- The students can participate in activities such as debates, music, arts, sports, reading, physical activities after school hours and during vacation. These would help in utilising the ideal school infrastructure particularly playing fields, sports equipment and libraries which interned will help the students to develop hobbies, skills and interest they might not otherwise be able to explore.
- The school principal will in-charge of Youth & Eco Club. One teacher will be assigned as a nodal person on rotation basis, who would stay back after school hours to facilitate the club activities.

If the school has constituted Youth Club, then the code will be 1 (Yes)

1.57.6 Whether the school has constituted Eco Club? (1-Yes, 2-No): Eco clubs in schools will empower students to participate and take up meaningful environmental activities and projects. It is a forum through which students can reach out to influence, engage their parents and neighborhood communities to promote sound environmental behavior. It will empower students to explore environmental concepts and actions beyond the confines of a syllabus or curriculum. While everyone, everywhere, asserts the importance of ‘learning to live sustainably,’ environment remains a peripheral issue in the formal schooling system.

Objectives of Eco-clubs in school:

- Motivate the students to keep their surroundings green and clean by undertaking plantation of trees.
- Promote ethos of conservation of water by optimizing the use of water.
- Motivate students to imbibe habits and life style for minimum waste generation, source separation of waste and disposing the waste to the nearest storage point.
- To develop skills of observation, experimentation, survey, recording, analysis, reasoning needed for conserving environment through activities
- Organize seminars, debates, lectures and popular talks on environmental issues in the school to motivate the students to keep their surroundings green and clean.
- Promote ethos of conservation of water by optimizing the use of water and cleaning of water body in the adjacent area.
- Motivate students to imbibe habits and life style for minimum waste generation, source separation of waste and disposing the waste to the nearest storage point.
- Educate students to create awareness amongst public and sanitary workers, so as to stop the indiscriminate burning of waste which causes respiratory diseases.
- Sensitize the students to minimize the use of plastic bags, not to throw them in public places as they choke drains and sewers, cause water logging and provide breeding ground for mosquitoes.
- Organize tree plantation programmes, awareness programmes such as quiz, essay, painting competitions, rallies, nukkadnatak etc. regarding various environmental issues and educate children about re-use of waste material & preparation of products out of waste
- Campaign against use of loud speakers, motivate students not to use crackers and fireworks, recycling of glass and metals, use of unnecessary horns
- Field visit to environmentally important sites including polluted and degraded sites, wildlife parks, etc.
- Organize rallies, marches, human chains and street theatre at public places with a view to spread environmental awareness.
- Action based activities like tree plantation, cleanliness drives both within and out side the school campus.
- Grow kitchen gardens, maintain vermin-composting pits, construct water harvesting structures in school, practice paper recycling etc.
- Prepare inventories of polluting sources and forward it to enforcement agencies.
- Maintenance of public places like parks, gardens both within and out side the school campus.
- Mobilize action against environmentally unsound practices like garbage disposal in unauthorized places, unsafe disposal of hospital wastes etc.
- Beautify selected road side area with plants and flowers and put campaign boards to generate awareness.
- Any other innovative programme on environmental issues.

If the school has constituted Eco Club, then the code will be 1 (Yes).

1.57.7 Whether Teacher Identity Cards are issued to all teachers in the school? (1-Yes, 2-No): Identity card to all teachers may be issued depicting basic information like Name, DoB, Designation, Employee code/Unique Id number, type of teacher(regular/contract) etc.

If Teacher Identity Cards are issued to all teachers in the school then code will be 1 (Yes).

1.57.8 State School Standard Authority (SSSA) self-certification obtained? (1-Yes, 2-No):

An effective quality self-regulation or accreditation system will be instituted for all stages of education including pre-school education - private, public, and philanthropic - to ensure compliance with essential quality standards. To ensure that all schools follow certain minimal professional and quality standards, States/UTs will set up an independent, State-wide, body called the State School Standards Authority (SSSA). The SSSA will establish a minimal set of standards based on basic parameters (namely, safety, security, basic infrastructure, number of teachers across subjects and grades, financial probity, and sound processes of governance), which shall be followed by all schools. The framework for these parameters will be created by the SCERT in consultation with various stakeholders, especially teachers and schools.

If the school has obtained State SSA self-certification then code will be 1 (yes)

Section 1-D – Receipts and Expenditure: All the items in this section are self explanatory in nature and are to be filled accordingly.

GSR INFO www.gsrmaths.in

SECTION 1-E

Vocational Education under NSQF at Institutional level (Only for government and government aided schools having vocational courses)

GSR INFO www.gsmaths.in

In pursuance of the decision of the cabinet committee on Skill Development in its meeting held on 19th December 2013, the National Skill Qualification Framework (NSQF) was notified on 27th December 2013.

The National Skills Qualification Framework (NSQF) organized qualifications according to a series of levels of knowledge, skills and aptitude. These levels are defined in terms of learning outcomes which the learner must possess. Regardless of whether they were acquired throughout formal, non-formal or informal learning. In that sense the NSQF is a quality assurance framework. It is, therefore, a nationally integrated education and competency based skill framework that will provide for multiple pathways, horizontal as well as vertical, both within vocational education and vocational training and among vocational education, vocational training, general education and technical education thus linking one level of learning to another higher level. This will enable a person to acquire desired competency levels, transit to the job market and, at an opportune time, return for acquiring additional skills to further upgrade their competencies.

The qualification framework is beneficial to schools, vocational education and training providers, higher education institutes, accrediting authorities as well as industry and its representative bodies, unions, professional associations and licensing authorities. The biggest beneficiaries of such a framework are the learners who can judge the relative value of a qualification at a particular level on the framework and make informal decisions about their career progression paths.

1.61 Does the school provide any vocational courses under NSQF? (1-Yes, 2-No): If vocational course(s) are being provided in the school under National Skill Quality Framework (NSQF) during the year then the code will be 1-Yes.

Question no 1.61 (b) onwards are to be answered only when code for Question no 1.61(a) is 1-Yes.

1.62 (a) Sector(s) / Trade(s) available in the school: A maximum of four sectors/Trades can be selected from list of all sectors/trades. Sectors/trades are to be selected in descending order of total number of students enrolled in a particular sector/trade. Year of starting of sector/trade is also to be given in YYYY format.

1.62 (b) Vocational Courses covered under: The coverage of vocational course is to be provided here in terms of codes. If the vocational courses are covered under Centrally sponsored scheme of vocationalisation of school education then code will be 1. For State sponsored scheme code will be 2 and if vocation courses are not covered under center and state sponsored scheme then code will be 3.

1.62 (c) (i) Does the school possess set of tools / equipment / textbooks for each vocational course?: The applicable codes are:

1-Yes and Complete, 2-Yes but Partial, 3-Not Available

1.62 (c) (ii) Have a separate room for vocational practical training?: If separate room for vocational practical training is available in the school then the code will be 1 (Yes).

1.62 (c) (iii) Number of vocational courses for which e-content is available in Medium of Instruction: Here, number of only those vocational courses is to be given for which e-content (study material in soft copy/electronic form) is available in the same medium of instruction in which the vocation courses are being imparted.

1.62 (c) (iv) Duration of induction training conducted for Vocational Teachers/Trainers: Induction training for vocational teachers/trainer may be conducted. The number of weeks for which this induction training for vocational teachers/trainers is conducted will be reported here.

1.62 (c) (v) Duration of in service training for Vocational Teachers/Trainers (in weeks): Vocational teachers/trainers may undergo various trainings during their service period. Some training sessions may be mandatory or some may be voluntary to enhance and update their own knowledge and skill to impart further training in their sector/job role.

Number of weeks for which vocational teachers/trainers have been given in service training is to be given here.

1.62 (c) (vi) Number of students in class 10 who got self employed after receiving vocational education in previous academic year: Total number of students who got self employed in current year after receiving vocational education in Class 10 in previous academic year is to be given here.

1.62 (c) (vii) Number of students in class 12 who got self employed after receiving vocational education in previous academic year: Total number of students who got self employed in current year after receiving vocational education in Class 12 in previous academic year is to be given here.

1.62 (d) Availability of Vocational Lab: Availability of Vocational Lab with Present Condition along with availability of separate room for each sector/trade selected in item no 1.62. (a) is to be selected here from appropriate codes. The applicable codes are:

Availability of Vocational Lab with Present Condition:

1-Fully Equipped, 2-Partially Equipped, 3-Not Equipped, 4-Lab Not Available

Availability of Separate Room:

1-Yes, 2-No

School Infrastructure



SECTION 2

PHYSICAL FACILITIES, EQUIPMENT, COMPUTER AND DIGITAL INITIATIVES

SECTION 2-PHYSICAL FACILITIES, EQUIPMENT, COMPUTER AND DIGITAL INITIATIVES

PART A: Physical Facilities and Equipment in Schools

2.1 Status of Present School Building?: It is the ownership status of the School building as on the reference date. The School building may consist of more than one building block. Ownership status of majority of the blocks will be considered in this case. The applicable codes are:

- | | |
|----------------------|--|
| 1-Private, | 4-Government School in a Rent free building, |
| 2-Rented, | 5-NO Building, |
| 3-Government, | 6-School Running in other Department Building |

1. **Private:** Owned by a private individual or organization. No rent is paid for such building (rent free) as the ownership lies with the users.
2. **Rented:** Owned by any individual or organization for which the school/management pays rent.
3. **Government:** The school building belonging to Government Department, local body or any such agency (education, tribal welfare, social welfare to other department) for educational purpose should be considered under this category.
4. **Government School in a rent-free building:** Some government schools do not have their own building but work from a building/rooms provided by community and no rent is paid for the same. Schools should be considered in this category if the school is functioning out of any Govt. building like Community Center, Gram Panchayat etc. and do not have their own building.
5. **No Building:** Schools without building are to be mentioned under this category. Some schools which are operating out of Tents etc. are to be considered here.
6. **School Running in other Department Building:** School buildings which are running in buildings of other department will be considered here.

2.2 Type of School Building: The school building may consist of more than one building. Only Building Blocks Currently used for **instructional and Administrative** purposes are to be considered for this item. Total number of building blocks are to be given against Pucca building, Partially Pucca building (with Pucca walls and floor without concrete roof), Kuchcha building, Tent, Dilapidated Building and Building Under Construction.

Pucca: A school building is to be treated as Pucca if it has its walls and roof made of the concrete material.

Partially–Pucca: A school building is to be treated as partly Pucca if it has its Pucca walls and floor but roof is not made of concrete material.

Kuchcha: A school building, the walls and roof, of which is made of materials other than concrete material such as mud, grass, loosely packed stones etc.

Dilapidated Building: In a state of bad condition or damage as a result of age or neglect (Certified by Authority).

2.3 Type of Boundary Wall: Boundary wall is the wall which surrounds the school premises and provides safety to students and teachers. The applicable codes are:

**1-Pucca,
2-Pucca but broken,
3-Barbed wire fencing,
4-Hedges,**

**5-No boundary walls,
6-Others,
7-Partial,
8-Under Construction**

GSR INFO www.gsrmaths.in

Hedge: A fence or boundary formed by closely growing bushes or shrubs.

Barbed wire fencing: A wire or strand of wires having small pieces of sharply pointed wire twisted around it at short intervals, used chiefly for fencing in livestock, keeping out trespassers, etc.

2.4 (a) Details of Classrooms available in the school:

In this question information is to be filled regarding details of the class room available in the school as:

(i) **Classroom used for Instructional Purpose:** Provide the Count (Number) of classrooms used for Instructional purposes to teach different level of Education in the school (from Pre-Primary to Higher Secondary). And also to fill the number of classes which are available for instructional purpose but not used during reference period.

(ii) **Number of classrooms under construction:** In this row fill the number of classroom which is under construction during reference period.

(iii) **Number of Class rooms in dilapidated condition:** In this row fill the number of classroom which are not in good condition/ damaged during the reference period.

(b) Details of Classrooms by Condition: Number of classrooms in the school based on their physical condition is to be given as required in the DCF;

Type of Class rooms:

Pucca: Whether the classroom is in the Good Condition or Needs Minor Repair or Needs Major Repair

Partially Pucca: If the classroom is partially pucca than whether in Good Condition or Needs Minor Repair or Needs Major Repair

Kuchcha: If the classroom is Kuchcha than whether in Good Condition or Needs Minor Repair or Needs Major Repair

Tent: If the classroom is in Tent than whether it is in Good Condition or Needs Minor Repair or Needs Major Repair.

(c) Total number of Rooms other than classrooms available in the school: These are the rooms that are not used for instructional purposes. This may include store or any other such rooms.

2.5 Does the School have Toilet(s)? (1-Yes, 2-No): Code will be 1 if the school has toilet(s). The toilet may be functional or non-functional. Functional toilet is one with water available in the Toilet, Minimum Foul Smell, Unbroken seats, Regularly Cleaned, Working drainage System, Accessible to users, Closable doors.

- (a) **Details of Toilets/Urinals:** Number of functional toilets separately for boys and girls is to be provided here. These toilets have to be categorized into CWSN friendly toilets and toilets excluding CWSN friendly toilets. Total number of urinals is also to be bifurcated separately for boys and girls.
- (b) Out of the total number of functional toilets/urinals given in 2.5(a), how many have running water available in the toilet/urinals for flushing and cleaning is to be provided separately for boys and girls respectively.
- (c) **Is hand washing facility with soap available near toilets/urinals block? (1-Yes, 2-No):** code will be 1 if hand washing facility with soap is available near toilets/urinals.
- (d) **Whether incinerator is available in Girl's toilet?:** Incinerator is an apparatus for burning waste material, especially industrial waste, at high temperatures until it is reduced to ash. The applicable codes are 1-Yes, 2-No, 3-Yes, but Not Functional.

2.6 Whether drinking water is available in the school premises? (1-Yes, 2-No): Code will be 1 if the drinking water facility is available within the school premises.

- (a) **Main Source of Drinking Water:** Availability of different sources of water such as Hand pump/bore well, protected well, Unprotected well, Tap water Packaged/Bottled water will be answered in Code 1 (Yes) or Code 2 (No) and if they are functional code will be 1. Details will be provided for any other source of water.
- (b) **Whether water purifier/RO is available in the school:** The applicable codes are 1-Yes, 2-No, 3-Yes, but not Functional.
- (c) **Whether Drinking water quality is tested from water testing lab? (1-Yes, 2-No):** If the drinking water available in the school is tested for quality from water testing lab then the code will be 1.

2.7 Does the school have provision for rain water harvesting?: Rainwater harvesting is the process to store rainwater during rainy season. Rainwater is collected from rooftop of buildings and stored in a tank. From tank, the rainwater is percolated / seeps in the ground and restores groundwater. The rainwater can be collected in tanks, to use for horticulture and other non potable purposes like toilet cisterns, etc. The applicable codes are (1-Yes, 2-No, 3-Yes, but not functional).

GSR INFO www.gsrmaths.in

2.8 Whether hand washing facility with soap available for washing hands before and after meal? (1-Yes, 2-No): If the code is 1 (yes) then give the number of such wash points.

2.9 (a) Whether electricity connection is available in the school?: Availability of electricity connection will be expressed in the form of following codes: (1-Yes, 2-No, 3-Yes, but not Functional).

(b) Whether solar panel is available in school?: The applicable codes are (1-Yes, 2-No, 3-Yes, but not Functional)

2.10(a) Whether the school has Library facility/Book Bank/Reading Corner?:

1. Library- It is a room containing collection of books.
2. Book Bank – It is a separate section in a library where textbooks, reference books etc.. can be reserved for some users only.
3. Reading Corner – It is a comfortable space in the classroom for child to sit and read.

Code will be 1 if library/Book Bank/Reading Corner is available in school. Total number of books and Total number of books from NCERT, NBT or any other government publisher will also be given separately of each of the three.

(b) Does the school have a full-time librarian?(1-Yes, 2-No): Code will be 1 if there is a full-time librarian in the school.

(c) Does the school subscribe to newspapers/magazines?(1-Yes, 2-No): Code will be 1 if the school has subscribed to newspapers/magazines any language.

2.11 (a) Whether land is available for expansion of school facilities? (1-Yes, 2-No): If there is possibility/provision for expansion of school facilities with existing land then code will be 1.

2.11 (b) Number of Additional Classrooms and Other Rooms required: The school may require additional rooms for use as classrooms or for other purposes. Number of additional rooms as classrooms and other rooms required is to be given here.

2.12 Whether Playground facility is available in the School? (1-Yes, 2-No): Playground is an outdoor area provided for children to play in, especially at a school.

If 2-No, whether school has made adequate arrangements for children to play outdoor games and other physical activities in an adjoining playground/municipal park etc. Applicable codes are 1-Yes, 2-No

GSR INFO www.gsrmaths.in

2.13 (a) Whether Health check-up of students was conducted in last academic year? (1-Yes, 2-No): If yes

- (i) Total number of Health check-ups conducted in the school during last Session is to be given here.
- (ii) Health check-up parameters carried out: (1-Yes, 2-No) for Height, Weight, Eyes, Dental or Throat.

(b) De-worming tablets given to children: The applicable codes are 1-Complete (two doses), 2-Partially (one dose), 3-Not given.

(c) Iron and Folic acid tablets given to children as per guidelines of WCD (1-Yes, 2-No): If iron and folic acid tablets given to children as per latest guidelines of Women and Child Development Ministry. These tablets are administered to reduce the prevalence and severity of nutritional anemia in adolescent population (10-19 years). More FAQ's can be viewed at the link: <https://nhm.gov.in/images/pdf/programmes/RKSK/WIFS-%20FAQ.pdf>

(d) Whether school maintains Annual health records? (1-Yes, 2-No): If annual health records of students is maintained the code will be 1.

(e) Is thermal scanner available in the school? (1-Yes, 2-No): In view of the pandemic still prevailing in the world. The thermal scanner is a vital tool to detect any possible spread of covid 19. If available, the code will be 1.

(f) Is First Aid facility available? (1-Yes, 2-No): First aid kit may contain the following:

1. Emergency telephone numbers for emergency medical services (EMS) 1092/102/108
2. Sterile gauze pads (dressings) in small and large squares to place over wounds
3. Disinfectants like or
4. Medicines like pain killers (ibuprofen) and antibiotics
5. Roller bandages to hold dressings in place
6. Adhesive tape
7. Adhesive bandages in assorted sizes
8. Scissors
9. Tweezers
10. Safety pins
11. Antiseptic wipes or soap
12. Thermometer
13. Barrier devices, such as a pocket mask or face shield

(g) Is essential medicines available? (1-Yes, 2-No): If essential medicines are available then code will be 1.

GSR INFO www.gsrmaths.in

Essential Medicines:

1. Antiseptic solution or wipes, such as hydrogen peroxide, povidone-iodine, or chlorhexidine Antibiotic ointment, such as bacitracin, polysporin, or mupirocin.
2. Sterile eyewash, such as contact lens saline solution
3. Calamine lotion for stings or poison
4. Hydrocortisone cream, ointment, or lotion for itching
5. General medicines prescribed by doctors during common flu's, fever, stomach ache, wound cut etc.

2.14 Whether ramp for disabled children to access school building exists? (1-Yes, 2-No): If ramp for disabled children to access school building exists in the school the code will be 1.

Ramps: A ramp is defined as an inclined plane installed in addition to or instead of stairs. Ramps permit wheelchair users, as well as people pushing strollers, carts, or other wheeled objects, to more easily access a building.

If 1-Yes, whether Hand-rails for ramp are available: If hand-rails for ramp are available and answer is Yes then, code will be 1.

Hand-rails: As a support feature for ramps a handrail helps prevent people from falling off and helps them keep their balance. This feature of handrails is very important, especially for young children and people with disabilities. Individuals, who usually have mobility issues, benefit from handrails as these objects allow them to get to their destination in a safe manner.

2.15 Whether School has special educator? (1-Dedicated, 2-At cluster level, 3-No):

Appropriate code will be provided here.

Special Education and Special Educator: The term education is familiar to all of us. But, ‘special education’ may be a new expression for some of you. It is a term that refers to educational provisions for children with special needs, emerging due to physical, mental and emotional challenges. Thus, Special Education means specially designed instruction for children with above mentioned challenges in all settings such as classroom, home, workplace, public places, the street and the re-habitation homes, etc.

Children’s Special Educational Needs (SEN) are met through certain methodologies of special education. Special education is not segregated or exclusive education of students with disabilities. It is an approach that facilitates their learning and allows them to participate in different activities that they may not have had access to on account of their inability to go to school. Hence, children with special needs do not have to always study in a separate institution. In fact, most of them can learn quite well in general classes of a school. However, some children who have severe difficulties, due to the nature of their disability, may benefit greatly from being educated in a classroom prepared exclusively for them, as a smaller number of students are grouped together, where the educator interacts with the students on a one-to-one basis. The educators/teachers who provide special education are called Special Educators.

2.16 (a) Whether Kitchen Garden is available in school? (1-Yes, 2-No): Setting up a School Nutrition (Kitchen) Garden seeks to achieve the goal of learning lifelong skill as it is both a place and an activity where children learn the skill of growing their own food. The unique features of this initiative are namely.

- a) Teaching students that a Nutrition (Kitchen) Garden can actually be set up anywhere, even in a school in a crowded urban area.
- b) Teaching students that, with a few exceptions, every part of the vegetable or fruit can be eaten.
- c) Teaching students to think out of box and find a way.
- d) Teaching students to follow the same learning and start a School Nutrition (Kitchen) Garden in their own home.

All schools both in rural and urban areas to develop and maintain a School Nutrition (Kitchen) Garden with teachers, students, parents and to involve local residents. Elaborated guidelines can be referred in D.O. No. 1-8/2019-Desk (MDM) dated 15.10.2019.

https://pmposhan.education.gov.in/Files/Guidelines/2019/SNG_Guidelines_with_JS_DO_Letter.pdf

(b) Whether Kitchen shed is available in school? (1-Yes, 2-No): Applicable code is to be provided accordingly.

2.17 Does the school have dustbins for collection of waste?: If dustbins are available for Each classrooms/Toilets/Kitchen, then applicable code will be provided accordingly.

2.18 Does the school have furniture for students: The applicable codes are (1-Yes for all, 2-Partial, 3-No Furniture Available).

If furniture is available for all students (code-1) or partial (code-2), then give the Number of students for whom furniture is available.

2.19 Does the School have the following facilities? (1-Yes, 2-No):

In this question availability of facilities in the school is to be filled as per available codes 1 for Yes and 2 for No

For All Schools:

- (i) Separate room for Head of the School/Head Teacher/Principal?
- (ii) Separate room for Library

Schools having Secondary and Higher Secondary Sections Only:

1. Separate room for Assistant Head Teacher /Vice Principal?
2. Separate common room for girls
3. Staff room for teachers
4. Co-Curricular activity room/arts and crafts room
5. Staff-quarters (including residential quarters for Head Teacher/Principal and Asst.Head Teacher/Vice Principal)
6. Tinkering Lab
7. Sanitary Pad vending Machine (for Co-ed and girls schools)

Schools having Secondary Sections Only:

Integrated Science Laboratory? (Integrated laboratory is the one in which Physics, Chemistry and Biology practical are held)

Tinkering Lab: The Government of India has setup the Atal Innovation Mission (AIM) at NITI Aayog. Realising the need to create scientific temper and cultivate the spirit of curiosity and innovation among young minds, AIM proposes to support establishment of a network of Atal Tinkering Laboratories (ATL) in India. ATL is a work space where young minds can give shape to their ideas through hands on do-it-yourself mode and learn / develop innovation skills. The vision is to cultivate 1 Million children in India as a person who advocates new ideas.

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

For more details, please visit guidelines for setting up of Tinkering Laboratories under Atal Innovation Mission – ‘Atal Tinkering Laboratories’ at https://aim.gov.in/pdf/ATL-Application_Guidelines-2018.pdf

2.20 Does the school have the following laboratories?

Provide the information for the school having **Higher Secondary Sections**.

GSR INFO www.gsrmaths.in

The information to be filled as per codes in DCF for the availability of the Laboratories (for different streams mention in DCF) with present condition i.e. fully equipped, partially equipped, Not Equipped and Lab Not available. Whether separate room is available for the Laboratory, code 1 for Yes and 2 for No.

2.21 Does the school have the following equipment(s):

Provide information on the availability of following Equipments in functioning condition in the School using the appropriate Code.

Audio/Visual/Public Address System

Science Kit: Availability of general items, chemicals, glassware, microscope, electroscope, multimeter, resistance boxes, kerosene burner, electricity and magnetism kit, optics kit, spring balance etc.

Math’s Kit: Availability of cubes, cutouts of various shapes, an innovative geo-board, abacus, Trigonometric Circle Board, Pythagoras Theorem Square, algebraic tiles etc.

PART B: Computers and Digital Initiatives

2.22 Computer or Digital Equipment Status:

Provide the information if the Computer, Computer components and Digital Equipments are available and functional in the school as per appropriate code available in the DCF. The information to be filled item wise for the (i) total number of units available of the particular item and (ii) total number of functional units available for the item out of total units available.

2.23 Does the School have Internet Facility? (1-Yes, 2-No):

If yes, then

(a) Type of internet facility available in the school: the applicable codes are:

1-Broadband/Leased Line,

2-USB Modem/dongle/Portable Hotspot,

3-Telephone line with modem,

4-Mobile phone Internet,

5-Any Other type of connection,

6-VSAT

(b) Is access to internet facility used for pedagogical purpose?(1-Yes, 2-No): If access to internet facility used for pedagogical purpose then code will be 1 (yes).

2.24 to 2.27 ICT @ Schools: The implementation of ICT labs in schools was launched in 2004 and was revised in 2010 to provide secondary stage students an opportunity to understand in a better way from computer aided learning process. ICT labs in government schools were a component of Rashtriya Madhyamik Shiksha Abhiyan (RMSA).

In 2018, MHRD did a major revamp of all its school education programs by integrating them into the Samagra Shiksha Abhiyan. The purpose was to revamp, revise and upgrade all aspects of government funded initiatives for the government schools for better and more integrated implementation and outcomes.

This Scheme essentially has 4 components:

1. Partnership with state governments and UTs for providing computer aided education to secondary and higher secondary govt and govt aided schools.
2. Establishment of smart schools, which shall be technology demonstrators.
3. Teacher related interventions, such as provision for engagement of an exclusive teacher, capacity enhancement of all teachers in ICT and a scheme for national ICT award as means of motivation.
4. Development of e-content, mainly through Central Institute of Education Technology (CIET), six state Institutes of Education Technologies(SIETs) and 5 regional Institutes of Education, as also through outsourcing.

Build, Own and Operate (BOO): Under this model ICT infrastructure and manpower is provided by the **private partner/vendor** for the implementation of the scheme on service level agreement.

Build, Own, Operate and Transfer (BOOT): It is a **public-private partnership (PPP)** project model in which a private organization conducts a large development project under contract to a public-sector partner, such as a government agency. A BOOT project is often seen as a way to develop a large public infrastructure project with private funding.

Here's how the BOOT model works: The public-sector partner contracts with a private developer - typically a large corporation or consortium of businesses with specific expertise - to design and implement a large project. The public-sector partner may provide limited funding or some other benefit (such as tax exempt status) but the private-sector partner assumes the risks associated with planning, constructing, operating and maintaining the project for a specified time period. During that time, the developer charges customers who use the infrastructure that's been built to realize a profit. At the end of the specified period, the private-sector partner transfers ownership to the funding organization, either freely or for an amount stipulated in the original contract. Such contracts are typically long-term and may extend to 40 or more years.

2.24 Does the school have the following facilities? GSR INFO: www.gsrmaths.in

Provide information on the availability of following facilities for students in schools using appropriate code. If facility available, Yes-1 and for No code -2.

- (a) Computer Lab for Student
- (b) Assistive tech-based solutions for CWSN
- (c) Access to e-Contents/Digital Contents/resources at school
- (d) Access to DTH/TV channels

2.25 Does the School have Digital Library? (1-Yes, 2-No):

If 1-Yes, Then

Number of e-Books/e-Contents available: Provide the number of e-Books/e-Contents available

2.26 Whether ICT based tools are being used for teaching?:

If 1-Yes, Then

Number of hours spent/week: Give the number of hours spent per week.

Question Number 2.27 is only for Government and Government Aided schools

2.27 Is ICT Lab available in the school? (1-Yes, 2-No): If 1-YES,

1. Year of implementation: Provide year of implementation in YYYY format.
2. Whether the ICT Lab is functional or not? (1-Yes, 2-No): If the ICT lab is functional then code will be 1.
3. Which model is implemented in the school: Applicable codes are 1-BOOT Model, 2-BOO Model, 3-Others.
4. Type of the ICT Instructor in the school: Applicable codes are 1-Full Time, 2-Part Time, 3-Not Available.

GSR INFO www.gsmaths.in



SECTION 3

TEACHING AND NON-TEACHING STAFF

SECTION 3-TEACHING AND NON-TEACHING STAFF

3.1 Number of Non-teaching/Administrative and Support staff(s) in-Position: Provide the information for Total number (count) of Non-teaching/Administrative and support staff like accountant, UDC/Head Clerk, Peon etc. which are in-position during reference period.

3.2 Number of Teaching Staff In-position: Provide the information for Teaching Staff In-Position in Total number (count) of teaching staff for Regular and Non- regular such as Contract, Part time etc. for the reference period. The information is to be filled with appropriate code, if the school have any transgender teacher, Code 1 for Yes and Code 2 for No.

3.2(b) Para Teacher: The term 'para teacher' covers a wide range of recruitment for teaching in schools and alternative learning centres. In a broad sense, any appointment that is a deviation from the past practice in that State, is referred to as Para teacher. This broadly refers to a large number of teachers recruited, at less than the regular teacher pay scale, for the formal as well as Alternative Schools, to meet the demand for basic education within the limited financial resource available, in the shortest possible time.

3.3 Teachers and Instructors Details by (Including Head Master/Mistress): Part wise data is to be filled for all teachers in the school. For example, if there are 89 teachers in the school then, Part wise details will be filled completely for all 89 teachers. Omission of teacher here may affect the PTR of School adversely. Teacher may be regular or non-regular. All details should be as per records available with the school.

PART A: GENERAL PROFILE: Item number 3.3.1 to 3.3.11 are general in nature therefore it has been made part of General Profile.

3.3.1 Name of the teacher (in Capital Letter): Write full name of the teacher in capital letters as per records available with the school. Do not use Shri/Smt./Mr./Dr etc...

3.3.2 Gender: To indicate the gender of the teacher the applicable codes are *1-Male, 2-Female, 3-Transgender*

3.3.3 Date of Birth (dd/mm/yyyy): Date of birth of the teachers available with the school as is to be given here in dd/mm/yyyy format.

3.3.4 Teacher Code of State/UT (if available): If the State/UT has the provision of allotting teacher code to each teacher then this teacher code (if allotted) will be given here.

3.3.5 Social Category (SC-1, ST-2, OBC-3, General-4): The applicable codes are 1-SC, 2-ST, 3-OBC, 4-General. This information also should be as per records available with school.

3.3.6 (a) Highest Academic Qualification: Appropriate code as applicable for Highest academic qualification attained by the teacher is to be given here. Code will be selected from the list of academic qualifications.

3.3.6 (b) Trade/Degree: Appropriate code for trade/degree applicable to the teacher will be selected from the list for trade/degree.

3.3.7 Highest Professional Qualification: There are qualifications which are essential for teaching profession. Highest professional qualification of the teacher will be provided here. The applicable codes are:

- 1-Diploma or certificate in basic teachers' training of a duration not less than two years
- 2-Bachelor of Elementary Education (B.El.Ed.)
- 3-B.Ed. or equivalent
- 4-M.Ed. or equivalent
- 5-Others
- 6-None
- 7-Diploma/degree in special education
- 8-pursuing any relevant professional course
- 10-Diploma in Elementary Education (D.El.Ed.)
- 11-Diploma in Nursery Teacher Education/ Pre-school education/ Early Childhood Education Program of a duration not less than two years from NCTE recognized institution,
- 12-B. Ed (Nursery) from NCTE recognized institution)

GSR INFO www.gsrmaths.in

3.3.8 (a) Mobile Number: Mobile number of the teacher as per school records is to be given here.

3.3.8 (b) Email: Email id of the teacher is to be provided here.

3.3.9 Aadhaar No of Teacher: 12 digit aadhaar number of the teacher is to be provided here.

3.3.10 Mention the level upto which following subjects have been studied: The level (from the list) is to be selected upto which the teacher has studied Mathematics, Science, English, Social Science and language (as per Schedule VII) of the constitution of India. The applicable codes are:

1-Below Secondary, 2-Secondary, 3-Higher Secondary, 4-Graduate,
5-Post Graduate, 6-M.Phil., 7-Ph.D., 8-Post Doctoral

3.3.11 Type of Disability, If Any: In case the teacher is physically disabled (Divyang) the appropriate code to denote the disability is to be selected from the code list. The applicable codes are:

1-Not applicable, 2-Locho motor, 3-Visual, 4-Others, 5-Hearing Impaired

PART B : APPOINTMENT AND TEACHING PROFILE: Details of appointment and teaching profile will be captured from item no. 3.3.12 to 3.3.21.

3.3.12 Nature of Appointment: The appointment of a teacher may be on regular basis, on contract or as part-time/guest teacher. The applicable codes are 1-Regular, 2-Contract, 3-Part-Time/Guest. This information is to be provided as on reference date.

3.3.13 Type of Teacher: A particular teacher may be playing a specific role in school. That role to be reported in the form of appropriate code from the code list. The applicable codes are 1-Head teacher, 2-Acting Head teacher, 3-Teacher, 5-Instructor positioned as per RTE, 6-Principal, 7-Vice Principal, 8-Lecturer

GSR INFO www.gsrmaths.in

3.3.14 Date of Joining in Service (dd/mm/yyyy): Date of joining in service for a teacher may be different from date of joining in present school. There should not be any break/gap in service and the service should be continuous till the reference date. For example, Teacher X joined as teacher in 1986 but at his joining date at present school is 15.06.2018, in this case year of joining in service is 1986.

3.3.15 Date of Joining in Present School: Date of joining of the teacher in the present school is to be given here in dd/mm/yyyy format.

3.3.16 Appointed for Level: The applicable codes for level of appointment are:

1-PRT/Primary Teacher, 2-TGT/Trained Graduate Teacher,
3-PGT/Post Graduate Teacher)

3.3.17 Classes Taught: A teacher may be teaching multiple classes. The appropriate code on the basis of highest class being taught by the teacher is to be selected. The applicable codes are:

1 - Primary only
2 - Upper primary only
3 - Primary and Upper primary
7 - Upper primary and Secondary
8 - Secondary and Higher secondary
10 - Pre-Primary only

5 - Secondary only
6- Higher Secondary only

11 - Pre-Primary & Primary

3.3.18 Appointed for Subject: The appropriate subject for which the teacher has been appointed/promoted will be selected here from the list of codes.

3.3.19 (a) Main Subject Taught 1: The first main subject being taught by the teacher from the code list will be given here.

3.3.19 (b) Main Subject Taught 2: The second main subject being taught by the teacher from the list of subject will be selected here.

3.3.20 Whether the Teacher is on Deputation at this School? (Optional): The details of the teacher on deputation has to be filled in by the source/original/parent school.

3.3.21 Whether Teacher is teaching at other School as Guest/Contractual? (1-Yes/2-No): If the teacher is teaching in the school as guest teacher then code will be 1 (yes).

GSR INFO www.gsrmaths.in

PART C - APPOINTMENT AND TEACHING PROFILE:

3.3.22 Trained for teaching CWSN? (1-Yes/2-No): If the teacher is trained in teaching CWSN then code will be 1 (Yes)

3.3.23 Trained in Computer for use in teaching? (1-Yes/2-No): Code will be 1 (yes) if the teacher is trained in computer for use in teaching.

3.3.24 (a) Training received: Appropriate code for field of training undergone by the teacher is to be selected from the list.

3.3.24 (b) Training Needs: Appropriate code for field of training required for the teacher is to be selected from the list.

3.3.25 Working days spent on NON-Teaching Assignments: Total number of days in academic year spent on NON-teaching assignments like election duty, survey work etc... by the teacher are to be given here.

3.3.26 Total days of in-service training received in last academic year by BRC and CRC

DIET and Others: Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) were established in each block of every district under Sarv Shiksha Abhiyan (SSA) to conduct in-service teacher training and to provide academic support to teachers and schools on a regular basis as well as to help in community mobilization activities.

Major Academic functions of BRCs and CRCs

1. Development of the centre as a rich academic resource with ample reference materials for the teachers.
2. Development of strong human resource pools (by inviting resource persons) including nearby teacher education institutions, NGOs, Colleges/ Universities and resourceful individuals and to form Resource Groups in different subject areas for primary and upper primary level.
3. Regular school visits for addressing emerging development and pedagogic issues of school.
4. Organization of teacher training and monthly meetings to discuss academic issues and design strategies for better school performance.
5. Setting up of performance indicators to track and enhance school performance.
6. Consultation with community members and Panchayati Raj Institutions to strive for school improvement.
7. Designing a Quality Improvement Plan for the block/ cluster as per the SSA goals and strive to achieve that in a time bound manner. GSR INFO www.gsrmaths.in
8. Monitoring the progress of quality using Quality Monitoring Tools in collaboration with, DEO's DIET's.

Structure, Functions and Processes of BRCs and CRCs

In each block there are several CRCs and each CRC covers a small number of schools within easy reach. BRCs are headed by Block Resource Centre Co-coordinators and CRCs by Cluster Resource Centre Co-coordinators (CRCC). The BRC Co-coordinator is academic coordinator / facilitator at block level who is responsible for in-service training of teachers and providing guidance to the CRC Co-coordinators (CRCC). BRC coordinators also collect material from the District Project Office for distribution among the teachers, SDMCs, etc. through CRCs and provide continuous support to teachers while monitoring implementation of pedagogical and other interventions at school level. The tasks of CRC coordinators include providing constant support to the teachers, monitoring their performance, identifying their needs both in formal schools and alternative education centers and liaising with the SDMCs, the community and NGOs working in the area of education. Monthly meetings at cluster level are held and periodic visits to schools are made by CRC Coordinators to monitor teachers' performance and to provide them on-site support. In nutshell, role of BRC/CRC is a mixed set of academic, supervisory, managerial, networking and creative activities; it goes beyond routine monitoring and

supervision work as it encompasses providing support to schools and teachers through teacher training and teacher mentoring for their professional growth, strengthening community school linkage, providing resource support and carrying out action research

District Institutes of Education and Training (DIET): It is considered as a nodal agency at the district level for planning, implementing and monitoring pedagogical activities in the entire district. There are some major functions of DIET:

- (1) It plans short-term training programmes for teachers of elementary schools of the district after ascertaining the needs of the teachers.
- (2) It conducts training programmes for the teachers, BRC & CRC Coordinators and School inspectors.
- (3) It conducts action research studies and takes up corrective measures.
- (4) It provides resource support to BRC & CRC Coordinators and teachers in schools.
- (5) It reviews block and cluster level performance of teachers and resource coordinators.
- (6) It monitors pedagogical activities in the district and plan for qualitative interventions at all levels.

GSR INFO www.gsrmaths.in

The DIETs would therefore support school improvement through:

1. Overview and Coordination of School Improvement Plan
2. Design and Delivery of Training
3. Database of Experts
4. Development of Master Resource Persons (MRP) Pool
5. Resource Center for District
6. Human Management Training

Part D: Other Details: Question number 3.3.27 to 3.3.37 relate to other details of the teacher:

3.3.27 Languages in which the teacher is having working knowledge: Provide information on Languages in which the teacher is having teaching experience. Maximum 3 languages can be selected from the list.

3.3.28 Whether using special resources for education of Children with special needs(CWSN)? (1-Yes, 2-No): Provide the information whether teacher while teaching Children with Special needs is using assistive devices and appropriate technology-based tools, as

well as adequate and language-appropriate teaching-learning materials (e.g., textbooks in accessible formats such as large print and Braille.), use of appropriate technology allowing and enabling disabled children to work at their own pace.

3.3.29 Whether trained in safety and security audit of school for ensuring child safety (1-Yes, 2-No): Provide the information if the teacher is trained in Safety Audits/Assessments to assess safety measures in schools ensuring safety & security of children which covers a wide spectrum from drills for safety, first aid, gender sensitization etc.

3.3.30 Whether received training on cyber safety and Psycho-social aspects (1-Yes, 2-No):
Cyber Safety is the safe and responsible use of information and communication technologies, such as the internet, social media, online games, smart phones, tablets and other connected devices.

Psycho-Social aspects: A broad definition of Psycho-social aspect has been covered earlier.

3.3.31 Whether received training in early identification support and classroom support of CWSN? (1-Yes, 2-No): If the teacher has received training in early identification support and classroom support of CWSN then code will be 1 (yes)

3.3.32 & 3.3.33 whether having ICT/Training/knowledge to conduct Remote learning classes and whether conducted Remote learning classes in current academic year? (1-Yes, 2-No):

Remote Learning occurs when the learner and instructor, or source of information, are separated by distance and cannot meet in a traditional classroom setting. Information is typically transmitted via technology (email, discussion boards, video conference, audio bridge) so that no physical presence in the classroom is required; otherwise, it would be *Hybrid* or *Blended Learning*.

Remote learning can occur synchronously or asynchronously. Also referred to as *Distance Education*, *Virtual Instruction*, or *Remote Training*.

Synchronous learning is a form of online learning that occurs when learners and instructors are interacting in real-time, typically through delivery platforms, remote labs, distance learning technologies such as video conferencing and chat, or collaboration and social learning technologies.

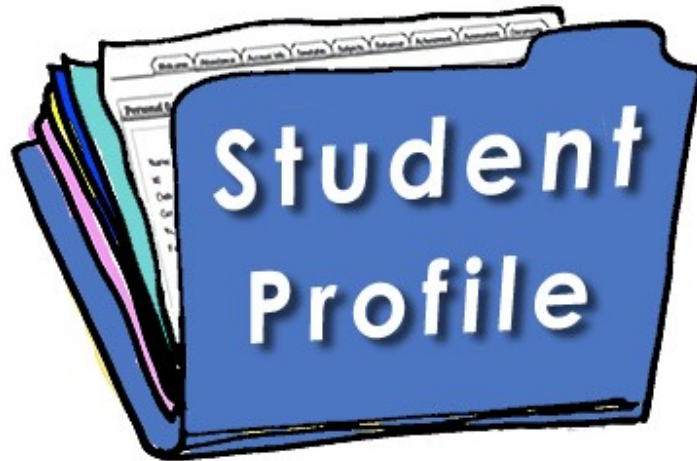
Asynchronous learning is an instructional design and delivery methodology that allows students to access content or participate in learning outside of the classroom and at their convenience, or independent of the instructor. Considered an alternative to live, or synchronous delivery of content, it is also referred to as e-learning, on-demand or self-paced learning. Asynchronous learning often requires a learning technology (such as an Learning

Management System (LMS)/Learning Content Management System (LCMS) for access to content, although technologies are not necessary for self-study.

3.3.34 Average number of hours of ICT (computer, laptop, Television, Radio, other) used per week for teaching purposes?: Average number of hours of ICT (computer, laptop, Television, Radio, other) used per week for teaching purposes are to be given here.

3.3.4 Details of Resource persons including teachers/skill trainers, skill training provider, guest faculty for NSQF Vocational Courses: All the columns are self explanatory in nature and therefore are to be filled accordingly.

GSR INFO www.gsrmaths.in



GSR INFO www.gsmaths.in
SECTION 4

STUDENT PROFILE

SECTION 4: STUDENT PROFILE

PART A: Section Details (Need to Set Once before Feeding of Student data)

All the sections in all classes along with medium of instruction (as mentioned in school profile) will be listed here very carefully.

PART B: Student Details

4.1 GENERAL INFORMATION OF THE STUDENT

This Section will capture general information of the individual student separately

Academic Year: The year of the academic session should be entered. For example, academic year for data pertaining to 30th Sept, 2022 would be 2022-23.

UDISE code of School: Provide UDISE code of the school here.

Grade/Class of the Student: Grade/Class of the student will be selected here.

Section: The section of the student is to be given here, if there is only 1 section then it will be A only.

Roll No.: Roll number of the student in the class is to be given here.

Questions No. 4.1.1 to 4.1.19 are self-explanatory as they simply contain the basic details of students like Name, DOB, Father's and Mother's Name. Address, Mobile Number, E-mail Id's Gender etc.

Mother Tongue of the child

A first language, native tongue, native language, mother tongue or L1 is the first language or dialect that a person has been exposed to from birth or within the critical period. It is generally the first language which child learns and is mostly used by the child in communicating with other people. The information is to be filled in codes as applicable.

4.1.15 Whether Antyodaya (AAY) /BPL beneficiary? (Yes-1, No-2)

Provide information if the student is the beneficiary under the Antyodaya Anna Yojana (AAY)/BPL

Antyodaya Anna Yojana: Under AAY scheme the poorest among the BPL families are selected through survey and issued AAY ration cards.

Below Poverty Line (BPL): Indian government has set this economic standard so it can identify the lower income people of the community who need urgent assistance from the government. The government has placed a limit on income. Individuals whose earnings fall below the limit are listed as BPL.

4.1.17: Whether CWSN? If yes, type of impairment

To provide information if the Child is Children With Special Needs (CWSN) and if the yes than to mention the type of impairment as per the code given in the DCF

The definitions for the listed impairments can be viewed on page 35 and 36 at the link https://legislative.gov.in/sites/default/files/A2016-49_1.pdf

4.1.19: Is this Child identified as Out-of-School-Child? (Code: Yes-1, No-2)

(a) If yes, when the child is mainstreamed?

Out of School Child mainstreamed CSR INFO www.gsrmaths.in

Section 4 of the RTE 2009 Act provides that where a child above six years of age has not been admitted to any school and though admitted, could not complete elementary education, then he /she shall be admitted to an age-appropriate class provided that when a child is directly admitted in order to ensure that she is at par with others he/ she shall have a right to be provided special training.

There is no standard definition for clarifying children who are “out of school”. Varied approaches have been adopted in different parts of the country. For clarity on the concept, the following standard definition has been suggested in D.O. no 12-2/2012 EE11 dated 08-10-2013 (https://www.education.gov.in/en/sites/upload_files/mhrd/files/upload_document/OoSC.pdf):

“A child 6-14 years of age will be considered out of school if he / she has never been enrolled in an elementary school or if after enrolment has been absent from school without prior intimation for reasons of absence for a period of 45 days or more”.

The RTE Act, 2009 stipulates age-appropriate enrolment of out of school children and provisioning of Special Training for such children so that they can be at par with other children and are mainstreamed into regular schools.

4.2 ENROLMENT DETAILS OF THE STUDENT IN PRESENT SCHOOL FOR CURRENT YEAR

4.2.1 Admission Number in School: Admission number of the student as per school records will be provided here.

4.2.2 Admission Date (DD/ MM/ YYYY) in Present Class: The date on which the student took admission in the school will be entered in DD/MM/YYYY format in the present class.

4.2.3 Academic Stream opted by student (For Higher Secondary Classes only): The applicable codes are:

Art-1, Science-2, Commerce-3, Vocational-4, Other Streams-5

4.2.4 (a) Status of student in Previous Academic Year of Schooling (2021-22) : The applicable codes are:

*1- Studied at Current/Same School
2-Studied at Other School
3-Anganwadi/ ECCE Centre
4-None/Not Studying*

4.2.4 (b) Grade/Class Studied in the Previous/Last Academic Year (2021-22) : If answer to 4.2.4(a) is code 1 or 2 then Grade/Class of the student in the previous/last academic year is to be provided here.

GSR INFO www.gsrmaths.in

4.2.5 Admitted / Enrolled Under (Only for Pvt. Unaided): This item is applicable to student studying in private unaided schools only. The applicable codes are:

*0- None,
1-Section 12 of the RTE
2-EWS, 3-Persons with Disabilities (PwD)
4-Disadvantaged Group
5-Others*

4.2.6 (a) In the Previous class studied – whether appeared for examinations: If the Student appeared in the examination for previous class studied then code will be 1-appeared otherwise the code will be 2-Not appeared.

4.2.6 (b) In the previous class studied – Result of the examination : This item is applicable for code 1 (appeared) in 4.2.6 (a). Based on the result of the student the appropriate code is to be selected. The codes are:

*1-Promoted/Passed
2-Promoted/Passed with grace
3-Detained/Repeater/Not Passed
4- Promoted/Passed without Examination*

4.2.6 (c) Option in case of 1-Appeared in Examinations In the previous class studied - % of overall marks obtained in the examination: The overall % of marks obtained by the student in the examination is to be given here.

4.2.7 No. of days child attended school (in the previous academic year): Total number of days for which the child attended the school in the previous academic year will be given here. The entry can never be more than the entry in item 1.33.

GSR INFO www.gsrmaths.in

4.3 FACILITY AND OTHER DETAILS OF THE STUDENT

This section will capture student-wise data relating to various facilities like free uniform/mobile/tablet, scholarship and facilities provided to CWSN etc...

4.3.1 (a) Facilities provided to the student (for the year of filling data) (1-Yes, 2-No): If the student is being provided any of the items like Uniform, Transport Facility, Escort, Hostel, Mobile/Tablet/Computer, By Cycle free of cost then code will be 1 (Yes).

4.3.1 (b) Scholarship Received by Student (YES-1, NO-2): If scholarship is received by student then amount of scholarship under (i) Central Scholarship, (ii) State Scholarship and (iii) Other Scholarship is to be given here.

4.3.2 Facilities provided to Student in case of CWSN (for the year of filling data) (1-Yes, 2-No): If the CWSN student is being provided any of the facilities (like Braille Kit, Low Vision Kit, Hearing Aid etc..) as per the drop down list the code will be 1 (yes).

4.3.3 Whether child has been screened for Specific Learning Disability (SLD)(Yes-1, No-2): If the Student has been screened for Specific learning then specify applicable type of SLD from Dysgraphia-1, Dyscalculia-2, Dyslexia-3

GSR INFO www.gsrmaths.in

As per **THE RIGHTS OF PERSONS WITH DISABILITIES ACT, 2016** Specific Learning Disorder (SLD) is defined as:

“Specific learning disabilities” means a heterogeneous group of conditions wherein there is a deficit in processing language, spoken or written, that may manifest itself as a difficulty to comprehend, speak, read, write, spell, or to do mathematical calculations and includes such conditions as perceptual disabilities, dyslexia, dysgraphia, dyscalculia, dyspraxia and developmental aphasia;

Dyscalculia is a term used to describe difficulties learning number related concepts or using the symbols and functions to perform math calculations. Problems with math can include difficulties with number sense, memorizing math facts, math calculations, math reasoning and math problem solving.

Common signs of dyscalculia include trouble:

1. Grasping the meaning of quantities or concepts like biggest vs. smallest
2. Understanding that the numeral 5 is the same as the word five, and that these both mean five items
3. Remembering math facts in school, like times tables
4. Counting money or making change
5. Estimating time

6. Judging speed or distance
7. Understanding the logic behind math
8. Holding numbers in their head while solving problems

Dysgraphia is a term used to describe difficulties with putting one’s thoughts on to paper. Problems with writing can include difficulties with spelling, grammar, punctuation, and handwriting.

For example, people with dysgraphia may write more slowly than others. That can affect how well they express themselves in writing. Plus, they tend to have trouble with spelling because it’s hard for them to form letters when they write.

Dysgraphia isn’t a matter of intelligence. The challenges are often caused by trouble with motor skills. Those skills can improve with help. And people with dysgraphia may also be eligible to use accommodations at work or school.

Dyslexia is a term that refers to difficulty in acquiring and processing language that is typically manifested by the lack or proficiency in reading, spelling and writing. People with dyslexia have difficulty connecting letters they see on a page with the sounds they make. As a result, reading becomes slow and effortful and is not a fluent process for them.

Dyslexia can cause challenges that involve:

1. Reaching development milestones CCSS INFO www.gsrmaths.in

Children with dyslexia may learn to crawl, walk, talk, and ride a bicycle later than their peers.

2. Learning to speak

A child with dyslexia may take longer to learn to speak. They may also mispronounce words, find rhyming challenging, and appear not to distinguish between different word sounds.

3. Learning to read

This difficulty can present as early as in preschool. A child may find it difficult to match letters to sounds, and they may have trouble recognizing the sounds in words.

Dyslexia symptoms can also arise when young people start learning more complex skills. For example, the condition can cause difficulty with:

- a) grammar
- b) reading comprehension
- c) reading fluency
- d) sentence structure
- e) in-depth writing

Caregivers and teachers may notice that a child is reluctant to read — they may avoid situations that require it.

4. Learning to write

On paper, a person with dyslexia may reverse numbers and letters without realizing it.

Also, some children with dyslexia do not follow expected patterns of learning progression. For example, they may learn to spell a word and completely forget the next day.

5. Processing sounds

If a word has more than two syllables, processing the sounds can become much more challenging. For example, in the word “unfortunately,” a person with dyslexia may be able to process the sounds “un” and “ly,” but not those in between.

6. Sets of data

Children with dyslexia may take longer to learn the letters of the alphabet and how to pronounce them. They may also have trouble remembering the days of the week, months of the year, colors, and some arithmetic tables.

7. Coordination

A person with dyslexia may be less coordinated than their peers. For example, catching a ball may be difficult, and they may confuse left and right.

Reduced hand-eye coordination can also be a symptom of other, similar neurological conditions, including dyspraxia.

8. Concentration

People with dyslexia often find it hard to concentrate. This may be because, after a few minutes of struggling to read or write, they feel mentally exhausted.

Also, compared with the general population, a higher number of children with dyslexia also have attention deficit hyperactivity disorder (ADHD).

9. The sequence of ideas

A person with dyslexia may express ideas in a sequence that, to their peers, seems illogical or unconnected.

4.3.4 Whether child has been screened for Autism Spectrum Disorder (ASD)?(Yes-1, No-2):

If the child has been screened for Autism Spectrum Disorder then code will be 1(yes).

Autism spectrum disorder (ASD)

Autism spectrum disorder is a condition related to brain development that impacts how a person perceives and socializes with others, causing problems in social interaction and communication. The disorder also includes limited and repetitive patterns of behavior. The term "spectrum" in autism spectrum disorder refers to the wide range of symptoms and severity.

Autism spectrum disorder begins in early childhood and eventually causes problems functioning in society — socially, in school and at work, for example. Often children show symptoms of autism within the first year. A small number of children appear to develop normally in the first year, and then go through a period of regression between 18 and 24 months of age when they develop autism symptoms.

A child or adult with autism spectrum disorder may have problems with social interaction and communication skills, including any of these signs:

1. Fails to respond to his or her name or appears not to hear you at times
2. Resists cuddling and holding, and seems to prefer playing alone, retreating into his or her own world
3. Has poor eye contact and lacks facial expression
4. Doesn't speak or has delayed speech, or loses previous ability to say words or sentences
5. Can't start a conversation or keep one going, or only starts one to make requests or label items
6. Speaks with an abnormal tone or rhythm and may use a singsong voice or robot-like speech
7. Repeats words or phrases verbatim, but doesn't understand how to use them
8. Doesn't appear to understand simple questions or directions
9. Doesn't express emotions or feelings and appears unaware of others' feelings
10. Doesn't point at or bring objects to share interest
11. Inappropriately approaches a social interaction by being passive, aggressive or disruptive
12. Has difficulty recognizing nonverbal cues, such as interpreting other people's facial expressions, body postures or tone of voice

4.3.5 Whether child has been screened for Attention Deficit Hyperactive Disorder (ADHD)? (Yes-1, No-2): If the child has been screened for Attention Deficit Hyperactive Disorder then code will be 1 (Yes)

Attention Deficit/hyperactivity disorder (ADHD) is one of the most common mental disorders affecting children. Symptoms of ADHD include inattention (not being able to keep focus), hyperactivity (excess movement that is not fitting to the setting) and impulsivity (hasty acts that occur in the moment without thought). ADHD is considered a chronic and debilitating disorder and is known to impact the individual in many aspects of their life including academic and professional achievements, interpersonal relationships, and daily functioning. ADHD can lead to poor self-esteem and social function in children when not appropriately treated.

People with ADHD show a persistent pattern of inattention and/or hyperactivity–impulsivity that interferes with functioning or development:

1. **Inattention:** Six or more symptoms of inattention for children up to age 16 years, or five or more for adolescents age 17 years and older and adults; symptoms of inattention have been present for at least 6 months, and they are inappropriate for developmental level:
 - a) Often fails to give close attention to details or makes careless mistakes in schoolwork, at work, or with other activities.
 - b) Often has trouble holding attention on tasks or play activities.

- c) Often does not seem to listen when spoken to directly.
- d) Often does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace (e.g., loses focus, side-tracked).
- e) Often has trouble organizing tasks and activities.
- f) Often avoids, dislikes, or is reluctant to do tasks that require mental effort over a long period of time (such as schoolwork or homework).
- g) Often loses things necessary for tasks and activities (e.g., school materials, pencils, books, tools, wallets, keys, paperwork, eyeglasses, mobile telephones).
- h) Is often easily distracted
- i) Is often forgetful in daily activities.

2. **Hyperactivity and Impulsivity:** Six or more symptoms of hyperactivity-impulsivity for children up to age 16 years, or five or more for adolescents age 17 years and older and adults; symptoms of hyperactivity-impulsivity have been present for at least 6 months to an extent that is disruptive and inappropriate for the person's developmental level:

- a) Often fidgets with or taps hands or feet, or squirms in seat.
- b) Often leaves seat in situations when remaining seated is expected.
- c) Often runs about or climbs in situations where it is not appropriate (adolescents or adults may be limited to feeling restless).
- d) Often unable to play or take part in leisure activities quietly.
- e) Is often "on the go" acting as if "driven by a motor".
- f) Often talks excessively.
- g) Often blurts out an answer before a question has been completed.
- h) Often has trouble waiting their turn.
- i) Often interrupts or intrudes on others (e.g., butts into conversations or games)

4.3.6 Is the student involved in any extracurricular activity? (Yes-1, No-2): If the student is involved in any extracurricular activity then the code will be 1.

4.3.7 (a) Has the student been identified as a gifted / talented child in any of Mathematics, Language, Science, Technical, Sports and Art then code will be 1 (Yes)

Gifted Children: Children who are gifted are defined as those who demonstrate an advanced ability or potential in one or more specific areas when compared to others of the same age, experience or environment.

(b) Whether provided mentors? (Yes-1, No-2): If the student has been provided mentor then code will be 1 (Yes)

Mentors: Mentors provide guidance, advice, feedback, and support to the students, serving variously as role model, teacher, counselor, advisor, sponsor, advocate, and supporter, depending on the specific goals and objectives. Mentors impart their wisdom, practical insight, and creativity to encourage learners to express and develop their own skills.

(c) Whether the student participated in nurturance camps (Yes-1, No-2): If the Student participated in nurturance camps at State and National Level then code will be 1 (Yes)

Nurturance Camps: The camps organized to hone the specific skill and talent of the child identified as the Gifted Child.

(d) Has the student appeared in State Level Competitions / Olympiads / National level Competitions? / Olympiads/National level Competitions? (Yes-1, No-2): If the student has appeared in any of the State Level Competitions/Olympiads/National Level Competitions then code will be 1 (yes)

(e) Does the child participate in NCC/ NSS/ Scouts and Guides? (Yes-1, No-2): If the Student has participated in any of the NCC/NSS/Scouts and Guides then code will be Yes-1.

4.4 VOCATIONAL EDUCATION DETAILS OF THE STUDENT

(Applicable for the students of grades 9 to 12 who have opted for NSQF/Vocational Course)

4.4.1 Was the student provided with any exposure to Vocational activities? (Yes-1, No-2):

If the student was provide with any exposure to Vocational activities then code will be 1 (yes)

4.4.2 Did the student undertake any vocational course? (Yes-1, No-2): If the student has undertaken any vocational course then code will be 1 (Yes)

In case the student has taken vocation course (i.e. code 1 in item 4.5.2) then following details are to be provided:

(a) Trade/Sector:

(b) Job Role:

(c) Duration of vocational classes attended by student:

(i) Theory (in hours)

(ii) Practical (in hours)

(iii) Training in industry (in hours)

(iv) Field Visit (in Numbers)

GSR INFO www.gsrmaths.in

(d) Whether Appeared for Examination in Previous Class for Vocational Subject: The applicable codes are:

1-Appeared and Passed

3-Not Applicable

2-Appeared and Not Passed

4- Not Appeared

If answer to (d) is Code 1-Appeared and Passed or 2-Appeared and Not Passed then % of marks obtained by the student is to be given here.

(e) Whether student applied for placement: The applicable codes are:

1-Applied and Placed

2-Applied and Not Placed

3-Not Applied Yet

(f) Whether student applied for apprenticeship: The applicable codes are:

1-Applied and Given Apprenticeship

2-Applied But Not Given Apprenticeship

3-Not Applied Yet