

MODEL EDUCATION CODE

Practices and Processes
of School Management

National University of Educational
Planning and Administration



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PREFACE

The effective organization of legislations, policies, rules and regulations in a Code contributes significantly to the efficient management of the education system, by ensuring that policies and legislations are not confined to paper, but are translated into meaningful action in the field. The National University of Educational Planning and Administration (NUEPA) initiated the process of developing a Model Education Code. This was not an altogether new endeavour, but nonetheless challenging, given the wide diversity and variation in the school system across the country. Almost all States in the country have a State 'Education Code'. Some States have a system of updating their Education Codes, but in several other States, the existing Education Codes need significant revision, in keeping with new legislations, policies, rules and regulations. The central purpose of the Model Education Code is to help field functionaries, in particular school heads, to perform their responsibilities in accordance with the prevalent legislative and policy frameworks. The Model Education Code is, therefore, presented in a manner that can be easily understood by the school head, and acts as a ready reference handbook for effective school management.

Historically, legislative measures in the school sector have been initiated by State Governments, and the contents of the respective State Education Codes are consistent with these legislations. The 86th Constitutional Amendment inserted Article 21A in the Constitution of India to make elementary education a Fundamental Right. Its consequent Central legislation, namely The Right of Children to Free

and Compulsory Education (RTE) Act, 2009, significantly altered the situation. This development has several implications for State Education legislations and codes. Every school, irrespective of whether it is in the government, local body or private sector, has to adopt a 'rights' perspective for education of children, and the values of equality and social justice, as enshrined in the Constitution of India, must be fulfilled by all schools. Secondly, school education legislations in every State must be revised to conform to the provisions of the RTE Act. Since schools are the ultimate delivery points in the overall education management structure, significant efforts must be made to generate awareness among people involved in educational administration at all levels on the rationale of the provisions. The most important requirement is to fully equip every school head with an understanding of the rationale of the provisions, as it is the school head who is responsible for ensuring that children access their fundamental right to education, as guaranteed by the Constitution and specified through the RTE Act.

NUEPA took the initiative for preparing the Model Education Code for School Education to provide a framework for decentralization of powers and empowerment of school heads. The Department of School Education & Literacy, Ministry of Human Resource Development, Government of India supported this initiative and a Committee was set-up in February 2010, under the Chairpersonship of Late Shri Anil Bordia, for preparing a Model Education Code. The Committee was given a clear mandate to focus on 'school governance, decentralization and improvement of teaching-learning processes'. The main emphasis of the Committee was to prepare a reference document that facilitates smooth conduct of activities and processes at the school level. Consequently, the Model Code does not deal with functions and processes at the block, district or State-level administration. The contents of the present document have been derived from the existing State Education Codes, analysis of the implications of various sections of the RTE Act, and intense dialogue with experienced educators associated with systems and processes at the school level. The specifications in the Model Education Code are in the form of concrete guidelines, procedures, criteria and standards that can be guaranteed at the school level, without specific interventions from the block, district or State level. The various sections in the document are designed to help the school head, teachers and also enable the community to tackle various issues and questions that are likely to arise in the regular transaction of managerial tasks in the school.

The initial draft of this document was prepared by a Drafting Sub-Group of the main Committee under the guidance of Shri Anil Bordia. This was then

discussed in the full Committee. Thereafter, an Editorial Group was set up to give a final shape to the document. As a document providing specific guidance in day-to-day school management, we hope that it will empower the school heads and teachers for effective school management and curriculum transaction. The document also underscores the need for meaningful partnership between the school, the teachers, the parents and community members in school functioning through school management committee and other institutional mechanisms.

On behalf of the NUEPA, I would like to express my sincere appreciation for the contribution of the members of the Committee, Drafting Sub-Group and Editorial Group in the preparation and finalization of the Model Education Code. In particular, I would like to record my gratitude to Late Shri Anil Bordia, former Education Secretary, Ministry of Human Resource Development, Government of India for his inspiration and guidance in giving final shape to the Model Education Code.

R. Govinda

Vice-Chancellor, NUEPA

New Delhi
July 07, 2015

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The Model Education Code presented in this volume is the outcome of the teamwork undertaken by the Committee Members and experts who provided their consistent support in its preparation. The Committee comprised a mix of education administrators, planners, researchers and educationists, which functioned as a think-tank for the preparation of Model Education Code. First and foremost, we extend our sincere thanks to Prof. R. Govinda, Vice-Chancellor, NUEPA and acknowledge his invaluable contribution in preparation of Model Education Code. He provided continuous support and inspiration in successful completion of this project. We would like to place on record our profound gratitude to Late Shri Anil Bordia, the Chairperson of the Committee, who provided guidance and advice in the development of the content and format of the Code, while setting the agenda for modalities and methodology for its preparation. We express our special thanks to Late Shri Chatar Singh Mehta, a member of the Committee and member of the Drafting Sub-Group, for his contribution in not only drafting several chapters of the Code, but also reviewing and editing several other chapters.

All the members of the Committee were assigned the task of preparation of 3-4 chapters each. We would like to take this opportunity to express our sincere gratitude to Smt. Anshu Vaish, former Secretary, Department of School Education and Literacy, Ministry of Human Resource Development, Government of India and special invitee to the Model Education Code Committee, and Smt. Anita Kaul, Former Secretary, Department of Justice, Ministry of Law and

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Abbreviations

AIE	Alternative and Innovative Education
ANM	Auxiliary Nurse and Midwife
BEO	Block Education Officer
BRC	Block Resource Centre
BPL	Below Poverty Line
CCE	Continuous and Comprehensive Evaluation
CWSN	Children with Special Needs
CRC	Cluster Resource Centre
CPWD	Central Public Works Department
DEO	District Education Officer
DIET	District Institute of Educational & Training
ECCE	Early Childhood Care & Education
EMIS	Education Management Information System
FA	Formative Assessment
GRA	Grievance Redressal Officer
HM	Head Master
ICDS	Integrated Child Development Services
ICT	Information and Communication Technology
KVS	Kendriya Vidyalaya Sangathan
MDM	Mid-day Meal
NGO	Non- Governmental Organization
NCF	National Curriculum Framework
NUEPA	National University of Educational Planning and Administration
NRHM	National Rural Health Mission
NVS	Navodaya Vidyalaya Sangathan
NCERT	National Council of Educational Research & Training
NCTE	National Council of Teacher Education
NIOS	National Institute of Open Schooling
OBC	Other Backward Class
PTA	Parent-Teachers Association
PWD	Public Works Department
PHC	Primary Health Centre
RTE	Right to Education

RMSA	Rashtriya Madhyamik Shiksha Abhiyan
SDP	School Development Plan
SMC	School Management Committee
SC	Scheduled Caste
ST	Scheduled Tribe
SSA	Sarva Shiksha Abhiyan
SMDC	School Management and Development Committee
SCERT	State Council of Educational Research & Training
SHP	School Health Programme
UT	Union Territory

INTRODUCTION

In 2010, the Department of School Education and Literacy, Ministry of Human Resource Development decided to prepare a new Model Education Code for schools in the context of RTE Act. The task was entrusted to the National University of Educational Planning and Administration (NUEPA). Consequently, a Committee was set up at NUEPA for preparation of the Model Education Code. The Committee was expected to consult the State Governments and Union Territory Administrations and take into account the laws passed, frameworks created and guidelines issued over time for schools and school education by the MHRD, the NCERT, the NCTE and other national bodies entrusted with putting in place processes and procedures to improve and maintain the quality of education in schools. Based on these, the Committee was tasked with developing a comprehensive Model Education Code that would reflect current thinking and address contemporary concerns regarding school education and administration.

Given the demanding nature of the endeavour and the long term significance of the outcome, NUEPA adopted the task as its own project. The Model Code took shape in the course of widespread consultation through a series of meetings and workshops. The original team included retired Principals/HMs, representatives of State Departments of School

Education, SCERTs, and DIETs. The drafts prepared by them were reviewed for editorial purposes by a small team and the present document has emerged from their deliberations.

The documents considered in the process of drafting this Model Code include frameworks and guidelines on various aspects of school planning, management, functioning and review. The subjects of special focus are school governance, management and administration, school infrastructure and maintenance, academic processes and classroom transaction, treatment of children, residential spaces, inclusion of all children and ensuring their engagement in classroom processes and learning. The promulgation of the Right of Children to Free and Compulsory Education Act (RTE Act) in 2009 has substantially changed the way in which school education is viewed from the perspective of the child. The RTE Act makes many critical commitments to ensure that all children get their Fundamental Right to Education. The multi-dimensional implications of the Act necessitate adherence to prescribed guiding principles while, at the same time, affording functional autonomy to school administrators and teachers.

The Model Education Code attempts to lay down structures and procedures to be followed by the Heads of Schools (HoS) and all the members of the school staff. It includes some guidelines that the block and district-level functionaries are expected to abide by. The RTE Act requires not only that the school should ensure a pleasant, non-threatening and welcoming school and classroom but also the involvement of the community through specific structures created for the purpose. The rights and responsibilities of all the stakeholders, especially the School Management Committees, are elaborated and their specific roles spelt out in this document.

This Model Education Code endeavours to compile in one document the provisions and directions relevant to administrative and academic processes that schools should follow. It addresses the implications of laws/rules/regulations and directs appropriate action to use these tools for the benefit of the school, its teachers, staff and students. It applies to schools of various descriptions – government, government-aided, private unaided, elementary, secondary, and residential. It gives, in one place, the necessary information as well as suggestions for ensuring accessible opportunities for quality school learning to all children as mandated by the RTE Act for elementary schools and by extending the same broad principles to secondary schools. The States can adopt or adapt this Code to the needs of the State after reviewing their own School Education Codes in the light of this document. The School Code,

so prepared, may then become a ready reference manual for schools and also for other education functionaries in order to ensure a common understanding and coherence of purpose in the provision of rights, quality, equality and inclusion.

For ease of reference, the Model Code is divided into six Sections and 32 chapters. It lays down the present-day principles of school education and management of schools. It also offers the rationale for the steps and actions suggested for administrators of schools. It addresses the specific roles for the HoS, the teachers, the SMC, the warden, the local authority as well as some responsibilities of the other functionaries of the School Education Department of the State Government/ UT Administration. The Code gives detailed guidelines and suggestions on all aspects of student management, including all aspects of admissions, student entitlements, the need for inclusion of all, the assessment and certification process, residential arrangements for students, and their right to be treated equitably and with respect and care. This material is spread over two sections: Section 1 on 'Student Management' and Section 5 on 'Management of School Facilities and Entitlements'.

Section 2 is devoted to 'Management for Equality' and describes the different kinds of disadvantages children may have or may face in school. It deals with diverse issues of exclusion and suggests ways in which the school and the education system may ensure the inclusion of children from vulnerable backgrounds, their continuation in school and their participation in the learning process. This section elaborates on what is required to be done as well as how it should be done.

Section 3 on 'Quality of Learning' talks about the nature of the teaching-learning process as well as the overall learning experience - in the classroom, in school overall, scholastic areas, co-scholastic areas, and the safety and health care that each child needs to be provided. It also spells out the nature of assessment processes and the principles to be kept in mind while evaluating the performance of students. The importance of the role of the teacher in the functioning of the school and in providing quality education to children cannot be over-emphasised, and this section has sought to deal with this subject at length.

Section 4 on 'Teacher Management' details the rights and the responsibilities of the teacher and the expectations from them. It also outlines the qualifications they are required to have and the need for their continuous capacity building, a Code of Ethics for teachers, and the rationale and structure of a redressal mechanism that must be set up to deal with the grievances of teachers.

Section 6, the last section, focuses on the 'Management of Schools'. It lays down the conditions for the recognition of the school, the process of co-ordination with the local authority and the SMC, the role of the SMC in the review and planning process, starting with institutional self-assessment. This section also gives the duties and responsibilities of the Head of the School, the basic financial processes and record- keeping in the school.

The six sections of the Model Education Code are inter-related and would, at some places, need to be read together with other relevant parts of the document to fully appreciate its intent. This Code is meant as a framework and a suggestive model. It is expected that each State/UT would use it as such and modify it appropriately to develop their own Code to suit their specific needs.

STUDENT MANAGEMENT

Right to Education Act, 2009 guarantees every child the basic fundamental right to education. Any child between 6-14 years has a right to free and compulsory education in a neighborhood school till completion of elementary education. The Act provides for special attention to the education of girls, disadvantaged children as well as children belonging to weaker sections of society. It provides a justiciable legal framework that entitles all children of this age-group to quality education, based on the principles of equity without discrimination.

Children from diverse backgrounds are enrolled in schools. They can differ in physical appearance. They have varied social, cultural and psychological orientation. They can also belong to different religious, caste and ethnic groups. Schools must respect the dignity of diversity and ensure that each child develops physically, socially, psychologically and mentally to his/her fullest potential. Special training, based on specially designed age-appropriate teaching- learning materials, needs to be provided to disadvantaged children. The students can then be integrated in the relevant age-appropriate class after completing their special training.

This Section, through its six chapters, elaborates on admission procedure, the importance of birth certificate, school fees, school uniform, protection of children, and code of conduct for students, as the major components of student management in school education.

ADMISSIONS

The Right to Education Act (RTE), 2009 envisages effective mechanisms to achieve free and compulsory elementary education for all children between 6 to 14 years. The Act provides that rules will be notified for implementation of the provisions. The implications of RTE for admission to elementary schools are given in this chapter and also the broad guidelines for admission to the secondary classes. The chapter describes the extent of the school's responsibility for providing quality education to all children for all categories of schools.

Admission at Elementary Level

- 1.1 Admission of a child to a neighbourhood government school is a fundamental right of all children and it cannot be denied at any point.
- 1.2 All children must be admitted to the school without any discrimination based on caste, creed, religion or cultural background.
- 1.3 Admission should be a transparent process. The parents have to be informed about the date of admission and process by the school placing the information in public domain - on the school notice board or school website, wherever possible. The School Management Committee (SMC) members should also support the school in sharing this information with parents.
- 1.4 Ideally, all children should be enrolled in school at the beginning of the academic session. Admissions should be accepted within such extended period as may be prescribed by the competent authority.
- 1.5 Extended period of admission from the date of commencement of the academic session of the school should be upto six months or as per the rules issued by the State Government.
- 1.6 Children admitted in school after the extended period (of six months

or as per State rules) should complete their studies with the help of special training as determined by the head teacher.

(Please refer to chapter 28 for more details on special training)

- 1.7 RTE Act provides that no child will be denied admission in a school for want of a Birth or Transfer Certificate. Therefore, it is suggested that wherever a Birth Certificate under the Births, Deaths and Marriages Certification Act, 1886 is not available, record of an Anganwadi worker or an Auxiliary Nurse or a Midwife (ANM) or a declaration of the age of the child by the parent or guardian would be deemed to be valid proof of age.
- 1.8 State RTE Rules should notify the documents that may suffice in the absence of a Birth Certificate.
- 1.9 Head of the Schools will issue Transfer Certificates on priority, whenever a child requires it.
- 1.10 Delay in submission of Transfer Certificate will not be a ground for denial of admission to a child in a new school.

Mandatory Admission of Children of Disadvantaged Groups in Private Schools

- 1.11 As per the RTE Act, disadvantaged group of children includes children from economically weaker sections, scheduled castes, scheduled tribes, other socially, educationally backward classes and disabled children. It also includes groups of disadvantaged children owing to their social, cultural, economic, geographical, linguistic, gender or other such factors as specified by the appropriate government.
- 1.12 Children belonging to economically weaker sections mean children of such parents/ guardians whose annual income is lower than the minimum limit specified or they are children of Below Poverty Line (BPL) card holders, as specified by the appropriate government. These criteria may vary from state to state.
- 1.13 Children categorized as disadvantaged or belonging to weaker sections or disabled will be given a certificate by the competent authority as defined by the respective State Government.
- 1.14 An aided school receiving aid or grants to meet whole or part of its expenditure, from the appropriate Government or the local authority, will provide free and compulsory elementary education to such proportion of children admitted therein as its annual recurring grant.
- 1.15 Unaided and specified category schools will ensure that a minimum of 25% of the seats in pre-primary /class I are filled by children belonging to the disadvantaged/ weaker sections.

Transportation/Escort Facilities

- 1.16 It may be difficult for children living in small hamlets and remote areas to find access to the neighbourhood school. In areas where transport facility is not available, head teacher will seek community support to make adequate arrangements to safely bring children to school and escort them to their homes after school.
- 1.17 State Governments may consider establishing more than one neighbourhood school in areas with high population density.

First Entry to the School - Admission in Government Schools

- 1.18 Admission form will be issued by the school concerned. A suggestive proforma is given at Annexure I(a).
- 1.19 Each parent/guardian will fill admission application form in duplicate. One will be kept in the school along with the required certificates and the other will be forwarded to the Block Education Officer/District Education Officer (secondary) in case elementary education classes are part of the secondary/senior secondary school.
- 1.20 The school will issue receipt of the admission form in the proforma suggested in format I(b) in the annexure.
- 1.21 The school should maintain record of admission forms issued and received. Formats for school level are given as Annexure I(a), I(b), and I (d). For Block Education Officer/District Education Officer, formats are suggested in Annexures I(c).
- 1.22 Parent/guardian must enter the correct date of birth of the child in the admission form and attach any of the following documents as evidence: the certificate of date of birth issued by the competent authority of municipality/corporation/ Village panchayat/ government hospital/ recognized hospital/ ANM register/ record of any other authority approved by the State Government.
- 1.23 If the date of birth of the child was not registered in any of the above-mentioned institutions, the parent/guardian will give an undertaking that the child's birth was not registered in these local bodies/ institutions and certify that the date of birth of the child is correct.

Admission of Students in Private Schools

- 1.24 In general, the admission procedure mentioned below applies to all private (aided and unaided) schools for admission to children of disadvantaged groups and weaker sections. This, however, is not applicable to minority schools.
- 1.25 The school should follow a system of random selection by draw of lots if applications of children belonging to disadvantaged groups are more than 25% of the seats.

- 1.26 In case the number of applications received is less than 25% of the seats, then the remaining seats will be filled by draw of lots out of the list of the candidates from other villages/wards of municipal areas.
- 1.27 The list of children admitted on the date of admission will be placed on the notice board/website of the school in the proforma as given at Annexure I(d). A copy will be marked to the Block Education Officer/ District Education Officer (secondary) as the case may be.
- 1.28 The parent/ guardian should be informed in writing as soon as the list is finalized.

Suggested Procedure for Admission for Private Schools

- 1.29 Each school will prepare a prospectus for admissions and place the following information in the public domain (Notice board / website) in a suggested proforma given at Annexure 1(e):
 - 1.29.1. Number of seats earmarked in pre-Primary/Class I;
 - 1.29.2. Number of seats earmarked for disadvantaged groups and weaker sections;
 - 1.29.3. Admission Policy;
 - 1.29.4. Dates for Issuance of Admission forms;
 - 1.29.5. Time and date of draw of lots; and
 - 1.29.6. Date of publishing of result;
- 1.30 Consolidation of Figures: All schools will consolidate figures of children admitted to the 25% of seats as per the provision of Section 12 of the Right to Education Act 2009. This information will be forwarded to the Block Education Officer in the prescribed proforma given at Annexure I(f) and I(g).
- 1.31 Admission to remaining 75% Seats: All Private (Aided, Unaided and Specified category) schools should formulate an Admission Policy for admission to the seats remaining after the number of seats fixed by the school for admission under Section 12(1)(c) of the RTE Act. Any person or school practicing screening procedure will be penalized.
- 1.32 The admission policy should include the following provisions and clauses:
 - 1.32.1. Criteria for categorization of applicants based on purposes of the school;
 - 1.32.2. No discrimination of children based on any ground, particularly on parental educational qualification or economic status;
 - 1.32.3. No screening/interviews of the child/parent/guardian;

- 1.33 Any school (Aided, unaided or schools of specified category) conducting admission tests to any class at the elementary level will be penalized with a fine. The fine may be twenty five thousand rupees for the first time and fifty thousand rupees for every subsequent violation of the RTE Act (Section 12. 13b).
- 1.34 No School or person, while admitting a child, will collect capitation fee as per Section 12.13a of the RTE Act 2009. Any school or person receiving capitation fee may be penalized with a fine which may extend to ten times the capitation fee charged.

School Leaving Certificate/Transfer Certificate

- 1.35 School Leaving/ Transfer Certificates should be issued and verified by the head of the school. In his/her absence, the official authorized by the Managing Committee (in case of unaided recognized schools) or the district authority concerned (in case of government and aided schools) will issue School Leaving Certificates under his signature.
- 1.36 There will be no cutting, addition, erasing or overwriting in the School Leaving Certificate. If there is any such unavoidable alteration, it should be attested under the signature of the issuing authority below with a stamp clearly showing the designation of the issuing authority.
- 1.37 Date of birth and the class should be written both in words as well as in figures.
- 1.38 The name of the student and that of his parents should be written clearly. The spelling should tally with that given in the Admission and Withdrawal Register of the school.
- 1.39 The status of the school should be clearly and prominently mentioned on the School Leaving Certificate.
- 1.40 Whenever a school leaving certificate is torn, lost or destroyed, a duplicate school leaving certificate should be issued and record maintained of the same.

Important Provisions at the Time of Admission to Other Classes

- 1.41 Pupils migrating from other states of India or outside India, on transfer certificate or other equivalent document countersigned by the education officer, should be admitted to the corresponding class
- 1.42 No school, aided or unaided, will conduct any test for admission to any class other than that permitted in the rules or by the competent government authority.
- 1.43 A student coming from another recognized school will not be admitted to a class higher than the one in which she/he was studying at his/her former school unless the transfer certificate states that she/ he has been promoted to the next higher class.

- 1.44 The head of every recognized unaided school will regulate the admission process in such a way that upto class VIII, no student or their parents are subjected to any screening test or interview.

Admission Register

- 1.45 Every school will maintain an admission register.
- 1.46 When a pupil is admitted to a school, name of the student, name of his or her parent/guardian, date of birth, and other particulars, as given in the application form, will be entered in the admission register and attested by the head of the school (HOS).

Please refer to chapter 31, duties and responsibilities of head of the school, for more details.

Alteration of Date of Birth and Other Particulars

- 1.47 The date of birth and name of a student once entered in the admission register will not be altered except with the sanction of the competent authority.

Please refer to chapter 2 for more details regarding date of birth.

Admissions in Class IX Onwards

- 1.48 No student will be admitted to class IX unless he/she has a completion certificate for class VIII.
- 1.49 Students will not appear in examinations through more than one Board in the same year.
- 1.50 No pupil who has been expelled from any school will be admitted to any other school without the sanction of the Director of Education of the State concerned.

Failed Students not to be Refused Admission

- 1.51 A student, who fails in a public examination, should not be denied re-admission in the same school or class.

Admission of Candidates Appearing for Supplementary Exams

- 1.52 Students, who have appeared for a supplementary examination for the class X level, should be enrolled in class X only. However, they should be allowed to attend class XI. In the event of their passing the secondary school supplementary examination, they should be admitted to class XI, subject to fulfilment of class XI admission criteria. In case the student does not qualify in the supplementary examination, he/ she will be retained in class X.

Admission in Class XI when Results are Delayed

- 1.53 Board examinations for class X are no longer compulsory in CBSE schools. In case of other Boards (and also where schools/students exercise the option to take Board examinations for class X in CBSE schools), the following discipline will apply in the event the result is not announced in time:
- 1.53.1 All principals/ heads of schools will arrange classes in different streams (Science, Commerce and Humanities) for students of class XI on provisional basis;
 - 1.53.2 An undertaking should be taken from each student that his/her admission in class XI will be subject to his/her performance in Board examination; and
 - 1.53.3 If he/she fails to fulfil the conditions of admission in any stream after declaration of results, he/she will be either rolled back to the lower class or shifted to another stream, as per norms determined by the relevant authority.

DATE OF BIRTH

Record of the Date of Birth (DOB) is an extremely important document in the life of an individual. It is used for reckoning of age, admission to an educational institution, as proof of age for voting rights, legal age of marriage, entry into employment, retirement and several other purposes etc. Therefore, it should be written accurately in the school record to avoid the need for any change or correction subsequently.

Changes in the Date of Birth

- 2.1. The date of birth should be entered in words as well as figures and the entry should not bear any marks of cutting or over-writing.
- 2.2. State government norms and procedures will be followed in all cases for change of date of birth. Any change in the date of birth will be allowed only under any one or more of the following circumstances:
 - 2.2.1. When the date of birth/year has been wrongly entered in the school record, i.e., it is different from that given by the parents/guardian in the admission form, the parents will submit an application for change of date of birth along with an attested copy of the birth certificate to the head of Institution.
 - 2.2.2. When the child gets admission on transfer certificate to another school and the parent complains that wrong date of birth has been entered in it by the previous school, in such a case, the head of the institution will categorically certify the fact, enclosing a copy of the original admission form and submit to the same to the next higher authority for approval of change.
 - 2.2.3. The head teacher of a school should help a parent, who has entered the wrong date of birth in the admission form

and wants to change it. In the absence of a birth certificate, the head of the school will procure the original admission form, the transfer certificate from the issuing authority and facilitate issue of a new transfer certificate with the correct date of birth.

- 2.3. All applications, for change of date of birth, should be submitted by the parents /guardian accompanied by accurate documentation.
- 2.4. The same process should be followed regarding wrong entry of other particulars like name, caste, religion etc..
- 2.5. The head of the institution, thereafter, will accurately make the necessary changes related to DOB in all the registers and records concerned and ensure compliance of the necessary guidelines issued by the competent authority.

SCHOOL FEES

The fee structure in case of admission to any school, especially a private fee charging school, must be transparent. Information regarding school fees must be displayed clearly to facilitate decision-making by the parents/guardians/children and make the process of admission smooth.

Government and private schools have different dispensations for deciding their fee structures. These may further vary according to the level of the school - elementary or secondary. Hence, the disciplines to be followed by each category of schools have been spelt out separately in this chapter.

Government Schools Imparting Elementary Education

3.1 Section 3 of the RTE Act, 2009 makes free education the right of children of ages 6 to 14 years. Thus, a school established, owned and controlled by any Government, i.e. Central, Union Territory (UT), or State and imparting elementary education will not charge any fee from the children enrolled in it. In the interest of transparency and awareness of the right to education, such schools will observe the following discipline:

- 3.1.1 Head teacher / in-charge teacher of the government school will, at the beginning of academic session or at the start of the admission process, place a declaration on the school notice board stating that the school does not charge any fee from the students for admission and no fee is charged for curricular and co-curricular activities. If the school has its own website /web portal, such a declaration will be placed on it as well.
- 3.1.2 At the beginning of the academic session, the head teacher /in-charge teacher of the school (Member-Secretary of the School Management Committee constituted under the RTE Act) will inform the SMC members about the provision of

the RTE Act that prohibits charging of fees and about the declaration to this effect displayed on the notice board/ website of the school.

- 3.1.3 Schools such as Kendriya Vidyalaya, Navodaya Vidyalaya and Sainik School have been established to meet the educational needs of children of particular sections of society and are, thus, distinct in character. The provisions of section 12(1) (c) of the RTE Act should apply to such schools and to any other school notified as a 'specified category' school by an appropriate Government, i.e. Central/State/UT Government, as the case may be. Thus, they will be required to provide admissions, to the extent of at least 25% of the strength of class I, to children from disadvantaged groups and weaker sections from the neighbourhood. If the school imparts pre-school education, then 25% of the pre-school class would be of children from disadvantaged groups and weaker sections.

Government Schools Imparting Secondary Education

- 3.2 In general, government secondary and senior secondary schools (upto Class X and XII respectively) do not charge tuition fee. They may charge other fees such as sports fee, science fee, examination fee, laboratory fee, library fee, computer fee, school development fund etc.. However, the practices can vary in some states. There is a need to establish a transparent system of display of the fees' structure, its collection and utilization. A government school, imparting secondary or senior secondary education, will adhere to the following discipline:
- 3.2.1 At least one month prior to the beginning of the academic session or prior to start of the admission process every year, the school will declare the fee structure, giving details of different heads of fee charged and intimate it to the District Education Officer or immediate controlling authority as the case may be.
- 3.2.2 The head-wise fee structure will be placed in public domain. It will be displayed on the notice board of the school. If the school has its own website/web portal, the fee structure will be placed on it as well.
- 3.2.3 If an admission brochure/pamphlet is published, the details of head-wise fees will also be clearly reflected in it. If the brochure/ pamphlet is priced, the price will be clearly shown on it.
- 3.2.4 The school may collect fees in installments, provided this is reflected in its initial declaration and placed in the public domain.

- 3.2.5 The school will furnish to parents/guardians/students written receipts of all fee payments.
- 3.2.6 The school will not change its fee structure in mid-session under any circumstances.
- 3.2.7 Any change in the fee structure will be made in consultation with the SMC (or by whatever name it is called) and with the approval of the competent authority under the prevalent rules and regulations.
- 3.2.8 The school will keep a cash book and record head-wise receipts and expenditure in it. The cash book will be written daily and will be signed by the Principal or the Drawing and Disbursing Officer, as the case may be.

Local Authority Schools Imparting Elementary Education

- 3.3 The responsibility of local authority, as per the RTE Act, is the same as that of the State/UT Government for the schools run by it. Thus, it is the duty of the local authority to provide free and compulsory education to children of ages 6 to 14 years residing within the jurisdiction of their schools. The mandate for a government school will apply to a local authority school, which will observe the same discipline as applicable to a school established, owned and controlled by the Central/State/UT Government. (Refer section 1- i).

Local Authority Schools Imparting Secondary Education

- 3.4 Local authority schools work on the pattern of government schools. They do not charge tuition fee but they may collect fees for curricular and co-curricular activities. In order to maintain transparency in fee collection and maintenance of records, the local authority schools imparting secondary education (Classes IX-X and/or Classes XI-XII) will adhere to the same discipline as applicable to a school established, owned and controlled by the Central/State/UT government. (Refer section on government schools imparting secondary education 3.5 to 3.14).

Private Aided and Unaided Schools

- 3.5 The fee structure for schools aided by the government/local authority is generally governed by the rules and regulations framed by the Government/local authority while the fee structures for unaided private schools are formulated by their managements. However, both need to put in place mechanisms to ensure ethical practices, transparency and information-sharing in the public domain in respect of their fee collection, utilization and record- keeping systems. Hence, both types of schools will observe the discipline followed by the

government / local authority schools with respect to declaration, display and dissemination of the fee structure and record-keeping.

3.6 In addition to these, the aided and unaided schools would follow the following:

- 3.6.1. The school will not charge capitation fee or any fee other than that notified by it prior to the beginning of the academic session.
- 3.6.2. If a school gets aid from the Central/ State/UT Government or from a local authority, it will have to abide by the conditions laid down under the grant-in-aid policy, rules and regulations of the relevant government/local authority.
- 3.6.3. As section 12 (2) of the RTE Act provides for reimbursement of per-child expenditure to unaided private schools for the children so admitted to the school under the provision of this section, an unaided private school will not charge any fee from the children admitted under the provisions of section 12 (1)(c) of the RTE Act till they are in elementary school.
- 3.6.4. The school will maintain a separate account for the reimbursement claimed and received under section 12 (2) of the RTE Act.

SCHOOL UNIFORM

Though school uniform is not mandatory, yet most schools prefer to prescribe uniform for their students in order to establish their identity and equity as a student of the school.

Selection of School Uniform

- 4.1 A school uniform should be comfortable, culturally sensitive, conducive to the local weather and easy to maintain.
- 4.2 Selection of the school uniform should be through a democratic process. All schools must select the colour and type of uniform and accessories, if any, in consultation with the SMC and parents.
- 4.3 A committee to select school uniform can be constituted with the following members, in case the school is co-educational.
 - 4.3.1. Head of the School.
 - 4.3.2. Teachers: 1 female and 1 male, as far as possible.
 - 4.3.3. Parents: 1 female and 1 male, as far as possible.
 - 4.3.4. 2 Students: 1 boy and 1 girl.
- OR
- 4.4 The school uniform may be selected by the SMC, with the induction of 2 students, 1 boy and 1 girl, if the school is co-educational, and otherwise 2 boys or 2 girls, as the case may be.
- 4.5 Materials of various colours and designs, both unstitched and stitched, along with colour design of shoes, socks and other accessories should be displayed before the selection committee. The main criteria for selection of uniform should be cost and appropriateness.

Free Supply of Uniforms and Procurement

- 4.6 Two sets of uniform should be supplied at the beginning of the session, as per the state RTE rules.
- 4.7 Parents should have options to procure the uniform from open market. There should be no compulsion for procurement from a specified supplier
- 4.8 Funds for purchase of uniform could be deposited in the joint account of parent and child.

Enforcement of Rules on School Uniform

- 4.9 No student should be given corporal punishment or be mentally harassed or be prevented from attending classes for non-compliance with school uniform prescription.
- 4.10 Each SMC will evolve its own method to ensure that students are enabled to wear the prescribed uniform.
- 4.11 The head of the school may allow concessions from wearing of school uniforms under special circumstances.

PROTECTION OF CHILDREN

According to the UN Declaration of the Rights of the Child, 1989, as ratified by Government of India on 11th December 1992: every child needs special protection to develop physically, mentally, morally, spiritually and socially in a healthy and normal manner and in a condition of freedom and dignity. Every school should initiate steps and develop schemes for safeguarding the rights of children as part of its continuous effort to encourage them to become responsible and productive citizens who are able to face challenges of life confidently”.

- 5.1. The Right to Free and Compulsory Education Act, 2009, categorically bans corporal punishment and states: “No child will be subjected to physical punishment and mental harassment.” (Section 17(1))
- 5.2. Special attention should be given to security of girls. Schools should provide a safe and supportive environment, free from exploitation and abuse, with adequate sanitary facilities to all children. Such an environment will benefit both girls and boys equally.

Safety of Children during Natural Disasters and other Hazards

- 5.3. Every school should take all the necessary steps to protect the children from natural and man-made hazards like earthquake, flood, fire, stampede, landslide, pollution etc..
- 5.4. Do’s and don’ts for these hazards have to be prominently displayed. Mock drills to prevent any harm from disasters should be conducted regularly.
- 5.5. Each school should observe all fire safety norms, as laid down by the fire department. Water, fire- extinguishers and sand buckets should be easily accessible, available and operational. It should be ensured that fire extinguishers are well within the expiry date at any given point of time.

- 5.6. Every school should formulate an advance school safety plan which includes training and guidance of children in averting incidents likely to cause injury or threaten lives and to avoid or mitigate any loss or suffering. Such training should include fire safety drill, emergency evacuation exercise and earthquake safety measures.
- 5.7. Schools situated in industrial areas should create additional awareness about the routine to be followed in the event of gas leak or other possible industrial disasters. Evacuation and First Aid arrangements for rapid action should be made. Safety drills with respect to this should be regularly held.

Safety of Children in School

- 5.8. Construction work in school should be carried out during holidays or after school working hours.
- 5.9. All schools should be properly fenced.
- 5.10. Terraces, balconies, should be appropriately fenced with a reasonably high wall of at least 4 feet. Access to and presence in the balconies and on terraces should be supervised by some responsible adult.
- 5.11. Water storage tanks and septic tanks should be properly covered with bold indication marks. If there are wells in or around the school premises, they should be fenced, clearly marked and children made aware of the need to stay away from them.
- 5.12. After school hours, all rooms, laboratories and toilets should be checked before the building is locked for the day.
- 5.13. Schools should ensure that all electrical fittings and appliances are as per safety norms. All electric wires must be insulated and joints covered. Periodic inspection of all the electric points must be conducted.
- 5.14. All play equipments like swings, see-saws, slides, gymnasium equipments must be checked periodically. Joint hooks, edges, surface coating must be carefully examined for possibility of becoming loose, causing abrasion etc..
- 5.15. Playgrounds should be free from rusted nails, broken glass, sharp-edged stones etc.. Long wild grass and beehives should be removed periodically. The playground should be neatly levelled for the safety of children.
- 5.16. No child should be allowed to leave the school during school hours except with duly authorized permission.
- 5.17. Classroom furniture should be designed keeping in mind children's comfort and safety. Furniture should also not have sharp edges or abrasive surfaces.

Safety of Adolescent Children

- 5.18. The students of secondary classes need special care and attention as they undergo a rapid physical growth and changes associated with adolescence and puberty.
- 5.19. Age-appropriate adolescent and life-skills education should be provided in school including appropriate awareness about HIV/AIDS.
- 5.20. Special support, counselling and appropriate facilities should be available to girls during their menstruation cycles.
- 5.21. All schools should provide age-appropriate sex education, create awareness and build systems to protect students from becoming victims of sexual harassment or exploitation.
- 5.22. Teachers should be oriented to notice and identify possible signs of abuse. The children must have the possibility, the awareness and the confidence to share with their teachers episodes of sexual harassment as urgently as possible. Students must be aware of the need to report and discuss any unease as soon as they feel and be aware of ways to prevent sexual harassment.
- 5.23. To ensure confidentiality, schools could place secure complaint boxes, where children can put their complaints/suggestions. The school may designate a sensitive lady teacher as a counsellor and/or the person with whom such fears/episodes may be discussed without fear or shame. The school will devise a mechanism to address these issues.

Physical, Emotional and Mental Safety

- 5.24. No child will be subjected to physical punishment, threats, terror or mental harassment on any count.
- 5.25. Teachers will not use derogatory remarks, verbal or written, which may negatively impact the self-esteem of a child.
- 5.26. Teachers will not humiliate or disgrace the child in private or in the presence of others, especially fellow students.
- 5.27. All students will be treated with respect and dignity. School will administer discipline in a fair and non-biased manner.
- 5.28. The school will ensure that no child is hurt, harassed or subjected to bullying by other students or outsiders in the school premises on way to school or on way back home.
- 5.29. The school will create a system of addressing students' grievances (refer chapter on Code of Conduct for students).
- 5.30. The school will provide mentoring to the victims of bullying as well as to the students who participate in bullying.

- 5.31. Teachers should mediate to resolve conflicts in a non-judgmental and non-blaming manner and promote mutual understanding and respect to resolve the issue.

Health Safety

- 5.32. Health details of all children should be available with class teacher. If a student needs some special interventions, the teacher concerned and head of school should know it, so that appropriate and, if needed, emergency services can be provided.
- 5.33. Schools should ensure that safe drinking water is available to students. It should be stored in clean utensils, always covered and ladles available to pour water. Children must be educated to not dip their hands in the drinking water.
- 5.34. Cleaning of underground/overhead tanks and water-coolers must be done periodically. Date of cleaning and next due date of cleaning should be clearly displayed on the tank.
- 5.35. Schools must have proper outlets for waste water and ensure there are no stagnant water puddles in the school premises in order to prevent mosquito breeding.
- 5.36. Adequate hand-washing facilities like soap should be available in school.
- 5.37. School canteens and Mid-Day Meal kitchens must conform to the specified norms and hygienic standards. (Refer to chapter 15 on School Health for details)
- 5.38. Schools should create awareness about harmful drugs and alcohol abuse as well as ensure that students understand the dangers of substance abuse and its harmful impact on health. (Refer to chapter 15 on School Health for details).

Safety of Children outside School

- 5.39. The school must make all students aware of traffic rules.
- 5.40. The school should make efforts to organize, with the help of SMC or through appropriate authority, construction of speed breakers and installing of signages proclaiming GO SLOW, SCHOOL AHEAD outside the school, to control the speed of traffic in front of the school.
- 5.41. No liquor or tobacco shops or shops/outlets for other such products should be allowed close to or just outside the school.
- 5.42. Children are frequently taken to places outside the school for sports, excursion, tours and to participate in inter-school competitions. The school should ensure that children are accompanied by sufficient number of responsible adults and teachers, as per norms specified by the appropriate authority.

- 5.43. While hiring school buses, the school should ensure that the bus is in good condition as per the norms and registered with the Transport Department and that the Driver has a valid license.
- 5.44. The school should ensure that children do not visit water bodies like rivers, ponds and pools without proper and sufficient escorts.
- 5.45. Names, addresses and telephone numbers of all the students going for an out-of-school activity should be available with the school and with the accompanying staff.
- 5.46. Special care should be taken to ensure safety of girls on their way to school, within the school premises and while returning home.

CODE OF CONDUCT FOR STUDENTS

Students from diverse backgrounds are enrolled in schools. They have varied social backgrounds/environment; may have different physical appearances, psychological perceptions and moral values. Their diversity should be nurtured and respected. Schools should use the diversity to enrich teaching-learning, making it more effective and enjoyable for all children. The functioning code of conduct for students in school should take into account the diverse contexts of children and seek to help them develop to their fullest potential.

Expectation from Students Towards School

- 6.1. Not be absent from school without permission from the school authority.
- 6.2. Behave respectfully towards teachers and other school employees.
- 6.3. Make proper use of school property and not damage or disfigure it.
- 6.4. Respect instructions of the teacher/school authorities.
- 6.5. Not bring unauthorized people/articles inside the school.
- 6.6. Not disrupt class process intentionally.

Expectations of how to Behave with Fellow Students

- 6.7. Refrain from ragging, bullying or intimidation of others; and treat fellow students with love and respect. Abstain from verbal abuse and physical violence.
- 6.8. Refrain from eve teasing/misbehavior towards fellow girl students and respect them.
- 6.9. Abstain from gambling and substance abuse like smoking, use of drugs, tobacco chewing, intoxicants, etc..

- 6.10. Co-operate with fellow students and build team spirit and not propagate communal/caste divide among students.

Dealing with Violation of Code of Conduct

- 6.11. There will be two-level mechanism in each school to deal with cases of violation of the code by students.
- 6.12. The first- level committee will ideally comprise of a student Welfare In-charge (teacher), the class teacher, monitor of the class concerned and one member of children’s cabinet (wherever possible) to resolve issues of violation through discussion, positive discipline and empathy. It is hoped majority of the cases will be resolved at this stage.
- 6.13. If not, the case will be forwarded to the second level that will ideally comprise of:
- 6.13.1 Two student monitors of the senior-most classes, two student members of the school cabinet, three experienced senior teachers of the school(at least one should be a female teacher, if posted in the school), two parent-members nominated by the SMC, the head teacher/principal of the school as the case may be.
- 6.13.2 In case of a co-educational school if there is no girl among student-monitors, one girl student must be nominated in lieu of one student monitor.
- 6.14. The second-level committee will deal with the complaints and try to persuade the student to mend his/her ways. The approach of this committee will be the same as of that of the first-level committee.
- 6.15. The committee will seek help and cooperation of the parent/guardian of the student violating the code.
- 6.16. The school authority should keep parents and SMC members informed at every stage while dealing with cases of violation.
- 6.17. If all the efforts made by the school fail and the violations continue to affect the school environment negatively, the case will be reported to the appropriate authority competent to take further action in such cases.

MANAGEMENT FOR EQUALITY

The commitment to Universal Elementary Education translates to a commitment whereby children from different social and economic backgrounds, with diverse physical, psychological and intellectual characteristics, are able to learn and participate in the school. To achieve this, the school must function as an open, flexible and nurturing space- a space promoting multiple strategies to link Constitutional commitments of equality with local needs and contexts of learners.

Creating educational opportunities and preventing discrimination of children belonging to Scheduled Castes and Scheduled Tribes have informed the nature of interventions made by the education system since Independence. Article 46 of the Constitution states, "The state shall promote, with special care, the education and economic interests of the weaker sections of the people, and, in particular of the Scheduled Castes/ Scheduled Tribes and shall protect them from social injustice and all forms of social exploitation". The 5th and 6th schedule of the Constitution outline the special provisions for implementation of the objectives of this Article.

Article 30(1) of the Constitution of India gives linguistic and religious minorities a fundamental right to establish and administer educational institutions of their choice. The National Commission for Minority Educational Institutions' Act has been enacted to safeguard the educational rights of the minorities enshrined in Article 30(1) of the Constitution. Muslim children are also included in minorities.

The code, being set for the school, needs to respond to the specific nature of exclusion that each disadvantaged community experiences. The first chapter in this section addresses this issue by focusing on encouraging inclusionary practices in school.

Equity means ensuring equal opportunities for all children to complete elementary education as provided in the RTE Act, (2009). The current RMSA guidelines for secondary education also emphasizes this. This means irrespective of gender, religion, caste, socio-economic, cultural or linguistic background and geographical location, children must learn. The strategies to achieve equity will depend upon the situation and vary from place to place. Measures and interventions, planned at the state level, may help to facilitate stated objectives but the ultimate initiative will depend on the individual school and the SMC. There might be other exclusionary acts in the school related to children with special needs, the girl child, children in difficult circumstances and migratory children. The remaining chapters in the section focuses on issues related to the above- mentioned children.

EDUCATION OF SCHEDULED CASTES, SCHEDULED TRIBES AND MINORITY CHILDREN

Incentive schemes, scholarships and reservation of seats for admission to educational institution and employment in all government-aided/Other schools run by local authorities are among the multi-pronged strategies developed by the state to address issues related to SC/ST and minority communities. A total of over 25% seats are reserved for SC/ST candidates (the percentage varies from state to state) for admission in some educational institutions and for employment. In this chapter, we suggest some common possible steps to cover children from all marginalized communities, followed by a section that highlights certain specific steps for each.

Interventions for Inclusion of Children from Marginalized Communities

- 7.1 Social customs that segregate and exclude SC, ST and children from minority communities need to be recognized and resisted. Concrete steps to prevent their replication in school need to be taken through the following:
 - 7.1.1. Establishing norms of behaviour with respect to all children i.e. a code of conduct for teachers and students;
 - 7.1.2. Ensuring that seating arrangement in the classroom is not on the basis of caste, tribe or religion;
 - 7.1.3. Promoting practices that encourage social interactions and break existing social barriers. For example, encouraging SC, ST and Muslim children to participate in sports/music and other co-scholastic activities;
 - 7.1.4. Making a conscious effort to inform all children of their rights and the support mechanisms available;
 - 7.1.5. Involving parents from these communities in the SMC.

Issues related to Inclusion of ST Children

- 7.2 ST children are vulnerable to forms of exclusion that are distinct from those experienced by other children. The key aspects affecting education of tribal children are:
- 7.2.1. There is lack of access to educational institutions in more remote, inaccessible areas where many of these children live. The facilities and resources available are not in line with the given guidelines; and the teachers available do not know the language.
 - 7.2.2. Language is a key aspect, wherein ST children experience alienation. The teachers are unable to communicate with them and also do not often understand their customs.
 - 7.2.3. Many tribal areas are also experiencing conflict, where violence and fear make it difficult for children to attend school.
- 7.3 Thus ST children require additional and specific interventions such as:
- 7.3.1. Use of community language in the school and recruitment of teachers from the area so that they know the languages spoken there. For the other teachers, a short orientation on these languages would be helpful.
 - 7.3.2. Need for educational material in local language based on resources available in the community.
 - 7.3.3. In conflict prone areas, ensure that schools are not occupied by the police or army and that protection is provided to the school to function properly.

Issues related to Inclusion of Muslim Children

- 7.4 The exclusion of Muslim boys and girls arises from the non-recognition of their cultural and social context in the overall culture of the school. This social distance is caused by lack of knowledge regarding the culture and practices of not just Muslims but other minority communities within the school, among teachers and children themselves. There is a need for awareness, sensitivity and inclusion of these in the school ambience. Children from Muslim families have constraints that limit their being in school. These include:
- 7.4.1. Discouragement in school enrolment;
 - 7.4.2. Hostile, threatening school and classroom environments;
 - 7.4.3. Cultural and religious domination of the majority community;
 - 7.4.4. Critical livelihood issues for survival of families leading to early withdrawal of male children to become apprentices of artisans, mechanics etc..

- 7.4.5. Early withdrawal of female children out of an apprehension that an educated girl might not find a suitable groom; and
 - 7.4.6. Non-availability of Urdu, even as a second language;
 - 7.4.7. Lack of Muslim female teachers.
- 7.5 The following need to be done to make schools more welcoming for Muslim children:
- 7.5.1. Provide an option of learning Urdu as a second language;
 - 7.5.2. Recruitment of more Muslim teachers', especially female teachers.
 - 7.5.3. Incorporation of inclusionary practices, such as
 - Celebration of Muslim/minority community festivals in schools;
 - Creation of spaces for religious expression, including prayer areas;
 - Sensitive handling of Muslims children during Ramazan when they may be fasting;
 - 7.5.4. Encouraging discussion of all Muslims /all other minority cultural and religious practices in the school or classroom with the help of community members;
 - 7.5.5. Considering equivalence of Madrassa education for lateral entry to general schools/minority schools; and
 - 7.5.6. Providing scholarships and other incentives to minority students.

Prevention of Discrimination

- 7.6 No discrimination of any form and nature should be permitted in the school. Cognizance of such reports (if any) of discrimination should be taken up on priority basis and be dealt with strictly in accordance with rules. The head-teacher should take responsibility for this.
- 7.7 To become aware of any discrimination, the school management would need to:
- 7.7.1. Evolve a system of reporting discriminatory practices (complaint/suggestion box) and ensure that children do not hesitate to use it;
 - 7.7.2. Develop systems of involving the SMCs in complaints related to discrimination - this will also serve to increase the SMC awareness and sensitize them;
 - 7.7.3. Redress instances of discrimination within a time-frame, set out by the school, to retain the faith and confidence of the parents and children.

Sensitization Programs

- 7.8 All children, including those from marginalized communities, should experience inclusion and empowerment. Teachers, learners, SMC members and the parent community need to be sensitized on this account. These can be:
- 7.8.1. Through awareness campaigns in the communities on the need of education for all.
 - 7.8.2. In-service sensitization programs for teachers on the cultural, social and economic realities of these communities.
- 7.9 The studies done by independent researchers and summary of the DISE and demographic data should be made available and studied in the light of the Acts and provisions of the Constitution of India and the relevant laws.

Seats Reserved for Scheduled Castes/ Scheduled Tribes

- 7.10 There are specific provisions for reservation in favour of SC and ST students for admission in all the educational institutions run or aided by government/local bodies or recognized by government/local bodies. Maximum numbers of reserved positions should be filled with candidates from SC and ST categories.
- 7.11 The head of school should strictly adhere to the reservation policy and, along with the SMC, deal with and dispose of complaints and grievances relating to its violation.

Publicity of Incentive Schemes

- 7.12 A number of scholarships and incentive schemes for SC and ST children like the pre-Matric Scholarship, the post-Matric Scholarship, free Stationery, Uniform, Books, School Bags, Special Coaching, and Hostel Facilities etc. are available. These incentive schemes must be fully utilized and SC/ST students made aware of them. These schemes should be boldly displayed in the school and brought to the notice of the intended beneficiaries.

Minority Institutions

- 7.13 Minorities in India have the right to run their own educational institutions under Article 30(1) for the promotion and conservation of their religion and culture. The general laws of the land relating to national interest, national security, social welfare, public order, morality, health, sanitation, taxation etc. , that are applicable to all, will equally apply to minority educational institutions also.

Policy of Reservation in Admission

- 7.14 Article 15 (5) of the Constitution of India exempts an educational institution, covered under Article 30(1), from the policy of reservation

in admission. The State cannot regulate or control admissions in minority educational institutions or place some candidates chosen by them in the schools under Article 30 (1).

- 7.15 These institutions are subject to the regulatory power of the State for maintaining and facilitating the excellence in educational standards. Minority institutions cannot be allowed to fall below the standards of excellence expected of educational institutions, or under the guise of exclusive right of management, to decline to follow some general benchmarks. However, the essential ingredients of management, including admission of students, recruitment of staff and the quantum of fee to be charged, cannot be regulated.
- 7.16 Receipt of aid does not alter the nature or character of the minority educational institution. Article 30(1) clearly implies that any grant, that is given by the state to the minority educational institution, cannot have such conditions attached to it which will, in any way, dilute or abridge the rights of the minorities to establish and administer such educational institutions. But the State can lay down reasonable conditions for obtaining grant-in-aid and for its proper utilization.
- 7.17 Any law intended to regulate the service conditions of employees of educational institutions will apply to minority educational institutions also, provided that such a law does not interfere with the overall administrative control of the management over the staff. The State can introduce a mechanism for redressal of the grievances of the employees.

Issues in Establishing and Administering Minority Educational Institutions

- 7.18 The institution has the freedom to choose persons to be nominated as members of the governing body.
- 7.19 The state government/statutory authorities cannot induct their nominees in the Managing Committee/ Governing Body of a minority educational institution.
- 7.20 The state government cannot regulate the method or procedure for appointment of teaching and non-teaching staff of a minority educational institution. Once a teacher, headmaster/principal and non-teaching staff, possessing the requisite qualifications prescribed by the State, has been selected by the management of the minority educational institution by adopting any rational procedure of selection, the state government shall have no right to veto the selection of those teachers and non-teaching staff etc.
- 7.21 The state government cannot require a minority educational institution to seek approval in matters of selection/ appointment or initiation of disciplinary action against any member of its teaching or non-teaching staff.

INCLUSIVE EDUCATION FOR CHILDREN WITH SPECIAL NEEDS

RTE mandates that all children from 6-14 years of age including Children With Special Needs (CWSN) are to be enrolled in neighborhood schools. It mandates that every child with special needs, irrespective of the nature, category and degree of disability, is provided quality inclusive education. Disability refers to sensory, physical and intellectual impairments; communication, emotional and behavioral disorders; mental health difficulties and multiple disabilities. It covers disabilities as defined under the Persons with Disabilities Act (1995) and the National Trust Act (1999). The nature of disabilities can be: Blindness, Low vision, Leprosy cured, Hearing impairments, Locomotor disabilities, Mental retardation, Mental Illness, Autism, Cerebral Palsy and Multiple disabilities. Inclusion of CWSN has to be seen in terms of physical access, social access and quality of access.

Physical Access

Guidelines 8.1 to 8.7 are intended to help in providing physical access.

Mapping of CWSN

- 8.1 Identification/ mapping children with special needs should be an integral part of the micro-planning and household surveys.
 - 8.1.1 At village level, a concerted drive to identify children with special needs, at an early age, should also be undertaken through SMC, PHCs, ICDS, ECCE centres and other school readiness programs.
 - 8.1.2 Aanganwadi workers, under the Department of Women and Child Development in Integrated Child Development Services Program, are crucial in identifying disabilities at an early stage and mapping exercise should take their inputs.

Please refer to chapter on SMC for more details on mapping.

Educational Placement

- 8.2 Every child with special needs should be enrolled in neighbourhood school, with the needed support services.
- 8.2.1 School preparedness of children with special needs must be ensured by providing 'special training' as envisaged in the RTE Act.
- 8.2.2 CWSN need to be facilitated to acquire certain skills that will enable them to access elementary education, as envisaged in the Act. For instance, they may need mobility training, training in Braille, sign language, postural training, etc.. This training may be residential, non-residential or even home-based, as per their specific requirements.
- 8.3 The existing non-formal and alternate schooling (including home-based education) options for children with disabilities can be recast as 'special training'. This means that: (a) all children with special needs who are not enrolled in schools or have dropped out, will first be enrolled in a neighbourhood school in an age-appropriate grade; and (b) they will be entitled to 'special training' through regular teachers or teachers specifically appointed for the purpose.
- 8.4 Norms relevant to transfer certificates of disadvantaged groups, such as migrant children, shall apply to children with disabilities moving from special schools to general schools. These transfer certificates shall be signed by the DEO/BEO at the request of the principal of the special school/parent of the child with disability.

Aids and Appliances

- 8.5 All children requiring assistive devices be provided with aids and appliances, obtained, as far as possible, through convergence with the Ministry of Social Justice and Empowerment, State Welfare Departments, National Institutions, ALIMCO, voluntary organizations or NGOs.

Removal of Architectural Barriers

- 8.6 Efforts should be made to provide all kinds of disabled-friendly facilities in schools and educational institutions. Development of innovative designs for schools, using an inclusive lens to create barrier-free environment and accessible buildings, must incorporate not only building of ramps, but also accessible classrooms, toilets, playgrounds, laboratories etc.
- 8.7 Elements like classroom space, building, furniture, equipments, seating arrangements, classroom organization, etc. have to be adapted to the varied and diverse educational needs of CWSN. For

example, space norms would have to be altered for a child with a special need using an assistive device like wheelchair.

Quality of Access to CWSN

- 8.8 To be accessible to and have the ability to retain CWSN as students, schools need support services required by the child, a trained/sensitized teacher, support from a resource teacher, acceptance by peers and inclusive teaching practices.
- 8.9 The components would include the following:
- 8.9.1. Support Services: Category-specific services shall be made available as per needs of the child. This would include specific interventions like availability and upgrading of aids and assistive devices in accordance with individual needs.
 - 8.9.2. Teacher Training: Intensive teacher training should be undertaken to sensitize regular teachers on effective classroom management of children with special needs. The head of the institution shall relieve concerned teachers for training programs promptly whenever such programs are held.
 - 8.9.3. Resource Support: Trained special educators should be appointed for teaching special skills to children with special needs. These resource teachers may be posted at the block or cluster level and can work in an itinerant mode, covering a group of schools where children with special needs are enrolled. The head of the institution should write to the block/cluster centre to depute trained special educator to the school whenever teachers experience difficulty. The special educator should help the teachers and give academic support.
 - 8.9.4. Curricular Access: The curriculum must be inclusive, as envisioned in NCF (2005). It should be ensured that the same curriculum be followed for children with and without special needs, but with minor adaptation in learning content, learning approach, adoption of learning aids, flexibility in evaluation, etc.. The teacher must be provided textbooks and curriculum in accessible formats for CWSN.
 - 8.9.5. Individualized Educational Plan (IEP): An IEP can be prepared for every child with special needs in consultation with parents and experts. The IEP should review the effectiveness of various strategies and support services used by children with special needs periodically.

Social Access

- 8.10 Ensuring social access to CWSN is a greater challenge than physical access as it requires a deep understanding of the educational needs of CWSN and appropriate attitude at the institutional level. CWSN can experience many forms of discrimination and teachers and peers have an important role to play. Special attention needs to be given to education of girls with disabilities. Points 8.11 to 8.20 are meant to help face the challenge of social access.

Parental Training and Community Mobilization

- 8.11 Parents of children with disabilities should receive counselling and training on how to bring them up and teach them basic survival skills.
- 8.11.1 Strong programs should be developed by the school to educate parents of every child with special needs.
- 8.11.2 School development plans should keep the needs of CWSN in mind. A parents' support group can be created at the school level.

Peer Sensitization

- 8.12 Programs of curricular and co-scholastic activities for peer sensitization like inclusive sports, tournaments, cultural programs, inclusive exposure visits, etc. should be planned in the school.

Role of SMC

- 8.13 The SMC and the head of the institution should ensure the following for CWSN:
- 8.13.1 No child with special needs is denied admission in the school;
- 8.13.2 Efforts are made to facilitate access of girls with disabilities;
- 8.13.3 Provide for home-based learning for children with severe, multiple and intellectual disability;
- 8.13.4 Make the school disabled-friendly by ensuring free access to classrooms, hostels, libraries, laboratories, buildings and toilets;
- 8.13.5 Ensure availability of Study material for the disabled, Reading machines and computers with speech software and Braille books.

Role of Head of the School

- 8.14 The head of the school should:
- 8.14.1 Ensure that there is no discrimination, on the basis of a child's disability, by peer, teacher and other non-teaching

- staff. Encourage positive acceptance of CWSN in school;
- 8.14.2 Keep a record of visits made by resource teachers to the school;
 - 8.14.3 Facilitate CWSN to access the entitlements available to them under the RTE (admission, access to a neighbourhood school, free text- books, transport/escort support, free aids and appliances, etc);
 - 8.14.4 Organize the delivery of resource support required by the child;
 - 8.14.5 Suggest ways to adopt the evaluation system according to the needs of CWSN;
 - 8.14.6 Motivate teachers to adopt good pedagogical practices conducive for the learning of children with special needs.

Role of Teachers

- 8.15 The Teachers should:
 - 8.15.1 Learn the use of aids and appliances to be used by these children,
 - 8.15.2 Collaborate with the resource teacher to make necessary modifications in the classroom, curriculum and teaching-learning material;
 - 8.15.3 Assess the child's current learning, based on his/her classroom performance and work samples;
 - 8.15.4 Use strategies/instructional interventions that would help children with special educational needs learn better;
 - 8.15.5 Help in bringing about peer (other children in the classroom) sensitization;
 - 8.15.6 Ensure that CWSN is included in all curricular and co-curricular activities.
 - 8.15.7 Help parents in availing the entitlements available to CWSN under the RTE Act, (2009) and under PWD (Persons with Disabilities Act, 1995)

Role of Peers

- 8.16 The classmates can:
 - 8.16.1 Help a child having special needs in learning and offer support tutoring, if required;
 - 8.16.2 Offer general assistance such as helping a locomotor impaired child in carrying his/her material; and

- 8.16.3 Ensure that CWSN gets involved in the activities that take place at classroom/ school level.

Resource Teachers

- 8.17 Resource teachers are specially prepared for teaching children with special needs in all settings. They are to provide assistance to a child in those content areas in which he or she is having problems in a regular classroom. This assistance is ideally provided in a resource room.
- 8.18 A resource teacher also advises the other teachers on how to cope with the needs of special children in the regular classroom.
- 8.19 These resource teachers can either be appointed by the state and district authorities to function at the block level or their support can be obtained through special schools or competent NGOs. Some general teachers could also be given long-term training to provide to the CWSN those support services that they may require.
- 8.20 The main functions of resource teachers are:
- 8.20.1 To Identify and conduct assessment of CWSN;
 - 8.20.2 Teach special skills like Braille to visually impaired children, provide speech therapy and support the use of hearing aids etc.;
 - 8.20.3 Advise the regular class teacher on problems encountered by children with special needs;
 - 8.20.4 Suggest necessary curricular modifications or adaptations and classroom strategies;
 - 8.20.5 Provide support tutoring to CWSN during or after school hours;
 - 8.20.6 Undertake parent counselling and community mobilization;
 - 8.20.7 Be in-charge of the resource room, if available, at the BRC; and
 - 8.20.8 Facilitate the transition of young persons, with disability, wishing to pursue secondary education.

GIRLS' EDUCATION AND EQUITY

The National Policy on Education (1986) and accompanying program of Action brought the issue of empowerment and women's education centrestage. They emphasized the use of education as an agent of change in the status of women. The move to universalize education in the 1990's saw girls' education emerge as a core area of intervention. Residential schools such as Kasturba Gandhi Balika Vidyalayas were started to strengthen efforts at enrolling and retaining girls belonging to SC/ST/OBC and Muslim community along with girls from economically disadvantaged families in the educationally backward blocks. Equity implies equal opportunities for all girls to learn. The RTE Act 2009 mandates it upto elementary education. Under the broad gamut of the national and state-level schemes and interventions including schemes like RMSA, the strategies and initiatives for the implementation would depend on the individual school and the SMC.

Provisions under RTE

The Right to Education Act (2009) in its different sections also focuses on gender and girls' education. They can be read in detail by referring to sections mentioned below:

- 9.1 No discrimination against children from disadvantaged groups and weaker sections on any ground (including gender). Sec. 8(c) and 9 (c)
- 9.2 Inclusion of women in various school monitoring committees and the SMC - Sec. 21(1)
- 9.3 Provision of good quality education that includes equity issues, curriculum development in conformity with Constitutional stipulations- Sec. 29(2). This implies ensuring participation of girls and developing a curriculum that includes interests and aspirations of girls and
- 9.4 Enrolment in age-appropriate classes (which will largely apply to girls, especially from disadvantaged groups)- Sec. 4

Access and Retention

The disadvantaged group defined in Sec. 2 (d) of the Act includes disadvantage due to gender. Girls from SC, ST and Muslim communities face additional discrimination for being girls. At all stages of education, the disparity between boys' and girls' participation, even in attendance and retention, reflects that inequality persists despite increased enrolment of girls. To address the gender gap in terms of enrolment and retention of girls (particularly from disadvantaged communities), the following needs to be taken up:

- 9.5 Careful mapping of children outside school with extra emphasis placed on girls. This mapping is to be done by the school, the SMC members and members of PTA. This would help bring out-of-school girls to school. Counselling of parents would help increase enrolment and retention of girls in school.
- 9.6 As per RTE Rules framed by the states, the record maintained for enrolment of girls should be updated annually. The records can be village or school-wise, in the prescribed proforma, from Central Government or State Government. This record should be shared and publicly displayed.
- 9.7 The progress made by the school in improving access and retention should be presented to the SMC for discussion and follow-up plan. It should be part of the annual report of the SMC (primary, upper primary and secondary). (A proforma for presentation in monthly meeting regarding progress, enrolment and retention of children to be submitted to SMC is given in Annexure II).
- 9.8 For follow-up action on enrolment and retention, specific plans be prepared for specific pocket/s, identifying particular families, if required, community leaders can be involved.

Avoiding Discrimination against Girls

Gender discrimination in tandem with that based on caste, class, religion poses multiple challenges for the girl child. The school needs to understand these multiple forms of challenges and create an environment that is responsive and enables participation of the girl child. The school administration and SMC will ensure that:

- 9.9 Discriminatory statements by teachers towards girls that reaffirm prevailing social biases against them are strictly avoided. Such statements from boys and even girls should be strongly discouraged.
- 9.10 Girls are not segregated in the classroom and during the mid-day meal program.
- 9.11 Equal attention is given to girls in the classroom, in co-scholastic activities such as games, sports, music, drama, leadership roles in school etc.. Often certain activities such as Morning Prayer, singing

etc. are given to girls and boys are encouraged in sports - such discrimination should be avoided.

- 9.12 Boys and girls should be provided equal opportunities to exhibit their talents and get recognition in all such activities. They should be encouraged to participate in these as one group to break social barriers and intermingle.
- 9.13 Girls, especially from disadvantaged communities, should not be singled out to clean the classroom or the toilets. All children should be equally involved in keeping the school clean.
- 9.14 All should have access to common water facilities. Separate toilet facilities should be arranged for girls and boys.
- 9.15 Any incidence of discrimination, when detected, should be addressed early. A grievance redressal system, to report on discriminatory practices at the school, should be set up. A Complaint-box should be kept in the school and opened at regular intervals for action.
- 9.16 During classroom observation for teaching work or supervision of co-scholastic activities, supervisor should take note of any discriminatory behaviour and bring it to the notice of teachers in the staff meeting.
- 9.17 Many schemes to facilitate girls' participation cover provisioning of school uniform, textbooks and stationery, scholarships, bicycles, wheel chairs etc. It must be ensured that girls are informed of the availability and provisions distributed in time. Monitoring of the facilities should be done at school and SMC informed of procurement-related and disbursement procedures.
- 9.18 With regard to access and retention, the focus would be on older girls. The adolescent stage is crucial and complex and there are several pressures on girls. Girls should be provided platforms to bolster their self-esteem and confidence.

Quality Concerns

The school needs to look at orienting its management to create an atmosphere that affirms and strengthens girls' participation. In order to achieve this, the following steps should be taken:

- 9.19 Timing for extra coaching for girls should be fixed keeping their priorities in mind. These girls will require sustained support and encouragement to continue to learn and be in school.
- 9.20 Record of pupil's progress should be kept as per provisions in the RTE Act. Meeting with parents/guardians should be held to apprise them of the progress of the girls and challenges they face so that the required help for quality improvement may be sought.

Other Measures

- 9.21 In case a school with girl students has either very few or no women teachers, the SMC should pursue with the government the matter of providing women teachers for at least one-third of the teaching posts.
- 9.22 In large schools, the SMC should have a provision for a girls' common room in the institutional plan of infrastructural development.
- 9.23 The provision for construction and repair of urinals and lavatories for girls should be periodically included in the institutional plan.
- 9.24 Special report on the achievements and issues relating to girls' education, covering access and retention, quality concerns and challenges, should be attached to the annual report of the SMC.

CHILDREN IN DIFFICULT CIRCUMSTANCES

The category of children in difficult circumstances includes street children, children in strife-torn areas, orphaned and abandoned children, children on railway platforms, rag-pickers, beggars etc. These children are living in the most difficult circumstances, possibly without any care and protection. They are denied the right to life, survival, development, protection and participation. They are often subjected to physical, sexual and emotional abuse. It is necessary that efforts be made to draw these children into the ambit of education. The protection, education and well-being of these children, requires well-coordinated efforts at the field level.

Identification of Children

- 10.1 The local authorities under the RTE Act, 2009, have the responsibility to:
 - 10.1.1 Maintain records of children up to the age of fourteen years residing within its jurisdiction, through surveys and mapping.
 - 10.1.2 Ensure and monitor admission, attendance and completion of elementary education of every child.
- 10.2 Children in difficult circumstances need to be carefully identified during surveys. As such children are mostly concentrated in the urban areas, having a lot of stow away spots, surveyors need to be specially oriented to the identification processes. The surveyors should target railway platforms, bus stands, road crossings and slums.
- 10.3 To identify children out- of- school, orphanages and homes run by Social Welfare Department etc. need to be included. Likewise, the help of civil society organizations and the Special Police Juvenile Unit should be sought to identify and cater to such children.

- 10.4 All children from 6 to 18 years should be tracked and be bracketed in two categories:
- Children from 6 to 14 years
 - Children from 14 to 18 years
- 10.5 The support of society in tracing such children is vital. Therefore, public campaigns to spread awareness on rights of the child should also incorporate information on the facilities extended for mainstreaming children in difficult circumstances and institutional arrangements to help children in distress.

Safe Shelter for Protection

- 10.6 Post identification, children should be persuaded to come to shelter homes, managed by the government or non-government organizations, and due permission of the Child Welfare Committees should be obtained for keeping the children in the shelter homes. Schools may also explore providing safe residential facilities on the premises of the school.
- 10.7 There are separate shelter homes for girls and boys. Generally, there should also be separate shelter groups for the two age-groups mentioned above as they have different needs.
- 10.8 The provisions of the RTE Act cover children of the first group between 6 to 14 years of age. Children covered under the second group will require special care and protection of their educational needs as well as openings for developing sources of livelihood and earning after attaining the age of 18.
- 10.9 Meanwhile, those in-charge of shelter homes need to make efforts to find out the home addresses of the children, wherever possible, to facilitate their early repatriation to families, thereby promoting/encouraging de-institutionalization of children.
- 10.10 The local authority should gradually shift these children to hostels run by the government, NGOs or philanthropic societies. These should be run even during vacations as these children have nowhere to go.
- 10.11 Counselling should be arranged for teen-aged children at shelter homes. Some Orphanages have their schools. However, in case they do not have a school, all children in these orphanages should be enrolled in the neighbourhood school.

Facility for Education

- 10.12 Once the formalities of keeping children in the shelter home are completed, the district unit of education will initiate the process of providing education to these children. They should be admitted in age-appropriate classes.

- 10.13 These children need care, protection and understanding. They may be using street language and mannerisms. They need time to get acclimatized to the new environment and the school should be patient and provide mentoring and counselling. Building rapport with these children is important for their retention in schools.
- 10.14 Children completing elementary education should be enrolled in class IX and admitted in government hostels to continue their education.

Avenues for Source of Livelihood

- 10.15 The children enrolled in schools for secondary education should be guided to pursue vocational courses of their choice. The school and the SMC can seek help of various beneficiary schemes, NGOs and philanthropic persons for their training and employment.

Mechanism for Monitoring and Capacity Building

- 10.16 A mechanism for monitoring the progress of children should be established at the district unit of education, the gaps in their education taken care of and the process to urgently address any issues be developed. The officials connected with the task must be empowered to act.

MIGRATORY CHILDREN

Universalization of elementary education has ensured schooling facility near habitations and has led to enrolment of almost all children of age group 6 to 14 years in schools. But, a sizeable number of children drop-out during the academic session and many remain absent for long periods. One of the main reasons for this is migration. Families, that have no permanent source of income in their native place, migrate with the children to other places to earn a livelihood, thereby breaking the continuity of schooling. A major challenge (and a statutory responsibility) for the state government and the local authorities is to ensure the enrolment and retention of the migratory children without disruption in their education.

Identification of Children

- 11.1 Local authorities are responsible for maintaining records of children upto 14 years of age in their jurisdictions through annual household surveys. Through such survey, families migrating and the places where they migrate to should be identified. Appropriate interventions can then be made at the school and SMC level.
- 11.2 The local authority should create an annual calendar for the survey. Survey officers will be trained to ask for and identify families prone to migration or those that have already migrated. The local authority at appropriate level in rural and urban areas, and the educational administration at the block level need to conduct a sample verification of the data. Sample verification should cover at least 20 percent of the record of the survey.
- 11.3 NGOs and SMCs, with the help of local community leaders and local authorities, should conduct focused group discussions with parents of the migratory children to increase awareness of opportunities and options available for their children and the harm caused by frequent disruption of studies.

- 11.4 An area-specific action plan is needed to ensure that the education of migrant children is not disrupted frequently. Families can be encouraged to leave their children in the native village, with temporary residential hostels established there for the period of migration.

Extension of Hostel Facility

- 11.5 Ashrams in tribal areas have been a successful way of continuing the education of children of migrant families. Following this, local authorities, with the help of SMCs and NGOs, should arrange temporary or permanent residential hostel facilities for such children as per the nature of the migration(seasonal or other).
- 11.6 These hostels should be close to the habitation of the children. This ensures an undisturbed social context.
- 11.7 These seasonal or temporary hostels should be run by SMCs or NGOs. Arrangement of safety and security, visit of doctors and quality meal should be ensured. Special care should be taken of girls' hostels.
- 11.8 For children migrating with families to a new location, the role of that SMC becomes crucial. The SMC should identify children migrating in, including those working at different locations involved in different types of work. Identifying and ensuring their enrolment, the SMC and the school, with the help of the local authority, should develop a systematic and reliable database so that none of the migrant children is excluded.

Annual Academic Calendar

- 11.9 The Right to Education Act places responsibility on the local authorities to determine the annual academic calendar of the schools in their jurisdiction. Every local authority should revisit the annual academic calendar to consider local needs and readjust vacations to coincide with the seasonal migration period. For example, in some rural areas, the migration is for 15 to 20 days during harvest. This can be easily adjusted in the academic calendar.

Orientation of SMCs

- 11.10 Three-fourth of the members of the Committee are parents of children enrolled in the school and preference is given to women members. Representation is also given to school teachers as well as members from the local authority. The SMC members need to be oriented towards the problems of migrant children and their role in the context of such children.

Role of Teachers

- 11.11 Teachers have a crucial role to play in the retention of migratory children. Class teachers should track the movement of the families through neighbouring families and classmates of these children. As soon as a family returns from the place of migration, teachers should contact and persuade the family concerned to send the child/children to the school.
- 11.12 As these children are from vulnerable socio-economic groups and likely first generation learners, they need specific attention. They, however, come with a wealth of experience and exposure, which is their strength. The teachers and heads of institutions should understand and work on their strengths. They should ensure that there is no discrimination and that a dignified and supportive milieu is in place for migratory children in the school premises.
- 11.13 To bring them at par with the progress in studies in the class, additional classes after school hours should be held. Special training, after their age-appropriate admission, can be conducted with the help of NGOs or educational volunteers.
- 11.14 The head teacher should have regular discussions with the teachers to keep track of the progress of children who have rejoined the school. The head teacher should also issue migratory cards to the children to ensure smooth and continued schooling for such children at the place of migration.
- 11.15 Courses to help deal with such situations for teachers and headmasters should be organized from time to time. Such courses should also be held for educational administrators at various levels.

MANAGEMENT FOR QUALITY OF LEARNING

The concept of quality in school education in the rights-based paradigm has to be dynamic and one which emerges at the level of the school itself. Codification of all dimensions of quality cannot be done and what is attempted in this section is to give the broad contours of its meaning and how it should be seen at the level of school. The section contains six chapters. The focus in this section is on quality and appropriate measures to be adopted to ensure the same at each stage of schooling, from primary to senior secondary.

Textbooks, library, teaching-learning process, curriculum areas, use of black board and teaching-learning materials, the time on task, assessment for support to learner, etc. are key determinants of school quality and this section seeks to provide guidelines regarding use of these tools.

Co-scholastic activities, visual and performing arts, crafts, games, sports, debate, elocution etc. enrich the curriculum. Teachers should know the procedures for organization of such activities to ensure all-round development and these are elaborated in chapters 13 and 14. school health Program would add to the dimension of quality, as a healthy body leads to a healthy mind. Supervision and support at the school level in a democratic and non-coercive manner can help teachers in self-improvement and, hence, some pointers are provided on this as well. The last chapter is on student assessment for learning, a vital component of quality. The nature of assessment and its sharing with the children and their parents forms the key to the desire and motivation to continue to learn.

QUALITY OF LEARNING

The quality of learning in the schools has to be aligned to the NCF 2005 and Section 29 of RTE 2009. The expectations in these documents are that all children are present, and engaged and learning in the school. This chapter tries to give form to the notion of “quality” curriculum, teaching-learning, assessment and the processes necessary to achieve these in the school.

About the Teaching-Learning Process

- 12.1 Each school will ensure that a common understanding for child-friendly education is developed among all stakeholders. It can be done through SMC meetings or parent-teacher meetings or any other means of communication. The understanding would include the nature of the classroom, process of interaction, scope and space for children’s participation, role of teachers etc.
- 12.2 Each school will strive for interactive learning processes. This can happen when:
 - 12.2.1 Children are engaged and involved in constructive learning, alone or in teams, either supported by peers or by the teacher.
 - 12.2.2 Children move around freely, form groups or consult peers and willingly participate in curricular and co-scholastic activities.
- 12.3 Each school should provide equal opportunities for all without any discrimination. This means that:
 - 12.3.1 All children get equal opportunities to learn and acquire skills.
 - 12.3.2 The school environment is open and accessible for everyone and no student faces bullying, irrespective of her/his background.

- 12.3.3 There is no discrimination or bias on the grounds of gender, caste or community.
- 12.4 Each school should ensure a child-friendly environment. This implies:
 - 12.4.1 All children in school are treated with respect in a warm, welcoming and encouraging manner. Needs of each child are understood and the processes of learning are adapted accordingly.
 - 12.4.2 Children have diverse backgrounds, varied physical and mental abilities, different home languages etc.. This diversity among children is in child- friendly schools.
 - 12.4.3 The classrooms are neat and clean, full of colour, music, dance, drama, drawing, painting, reading and writing.
 - 12.4.4 Children are not afraid of talking freely or asking either their peers or their teachers questions.
 - 12.4.5 Children are not afraid of making mistakes, learning by trial and error.
 - 12.4.6 Children can be heard laughing, discussing, debating and arguing and the atmosphere is charged with energy and enthusiasm.
 - 12.4.7 Opportunities for building and exercising self-confidence are provided.
 - 12.4.8 Learning takes place through experimentation, enquiry and creativity, going beyond the textbook.
 - 12.4.9 Discipline is not imposed but nurtured as self-discipline.
 - 12.4.10 Corporal punishment and all forms of mental and emotional stress are banned as per the NCPDR directives. School should ensure that children find a friendly atmosphere and have no stress or fear.
- 12.5 Each school should attempt that its teachers facilitate learning. This means:
 - 12.5.1 Teachers should observe, support and monitor the children.
 - 12.5.2 They should 'facilitate' and encourage self-learning rather than just 'teach'.
 - 12.5.3 They should encourage children to interact spontaneously, without hesitation and with confidence.
 - 12.5.4 Teachers' should support and nurture inter-personal interactions.
 - 12.5.5 They should use technology to aid and enhance learning.

- 12.6 Each school should strive to build community involvement. This requires:
- 12.6.1 Children and community to have respect for the teacher.
 - 12.6.2 The school to welcome the parents and guardians.
 - 12.6.3 Teachers to share and discuss children's progress and problems with community members and try to solve them mutually.
 - 12.6.4 The school to take the lead in involving all stakeholders in social and environmental programs.

Learning Environment

- 12.7 Engaging and active tasks for children in curricular and co-scholastic areas should constitute the core process of learning in the school at all stages.
- 12.8 The school must keep the child motivated for attending school and learning. As cognitive content increases and becomes abstract, the school must ensure the opportunity to practice and participate in co-scholastic activities.

Curriculum Transaction

- 12.9 Transaction of the Curriculum and Comprehensive and Continuous Evaluation (CCE) should include specific subjects (scholastic) and different activities in visual and performing arts and physical education (co-scholastic) in a child-friendly and child-centered manner wherein children should be able to participate in school activities without any stress and inhibition.
- 12.10 Each school, in the transaction of the curriculum and the evaluation procedure, must ensure:
- 12.10.1 Conformity with Constitutional values;
 - 12.10.2 Protection of child's Rights;
 - 12.10.3 Building the child's knowledge potential and talent;
 - 12.10.4 Development of the child's physical and mental abilities to the fullest;
 - 12.10.5 Learning through active engagement, exploration and sharing in a child-friendly manner;
 - 12.10.6 Use of child's mother tongue among the actively used languages in the school;
 - 12.10.7 Use of evaluation for supporting and appreciating what she has learnt;

- 12.10.8 Children’s report/record is constructive, without negative statements and; No student is labeled as slow, poor or intelligent.
- 12.11 Schools must adopt educational aims declared by the State curriculum authority. These must be known to all stakeholders so that they develop a common understanding of the aims of education. The common understanding must clarify the following:
 - 12.11.1 What educational aims and purposes the schools seek to achieve?
 - 12.11.3 What other educational experiences can be provided to achieve these purposes?
 - 12.11.4 How can these educational experiences be meaningfully organized?
 - 12.11.5 How can it be ensured that these educational purposes are indeed being accomplished?
 - 12.11.6 To what extent the school is achieving these educational purposes?
- 12.12 Classroom processes and management should not be treated as fragmented or isolated interventions. They are integral to curriculum transaction.
- 12.13 Realities like child’s mother tongue being different from school language, or a child being a first generation school-goer and/or having to perform domestic chores etc. must be considered while implementing the curriculum.
- 12.14 Teaching of subject areas should not be in watertight compartments; rather an inter-disciplinary and integrated approach should be followed.

Differential Pace of Learning

- 12.15 The RTE Act stipulates age-appropriate admission for out-of-school and drop-out children. This is to ensure that older children do not lose self-esteem by having to sit in a class of younger children, and drop out of the school system. Every child has a right to access education, and learn at his or her own pace. The differential pace of learning of children would need to be considered. The teaching-learning process in the classroom must, therefore, make space for the pace, content and pedagogy for each child.

Library Resources

- 12.16 Library must be an essential component of the school, provide learning resources, strengthen reading for pleasure, knowledge and imagination.

- 12.17 Appropriate reading materials, story books, fiction, non-fiction newspapers, magazines etc. that interest children must be available and accessible.
- 12.18 Teachers must actively manage, organize and use library resources and regularly issue books to children to inculcate a reading habit.

Language Teaching

- 12.19 The school must aim to enable children become competent in using the languages in their social context. They should be able to use it not only for day- to- day transactions but also for complex discussions and for absorbing new ideas. Research shows that allowance for the use of learner’s first language encourages faster learning and reduces drop-out.
- 12.20 Language teaching should give children confidence in themselves, their culture and community. It should empower them to express themselves and exchange ideas.
- 12.21 Children come with a vast knowledge in their own languages. This is in oral form. They would pick up reading and writing if there is interaction of the written material with their language. As they progress, the focus of teaching should be on developing their understanding, skills of analyzing, summarizing, critically examining and linking it to other ideas.

Social Science Teaching

- 12.22 Teaching of Social Sciences should help develop an understanding of the historical, socio-political, cultural and economic structure of the society, and explore concepts like democracy, social formations, linkage between economy, geography and history etc..
- 12.23 The textbooks, including those on history, geography, economics, civics, political science etc., must provide opportunities that encourage learning about the world around by enabling children to explore their surroundings. Social Science is not about knowing facts, and the social science program must include exploring, questioning, analyzing and discussing among themselves.
- 12.24 Specially- created materials like maps, descriptions in books, quality pictures, etc. need to be available to help social studies take a concrete shape in the minds of children

Science Teaching

- 12.25 Sciences should develop in children an understanding of natural phenomena. Teaching of Sciences should enable children to question and pursue inquiry in a systematic manner, interpret and analyze. An

attempt should be made to develop in them a scientific temper and an objective view towards life.

- 12.26 All elementary, secondary and higher secondary schools must have a science laboratory where children can have the freedom to work and use local resources.

Mathematics Teaching

- 12.27 Mathematics helps develop an understanding of numbers, shapes, data and relationships between quantities. It helps develop reasoning and abstract thinking. Mathematics is a source of fear among many school going children, despite its natural use. Teaching of Mathematics should enable children to overcome this fear.
- 12.28 Children should be enabled to read mathematics texts. They should be asked to quantify, visualise, build proofs, examine generalisations, analyze, synthesize, interpret the concepts and processes, themselves. They should talk about mathematical ideas and formulate their own definitions and algorithms.

Arts and Crafts Education

- 12.29 Local forms of arts must be incorporated in the teaching-learning process of the school. The variety of students from diverse social and cultural groups can enrich the classroom experience of all the students and bring them closer. (Please refer to chapter 13 for more details).

Health and Physical Education

- 12.30 Health and Physical Education must be an integral part of schooling at the elementary and secondary levels. All children should have access to the facilities for sports and games. These should involve physical activity, team games to promote health, team spirit, motivation, leadership, discipline and skills of coordination and agility. This will help students improve their social skills. (Please refer to chapter 14 for more details).

Work Education

- 12.31 Work education should be an essential part of schooling. Work education should be based on and make use of local knowledge, local materials and experiences of children and, essentially, be participatory. The focus should be to make them see its need, variety, significance and experience its dignity and feel positive about their contribution.

Comprehensive and Continuous Evaluation

- 12.32 The school should assess children's performance through Comprehensive and Continuous Evaluation (CCE). The work of the class should be continuously guided by the responses of children.
- 12.33 Evaluation should be seen as an integral process of teaching-learning and help the child learn better. Assessment is, thus, not something to be undertaken for 'testing' and is not merely cognitive but holistic.
- 12.34 The school will follow a strategy of comprehensive evaluation in such a manner that the child's health, personality, behaviour, confidence and attitude are also in focus.
- 12.35 The teacher must interact, engage with and observe each child to understand his or her nature and identify the inherent potential. This will help the teacher to draw out and put to use the best in each child.
- 12.36 (Refer chapter 17 on Student Assessment and Evaluation).

Use of Blackboard and other Teaching-Learning Materials

- 12.37 The supervisory authority of the school must ensure that black-board/white boards in the classes are kept in good condition at all times and good quality chalks or markers are always provided.
- 12.38 Blackboards/white boards must be used extensively, both by teachers and students.
- 12.39 Wherever possible, the school should arrange the use of Information and Communication Technology (ICT) resources. Films e.g. those produced by Films Division, NCERT, government of India and other national institutions can be considered as resources for screening. SCERTs, SIETs and other state-level organizations can provide support to increase the reach of ICT resources to the schools.

Proper Use of Time

- 12.40 It is imperative for the teacher to be present in the class/learning site as soon as the period starts and engage students in appropriate teaching-learning activity till the end of the regular period. The effort should be to optimize time on task for each student and not follow a teacher-centric process.

Emphasis on Written Work

- 12.41 There is a need to ensure that all children get an opportunity to formulate and present their ideas and understanding ability. This should be done orally as well as through written work. Small written assignments in the classroom help children consolidate while helping the teacher get feedback for his/her work.

- 12.42 The head of the institution will frame a time- table as per which every subject teacher will submit written work exercise books to him/her for suggestions. He must ensure that the nature of tasks and responses are discussed among the staff to make the tasks more thought-provoking, engaging, simpler, creative, more probing, challenging but doable for most students. Students must be encouraged to help classmates with their work without merely copying.

Formation of Subject Teachers Committees

- 12.43 In larger secondary/senior secondary/elementary schools, where there are a number of teachers for teaching each subject, subject committees can be formed for each subject for peer support to improve classrooms by arranging joint teaching sessions.

Making School Assembly Effective

- 12.44 School Assembly is a forum where all children should develop the confidence to be on stage. It is also an effective source of enhancement of Constitutional values and character -building. Efforts should be made to make it interesting, attractive, engaging and inclusive, with participation of all students and teachers.

Posting of Teachers in Particular Subject Areas

- 12.45 It must be ensured that adequate number of teachers are available in the school, as per the RTE norms. It is also important to ensure that subject-wise teachers, in the upper primary, secondary and senior secondary schools, are available. The head of the institution will inform the appropriate administrative authority of any vacancy well in advance so that the vacancy can be filled up in time.

CO-SCHOLASTIC ACTIVITIES

Every school must ensure development of the child in physical, emotional, social, cognitive and aesthetic domains. For this, different types of co-scholastic activities such as visual and performing arts, crafts, games and sports, debate, elocution etc. must be undertaken. Continuous and comprehensive assessment of co-scholastic activities should also become integral to ensure that all children, irrespective of socio-economic and cultural backgrounds, get equal opportunities. The school time-table should include opportunities for all co-scholastic activities in such a way that all children can participate as per their interest.

Music, Dance, Puppetry and Drama

- 13.1. The school curriculum should integrate music, dance and drama, as a group activity, in the classroom. Besides this, individual children can be encouraged to pursue the additional activities they want.

Drawing, Painting and Clay- Modeling

- 13.2. Drawing, painting and clay modeling should become an integral part of classroom activities. For example, children can record experiences, make models of social studies elements including historical scenes, visuals of life at different times, the way people live in different places, maps, market place etc.

Debates and Elocution

- 13.3. Participation in debates and elocution helps students develop focused presentation skills and the confidence to present ideas. Debates and elocution, as small group activities, should become a regular feature in the school.

School Magazine, Eco-club and Exhibitions

- 13.4. Depending on the special abilities and interests of children in literary pursuits, scientific exploration, social skills etc., it may be desirable to encourage some children to pursue additional activities like writing for a weekly bulletin board, school magazine, editing them, being a part of the eco-club, or making projects for exhibitions etc..

Games and Sports

- 13.5. The school will ensure that participation in games and sports becomes a regular and enjoyable experience for all children in the school.
- 13.6. Organization of games and sports requires participation of all teachers, and their participation should be encouraged.
- 13.7. The School Development Plan should consider the need and possibility of having more facilities for games and sports.

Excursions

- 13.8. Excursions to possible nearby places must be organized frequently to provide children first- hand exposure to the world around them.
- 13.9. Under the guidance and support of teachers, children must be encouraged to discover their surroundings, including the habitat, agricultural aspects, sites of historical or archaeological importance, local market, industry, social structure etc.. This will help them develop abilities of observation, discussion, rationalization and analysis.

Yoga and Physical Exercises

- 13.10. Yoga can be a part of the physical and health education program. It can also be a part of the assembly agenda of the school. Such activities can be made a part of the daily calendar as well.

NCC, Scout and Guide Activities

- 13.11. The main objective of the NCC, Scout and Guide Movement is to contribute to the promotion of physical education, intellectual and social development of children; and to make them responsible citizens while providing them opportunities for inculcating social and democratic values through participation in various scout and guide activities. All schools need to do a group registration, following procedures issued by the State Association. The registration should be renewed annually. The group registration fees should be paid from the School Development Fund.

PHYSICAL EDUCATION AND SPORTS

Physical education and sports are an essential part of the development of the child as a complete person. It not only helps in development of the concerned domain and ethical principles of co-operation, sharing and sportsperson ship but is also necessary to consolidate and aid cognitive development. The National Curriculum Framework (NCF) 2005 says that:

“Physical development supports mental and cognitive development, especially in young children. ...

The curriculum must have a holistic approach to learning and development that is able to see the interconnections and transcend divisions between physical and mental development ...”Chapter 2, Page 15

Objectives of Physical Education and Sports in Schools

- 14.1 The aim of education is holistic development of every child. Physical education (PE) and Sport activities for the school must be an essential part of the school program. The activities planned should be able to include all children.
- 14.2 The main objectives of introducing good quality, structured PE and Sports in schools are:
 - 14.2.1 To develop the multi-faceted, holistic personality of the child with coordination of head, heart and the mind.
 - 14.2.2 To promote the physical, social, emotional and intellectual development of the child.
 - 14.2.3 To develop positive, personal qualities, attitude and values of co-operation, leadership, sportsmanship, fairplay, team spirit etc.

- 14.3 The school should recognize that these programs equip children with a variety of strengths, skills and attributes. It brings children together, and the parents and the communities should be brought in to see children participate.
- 14.4 The programs can promote justice and inclusion, cutting across caste, gender, disability factor, class, regional and communal barriers. A good PE and Sports program should ensure participation of all children and not of a select few achievers.
- 14.5 The maintenance and preparing of the playfields is the responsibility of the SMC.

Role of School in Physical Education and Sports

- 14.6 The allotted period to Physical Education may not be substituted by any other subject. All children from classes I-XII should be engaged daily in structured, age-appropriate PE and sport activities.
- 14.7 The school should prominently display participation of the students in games and sports.
- 14.8 Inter-house, Inter-class and Inter-school sports and games should be organized, and be a part of the calendar for the session.
- 14.9 In academics, due consideration should be given to the national/ state- level players, as per state government norms.
- 14.10 The annual report of the school should include all PE and sports-related activities and these must be presented to the SMC.
- 14.11 Summer coaching camps may be organized in the school premises. Services of coaches, after school timings, may be arranged.
- 14.12 Special arrangements should be made to compensate the academic loss of students actively involved in games and sports.
- 14.13 Students should be encouraged to participate in intra and inter-school competitions at different levels. Interested and capable students should also be encouraged to seek participation in District/state and further levels.

Planning for Physical Education and Sports

- 14.14 PE and Sports planning in schools should be inclusive and take into account equitable participation of all diversities irrespective of gender factors, disabilities etc.
- 14.15 Every school should plan and procure sports equipment, kit and gear for the common and popular games.
- 14.16 Schools should systematically plan for sports facilities and equipment. This plan should be included in the School Development Plan.

At Primary Level

- 14.17 Physical Education and sports activities at this stage should aim at free exploration and co-ordination. They need to be enjoyable and help in developing flexibility, balance and physical poise/grace in movement.

At Secondary Level

- 14.18 At this stage, activities should provide optimum physical development with appropriate social development. Possible activities/sports/games are football, hockey, volleyball, throw ball, kho-kho, kabaddi, badminton, athletics, Judo (self-defence), gymnastics etc..

Physical Education Teachers and Coaches

- 14.19 Efforts should be made to have adequate play fields and coaches/teachers for games.
- 14.20 Sports teachers should be provided proper sports kits to wear on the ground.
- 14.21 PET should ensure that the games are played in a structured manner and that rules of the games are taught and followed.

Infrastructure and Sports Material

- 14.22 Every school should ensure that there is a specifically assigned area for playground which is leveled, safe and free of objects like stones, glass pieces etc. The grass/clay should be cleaned regularly.
- 14.23 The playfield should have a clearly demarcated boundary and must be cleaned regularly. Care must be taken that cattle and other animals do not stray into the playground.
- 14.24 Playfield should be marked and fixtures should be properly grounded.
- 14.25 The school should provide good quality sports and play material. The material should be adequate and accessible to all children. Proper logbook of all sports equipment and materials should be maintained.
- 14.5 The school should ensure maximum utilization of sports infrastructure.
- 14.26 Equipment of Children's Park, wherever available, should be properly fixed and painted once a year.
- 14.27 First-aid kit must be readily available in the playfield, in all the schools.
- 14.28 Every school should ensure that the following bare minimum equipment, as given in the Table below, are available for Physical Education and Sports Programs.

Sport	Equipment
Football	Footballs and goal posts.
Hockey	Hockey sticks, hockey balls, goal posts, pads, helmets and shin guards.
Basketball	Basketball, uprights with boards and rings.
Volley ball	Volleyballs, posts and net.
Badminton	Posts, nets, rackets, shuttle-cocks.
Table -tennis	Table- tennis table, net, balls and TT bats.
Athletics	Shots, javelins, discus, hammer, jumping boards and uprights for jumps.

SCHOOL HEALTH PROGRAM

A robust school health program is an investment in the future of our children. A healthy, hygienic environment in school facilitates learning and makes it meaningful. School health program (SHP) should cover children, teachers, head teacher, other school staff, parents, health and community workers who visit the school. SHP should be age-appropriate and form an integral part of the school education program. Special attention must be given to SHP for girls.

- 15.1 The basic features of the school health program should be:
 - 15.1.1 A safe and healthy school environment;
 - 15.1.2 Sound nutrition practices;
 - 15.1.3 Good health services in school including mental and emotional support;
 - 15.1.4 Effective health education for children and teachers; and
 - 15.1.5 A joint health action between school and community.
- 15.2 Effective School Health and Education Program must be planned and implemented in convergence with functionaries from departments like health, rural development, local bodies etc.

Integration of School Health Program

- 15.3 The annual work and school development plans will identify and incorporate health activities in the curricular and co-scholastic programs.
- 15.4 The SMC and SMDC will also include SHP activities in their annual plan for the school.
- 15.5 Additionally, secondary and higher secondary schools will plan and conduct special programs for adolescent boys and girls. This should cover guidance and counselling services for physical, social and emotional needs.

- 15.6 The school will co-ordinate and have linkages with various development schemes and programs to ensure optimum benefit for children.

Healthcare and Referral Activities

- 15.7 All schools will conduct general health screening , assessment of anemia/nutritional status, visual acuity, learning problems, dental condition, common skin conditions, cardiac factor, physical disability, learning disorders, behavioural problem etc. with the help of health officials and experts.
- 15.8 Health card will be issued to every student. All observations at every screening will be recorded appropriately in the card.
- 15.9 The school will review the health card, twice a year, and report the observations to the parent in case there are any issues of concern.
- 15.10 Schools will plan and stage a Health Mela or a health fair in their premises.
- 15.11 Children with severe/problems should be referred to doctors/hospitals. Priority card should be sought for these children.
- 15.12 All schools must have a First-Aid kit for treating small cuts, injuries and other common ailments.
- 15.13 Schools will distribute micro-nutrients i.e. Iron Folic Acid tablets (IFA), Vitamins etc., as suggested by the local medical authority, to arrest anemia. This may be specially kept in mind for adolescent girl students.
- 15.14 To prevent worm infestation, schools, in addition to providing adequate clean potable water, will organize de-worming programs as per national/state guidelines.
- 15.15 Schools will ensure that all students participate in the mid-day meal program. All schools will ensure that food served is hygienic and nutritious, in accordance with MDM guidelines (Please refer to chapter on mid-day meals for more details)
- 15.16 All schools must have dustbins for garbage disposal in school premises and in each classroom.
- 15.17 All schools must have adequate toilets/urinals, with water facility, as per norms based on number of students.
- 15.18 Adequate supply of water and soap for washing hands should be available.

School Health Program for Adolescents

- 15.19 Wherever possible, schools will set up a counseling centre to address the social and emotional problems encountered by adolescents due

to age- specific health, growth and development.

- 15.20 Schools will organize/participate in Adolescent Education Program (AEP), launched by various national and state- level organizations like NACO, SACS etc..
- 15.21 Schools will have capacity building for teachers, parents and students to enable, empower and equip them with the knowledge, skills and systems' support needed to implement this program.
- 15.22 Health, sanitation, nutrition experts will be invited to school, whenever possible, for guidance and support services.
- 15.23 Each school will designate a nodal teacher to supervise the school health program; and, in larger schools, there has to be one nodal teacher for 250 students, with a school- level co-coordinator.

SUPERVISION AND SUPPORT AT THE SCHOOL LEVEL

Supervision and constant support at the school level by resource persons from the cluster, block and district level is essential for improving quality in learning and teaching processes. The purpose is not to monitor but ensure smooth functioning of teaching-learning, develop teachers' professional capacity and help them solve local problems. Supervision should be democratic, non-coercive and meant to support/help teachers achieve educational objectives. It is essential that all those associated with supervision understand the concept, principles and the spirit so that it may serve its purpose.

Support Structure

- 16.1 The resource persons providing support at the school level would be :
 - 16.1.1 Head of the Institution;
 - 16.1.2 Members of School Management Committee (SMC);
 - 16.1.3 Subject experts among senior staff members; and
 - 16.1.4 Teachers themselves who help each other in several ways.
 - 16.1.5 Teams from the Cluster, Block or District Headquarter.
- 16.2 The supervisors going to the school should be oriented in the following areas:
 - 16.2.1 Child-friendly learning environment;
 - 16.2.2 Teaching-learning processes in the classrooms;
 - 16.2.3 Organization of co-scholastic activities and their integration in the school curriculum;
 - 16.2.4 School administration and office management; and
 - 16.2.5 Use of infrastructure facility.

Roles

- 16.3 The head of the institution has a major role in encouraging and motivating teachers.
- 16.4 The School Managing Committee will have a major role in preparing School Development Plan. The School Development Plan should be prepared at least three months before the end of the financial year in which SMC is first constituted

Visits to the Schools

- 16.5 The main purpose of the visit is to review the work and support the teachers, the head of the institution and the school, in general.
- 16.6 It should be ensured that the teachers prepare for classroom teaching, plan for work to be assigned to the students, etc. Brief diaries of the daily/weekly work should be maintained so as to reflect the work done.
- 16.7 The head master will have a calendar such that the plan and reflection, inclusive of CCE, can be shared among teachers. The discussions on these should be such that the teachers' autonomy is respected.

Classroom Observations

- 16.8 Classroom observation should be done as unobtrusively as possible and for at least one period per week.
- 16.9 Good practices must be recognized and appreciated by the observer. No comments should be made in the classroom and in the presence of children except of appreciation of the students.
- 16.10 The observer must discuss the observations with the teacher in a constructive manner giving her feedback and encouragement.
- 16.11 The observer must look at the work of the students, ascertain and appreciate their learning progress.
- 16.12 It is a good practice to encourage teachers to maintain a diary that can be used to provide feedback and improve the teaching-learning processes; however, maintaining too much detail in a diary should not be expected and, in fact, be discouraged.
- 16.13 Observers must review children's report cards, which should reflect their CCE and progress made, to provide constructive feedback.

Self-appraisal by the Teacher

- 16.14 A suggestive format (Points A- H) has been provided in Annexure III (a) which should be used for self-appraisal and periodic peer reviews at the school and cluster level.

Evaluation

- 16.15 The evaluation of teaching-learning processes and children's progress should form part of the annual report to be submitted to the School Management Committee/Department of Education. The outcomes should be shared and discussed with parents on a regular basis. The overall evaluation results should be shared with the SMC, community, parents and appropriate administrative authorities. These results should be fed into the SDP prepared by the SMC.

STUDENT ASSESSMENT AND EVALUATION

Assessment and evaluation are essential components of “quality” learning. These are important components for the review and planning of the teaching-learning process. It can also give an opportunity to the children to apply what they have thought, to express themselves and feel empowered about the ability to learn. The purpose of assessment is not to pass/fail the child but to understand where he or she stands, what help is needed and the areas where the child is good.

Elementary Level

- 17.1 The academic authority of every school will conduct CCE at the elementary stages of school education to assess students’ performance, abilities, potential and talent as per Clause (2) Section 29 of the RTE Act 2009. Appropriate feedback and help will be provided to each student to ensure he or she completes elementary education satisfactorily.
- 17.2 Every school will ensure that procedures followed for assessment and evaluation encourage thinking and reasoning, stop rote memorization for written assessments. Assessments should be less formal and stress-free.
- 17.3 The assessment in the school environment will focus on the following:
 - 17.3.1 Learning and acquisition of ability in different subject areas;
 - 17.3.2 Developing and building individual interests and motivation;
 - 17.3.3 Equipping children to be able to analyze and evaluate their own learning; and
 - 17.3.4 Ability to build on present learning in different contexts.

Assessment Profile

- 17.4 Learner’s active participation in a spectrum of learning in the scholastic and co-scholastic activities should be assessed through formal and informal means.
- 17.5 Assessment during the course of learning a unit may also include group assessment.
- 17.6 Assessment should be based on oral and written works. It may include questions on pictures, discussions, projects, quizzes and group assignments etc. at the end of the lesson/unit/month.
- 17.7 All teachers will maintain a profile for each student. The school will decide the appropriate learning indicators, in accordance with the guidelines from the competent authority, for each grade level.
- 17.8 Every teacher in the school will update the performance/profile of each student periodically, in qualitative terms, in scholastic and co-scholastic fields and will communicate the essence to the students and parents periodically in a constructive manner.
- 17.9 A sample format to record learning indicators in the primary and upper-primary level is appended below; a gradation-scale can be used as per the scheme of the respective State or Board.

Gradation Scale

	Indicators	L1	L2	Maths	Visual and Performing arts	EVS	
1	Participating in activities						
2	Observing and Questioning						
3	Experimenting/ exploring						
4	Interpreting						
5	Applying the knowledge						
6	Cooperating/ collaborating						
7	Empathising						
8	Creativity and aesthetics						
9	Reading						XXXX
10	Writing						XXXX

- 17.10 Every school will ensure comprehensive evaluation encompassing physical, intellectual, emotional and social development of each student. The assessment procedures will be a part of curricular effort with emphasis on holistic learning.
- 17.11 The assessment for an academic session should be as per the guidelines of the competent authority. The items will be suitably designed and include co-scholastic areas. These would be reported in grades and descriptive indicators as prescribed by the competent authority. The assessment will be a description of achievement on the basis of attitude, participation and achievements, avoiding negative comments.
- 17.12 The school will ensure that a Cumulative Report Card is maintained for each student to communicate the Comprehensive and Continuous assessment to the students and parents at the end of each term. The report card will be shared and discussed with the students and the parents. The school will ensure that classroom interaction provides a wide range of opportunities to make the observations of student's behaviour and learning and the teachers remain careful about bias and error.

Needed Resources

- 17.13 The teachers need support for quality CCE in the schools. The support could include:
 - 17.13.1. Resource books for assessment, class-wise (class I to VIII), published by the NCERT and others, by appropriate state authority;
 - 17.13.2. Exemplar evaluation and assessment sheets;
 - 17.13.3. Work-sheets in different subjects for different concepts.;
 - 17.13.4. Interesting tasks to generate written work of students;
 - 17.13.5. Activities and tasks to bring out examples of visual and performing art; and
 - 17.13.6. Suggestions on portfolio file-collection of children's best work.

Mechanism of Evaluation

- 17.14 The child may be assessed by various means, including:
 - 17.14.1. Observation during teaching;
 - 17.14.2. Exercise books/Worksheets of children;
 - 17.14.3. Paper-pencil test;
 - 17.14.4. Group work;
 - 17.14.5. Portfolio-collection of good work done by the students;

- 17.14.6. Project work;
- 17.14.7. Self-assessment;
- 17.14.8. Peer-assessment; and
- 17.14.9. Dialogue with parents.

Procedural Guidelines

- 17.15 Every school will ensure unit-wise planning for the completion of the syllabus during an academic session. The scheme and guidelines of the competent authority of the state or the Board should be kept in mind. The school will arrange detailed guidelines, performance material, teacher's guide books and liaison with the competent authority for preparation workshops.
- 17.16 Teacher will transact curriculum so that the desired competencies are achieved. They should:
 - 17.16.1. Assess students' performance regularly;
 - 17.16.2. Introduce flexibility as per need of the children;
 - 17.16.3. Use appropriate tools for assessment;
 - 17.16.4. Prepare and use teaching-learning materials best suited to the needs of the students;
 - 17.16.5. Follow guidelines issued by the department; and
 - 17.16.6. Maintain record, as needed, about every child.
- 17.17 Head of the school will supervise, guide, motivate and provide all help to the teachers. He/she will:
 - 17.17.1. Arrange regular meeting with teachers for sharing and discussions;
 - 17.17.2. Discuss with them the difficulties they encounter and provide guidelines/help;
 - 17.17.3. Co-ordinate with SMC to get help in apprising parents about progress of children and seeking their help;
 - 17.17.4. See that proper record of CCE is maintained by the teachers;
 - 17.17.5. Get co-operation from DIET and Block- level institutions/ Organization implementing CCE; and
 - 17.17.6. See that material supplied by the Department, for furtherance of CCE, is shared with teachers.

Assessment and Evaluation of Classes IX Onwards

- 17.18 Every school will follow the rules and regulations, formulated by the appropriate and competent authority of the respective state or the Board, for assessment in letter and spirit. The following basic norms

guidelines (wherever applicable) should be ensured as the basic principles at the school level:

- 17.18.1. The assessment will be done in scholastic as well as co-scholastic areas; and
- 17.18.2. The question paper and its duration etc. for the unit/term/half-yearly/yearly will be prepared and arranged as per the competent authority.

Examinations' Committees

- 17.19 Every school will constitute an examination committee of teachers responsible for setting and moderation of question papers and conducting regular tests and examinations in the school.

Register of Examination

- 17.20 The Head of School will maintain a register of examination results in which the consolidated results of all the tests/examinations held will be recorded class-wise and subject-wise, together with an analysis of the performance, to record areas of intervention.
- 17.21 The question papers, marksheets and answer books of the session-ending examination will be preserved for the time as decided by the competent authority.

Promotion Rules for Classes I to VIII

- 17.22 'No Detention Policy' from class I to VIII will be ensured by every school in pursuance of Section 16 of the RTE Act. A child admitted in a school will not be held back in any class or expelled from school till the completion of elementary education. However, all efforts will be made to ensure that a child acquires satisfactory levels of learning on completion of elementary education. The school will not label the learners as slow, poor, intelligent etc. and make comparisons between the learners.
- 17.23 Every child completing elementary education will be awarded a certificate in such form and manner as may be prescribed by the competent authority for the purpose of Section 30 of RTE Act, 2009.

Promotion Rules for Class IX Onwards

- 17.24 It will be mandatory for every student to appear in all regular tests and examinations conducted by the school. A separate test/examination may be conducted for a child who could not appear in the regular test/examination as per the respective state policy. Every school will observe the promotion policy formulated by the state or the Board in letter and spirit.

4

Section

TEACHER MANAGEMENT

The Right to Education Act calls for adequate teacher-pupil ratio, qualified and trained teachers, regularity in teacher attendance, and holding of classes as per the time-table. These are pre-requisites for smooth functioning of the entire schooling system from primary to senior secondary stage. Teacher management must, therefore, be viewed in this context to ensure that the education system becomes responsive to the right of children to quality education. It is important to underscore the point that the Constitution of India guarantees the right against discrimination and the right to be treated with dignity. Equally, teachers have the right to dignity and freedom from discrimination, based on community identity, caste, religion and gender. These Constitutional obligations have been reiterated in the RTE Act 2009 and related rules and guidelines issued by the government from time to time. This section also seeks to underscore the above rights of teachers.

This section consists of four chapters. Each chapter is devoted to address the aforesaid issues related to teachers, their roles, responsibilities, rights, professional ethics etc..

RIGHTS AND RESPONSIBILITIES OF TEACHERS

The responsibilities of teachers today have gone far beyond teaching and evaluation. Teachers are expected to actively encourage children to attend school, maintain linkages with the community of parents, organize and ensure proper functioning of the mid-day meal and participate in developing overall school development plans. Teachers are also expected to be ready for service during natural disasters and emergency situations and perform a range of non-academic duties like conducting the Census every 10 years, working during the general, state and panchayat/urban-body elections. These are part of the requirements of their being public employees (and, for the elementary school teachers have been specified in the RTE Act 2009). Apart from these, they should not be assigned any other tasks that interfere with their role as teachers. The system must not place a great deal of additional responsibility on the teachers. The right to safety and dignity of students has to be given paramount importance by the education system. This can be done when the system ensures that the teachers experience the same rights.

- 18.1 The teacher is expected to attend school punctually and regularly.
- 18.2 The teacher is expected to teach according to the stipulated curriculum and assess the learning outcomes of children in a comprehensive and continuous manner. To this end, the RTE Act has clearly specified the pupil-teacher ratio at the primary stage to be 30:1 for schools with an enrolment of upto 150 children; and 40:1 for schools with an enrolment exceeding 200 children, excluding the head teacher.
- 18.3 In the case of upper primary classes, the RTE Act mandates subject-specific teachers for Science and Mathematics, Social Studies and Language, and a pupil- teacher ratio of 35:1. Teachers have the right to seek additional human resources as per the norms of RTE regarding PTR and subject requirements in schools.
- 18.4 Adequate number of teachers to teach specific subjects need to

be there in secondary and senior secondary schools. A classroom/section size for these classes should also be below 45 students.

- 18.5 Students should receive textbooks and other supplies in time to ensure that no teaching time is lost in waiting for essential books, materials and supplies. It is only when this right is realized that the teachers can be made accountable to complete the curriculum in time.
- 18.6 In view of the right of children to age-appropriate admission, the government should ensure that there are adequate teachers to conduct special programs for children, who are academically evaluated as being well below the expected age-appropriate level.
- 18.7 Teachers are expected to perform duties – both academic and non-academic-that are assigned to them by the appropriate authority. This responsibility comes with the right of teachers to have adequate working days to complete the academic work that is expected of them.
- 18.8 The RTE Act forbids physical punishment or mental harassment. To this end, the government Guidelines on Corporal Punishment (the NCPDR document on Protection of Child against Corporal Punishment in Schools and Institutions) clearly outline how the teachers could foster a school environment that is child-friendly and one that is free of punishment and harassment.
- 18.9 Teachers should have access to a proper school building, with provision for safe drinking water and toilets.
- 18.10 Teachers should be provided adequate teaching-learning material and a library that can be used by them and the children.
- 18.11 Teachers have the right to be treated with dignity and be free from discrimination based on caste, community, religion, ethnicity, gender and ability. Equally, it behoves the teachers to ensure that they treat all children equally, with dignity and refrain from discriminating among children (overtly or covertly) because of their caste, religion, community, ethnicity, gender and ability. They are expected to adhere to the letter and spirit of the Constitution of India with respect to right to equality and right against discrimination.
- 18.12 Teachers need to have adequate time during the work day to complete the diaries and records that are expected to be maintained. They also need time to plan their program with students on the next day.
- 18.13 Teachers have the right to a safe and secure environment in the school and they, in turn, are expected to create and foster a safe and secure environment for children.
- 18.14 Teachers have to be protected against sexual abuse and they, in turn,

are expected to protect all children from sexual abuse.

- 18.15 Teachers are expected to forge close linkages with the community and they should seek the support of SMC, SDMC or VEC – as the case may be.
- 18.16 Teachers should have the autonomy to try out new pedagogies and strategies in order to ensure that all children, in their care, learn.
- 18.17 Teachers have the right to defend themselves in the event of being accused of a misdemeanour and have recourse to established procedures for the same.
- 18.18 Teachers have the right to continuing education and training. They should be encouraged to participate in, and, in the same vein, have the responsibility of ensuring cooperation and support for such trainings and educational activities. To this end, teachers should be granted study-leave to upgrade their qualifications without affecting the interests of students. They have the responsibility to utilize the knowledge and skill developed through such study for the benefit of students and the system.
- 18.19 Teachers have the right not to be deployed for non-educational purposes, barring those outlined in the RTE Act, and should discharge duties assigned to them with responsibility.
- 18.20 Teachers should be provided the incentives permitted under the service rules i.e. promotion, increment, leave, loans etc. within the specified time limits.

TEACHERS' QUALIFICATIONS AND TRAINING

The quality of teachers affects teaching-learning. Those who are appointed as teachers at different stages of school education need to have some specified minimum qualifications apart from periodic capacity building. The National Council for Teacher Education Notification, dated 3rd September 2001, is a set of comprehensive qualification guidelines for teachers of all grades. These qualifications have been amended from time to time keeping the broad framework intact. The qualifications indicate the academic and teacher education degrees required for being recruited as a teacher. The detailed amendments for teachers of class I to VIII have been brought out as a notification dated 23rd August, 2010.

- 19.1 Any appropriate government or local authority or a school that issues an advertisement to initiate the process of appointment of teachers must do so in accordance with the NCTE's Determination of Minimum Qualifications for Recruitment of Teachers in Schools Regulations, 2001 (as amended from time to time). The basic qualifications spelt out in this are given in the Table below.

Recruitment qualifications for recruitment of teachers in educational institutions mentioned in Section 2 of the First Schedule to the National Council for Teacher Education (Determination of Minimum Qualifications for Recruitment of Teachers in Schools) Regulations, 2001

LEVEL	MINIMUM ACADEMIC PROFESSIONAL QUALIFICATIONS
I. Pre-School/Nursery (For children in the age group of 4-6 years)	(i) Secondary School (Class X) certificate or its equivalent; and (ii) Diploma/Certificate in Pre-school teacher education program of a duration of not less than one year, or B.Ed (nursery).

<p>II .Pre-School / Nursery followed by first two years in a formal school. (For children in the age group of 4-6 and 6-8 years)</p>	<p>(i) Senior Secondary School (class 12) Certificate or Intermediate or its equivalent with at least 45% marks; and (ii) Diploma/Certificate in Nursery teacher education program of a duration of not less than two years or B. Ed (nursery)</p>
<p>III. Elementary (a) Primary (b) Upper Primary (Middle School Section)</p>	<p>(i). Senior Secondary School certificate or Intermediate or its equivalent', and (ii). Diploma or certificate in basic teachers' training of a duration of not less than two years OR (iii). Bachelor of Elementary Education - check (iv). Senior Secondary School certificate or Intermediate or its equivalent; and Diploma or certificate in elementary teachers training of a duration of not less than two years OR Bachelor of Elementary Education (B.El.Ed.) OR Graduate with Bachelor of Education (B.Ed.) or its equivalent</p>
<p>IV. Secondary /High School</p>	<p>Four years' integrated B.Sc., B. Ed. or an equivalent course</p>
<p>V. Senior Secondary/ PUC/ Intermediate</p>	<p>Master's Degree in the relevant subject with Bachelor of Education (B.Ed.) or its equivalent. OR Two years' integrated M.Sc.Ed. course or an equivalent course].</p>

¹Substituted vide the National Council for Teacher Education (Determination of qualifications for recruitment of teachers in schools) (Amendment) Regulations, 2003 published in the Gazette of India Part III - Section 4 as No. 83 on 29.5.2003 (NCTE Notification No. F.9-2/2001 - NCTE dated 28.4.2003)

²Substituted vide the National Council for Teacher Education (Determination of minimum qualification for recruitment of teachers in Schools) (amendment) Regulations, 2005 published in the Gazette of India Extraordinary Part III Section 4 as No. 121 or 30.8.2005 (NCTE Notification No. F. - 91-1/2005 -NCTE /(N & S) dated 23.8.2005.

Note: For appointment of teachers for primary classes, basic teachers' training program of 2 years' duration is required, B.Ed. is not a substitute for basic teachers' training program

- 19.2 Some of the States have basic teachers training course of one- year duration only while in some other states, students passing secondary level examination are admitted to primary level teacher training courses. Such states may, by 2016, conduct basic teachers’ training programs of a duration of not less than two years with admission being open to Senior Secondary/Intermediate pass candidates. In the meantime, candidates, who have undergone basic teachers’ training courses of one-year duration or were admitted to such training programs after passing secondary level examination only, may be given employment in the concerned states only.

Minimum Qualifications

- 19.3 Following enactment of the RTE Act 2009, the NCERT issued a fresh Notification on 23rd August, 2010 published in the Gazette Extraordinary Part III–Sec. 4. These spelt out the minimum qualifications for a person to be eligible for appointment as teacher for classes I to VIII in a school referred to in clause (n) of Section 2 of the Act, 2009. The minimum qualifications, as laid down by the Act, modified and clarified from time to time, are given below. It may be pointed out that one of the important additions to the requirements for being a teacher in a school is obtaining a pass in the Teacher Eligibility Test (TET), which is to be conducted by the appropriate Government, in accordance with the guidelines framed by the NCTE for the purpose.

19.3.1 For Classes I-V

- (a) Senior Secondary (or its equivalent) with at least 50% marks and 2 - year Diploma in Elementary Education (by whatever name known)

OR

Senior Secondary (or its equivalent) with at least 45% marks and 2 - year Diploma in Elementary Education (by whatever name known), in accordance with the NCTE (Recognition Norms and Procedure), Regulations 2002

OR

Senior Secondary-(or its equivalent) with at least 50% marks and 4-year Bachelor of Elementary Education (B. El. Ed.)

OR

Senior Secondary (or its equivalent) with at least 50% marks and 2 - year Diploma in Education (Special Education).

AND

- (b) Pass in the Teacher Eligibility Test (TET), to be conducted by the appropriate Government in accordance with the Guidelines framed by the NCTE for the purpose.

19.3.2 For Classes VII - VIII

(a) B.A./B.Sc and 2 - year Diploma in Elementary Education (by whatever name known)

OR

B.A. /B.Sc. with at least 50% marks and 1- year Bachelor in Education (B. Ed)

OR

B.A./B.Sc. with at least 45% marks and 1 - year Bachelor in Education (B. Ed), in accordance with the NCTE (Recognition Norms and Procedure) Regulations issued from time to time in this regard

OR

Senior Secondary (or its equivalent) with at least 50% marks and 4-year Bachelor in Elementary Education (B. El. Ed)

OR

Senior Secondary (or its equivalent) with at least 50% marks and 4-year BA/B.Sc. Ed or B.A. Ed./B.Sc. Ed.

OR

B.A. /B.Sc. with at least 50% marks and 1-year B.Ed. (Special Education)

AND

(b) Pass in the Teacher Eligibility Test (TET), to be conducted by the appropriate Government in accordance with the Guidelines framed by the NCTE for the purpose.

19.4 For the purposes of the Notification mentioned in 19.3, a diploma/degree course in teacher education recognized by the National Council for Teacher Education (NCTE) only should be considered. However, in case of Diploma in Education (Special Education) and B. Ed (Special Education), a course recognized by the Rehabilitation Council of India (RCI) only should be considered.

Training

19.5

19.5.1 A person with BA/B.Sc., with at least 50% marks, and B. Ed qualification should also be eligible for appointment for class I to V upto 1st January, 2012, provided he/she undergoes, after appointment, an NCTE recognized six-month special program in Elementary Education.

³ Added in notification issued by NCTE published in the Gazette Extraordinary Part III-Sec. 4

⁴ Replaced by *Graduation with at least 50% marks and 1-year B.Ed. (Special Education) in Notification No. F.No. 61-1/2011/NCTE/(N&S) issued on 29th July, 2011.

- 19.5.2 With D. Ed (Special Education) or B. Ed (Special Education) qualification, a person should undergo, after appointment, an NCTE recognized 6-month special program in Elementary Education.

Teacher appointed before the date of Notification

- 19.6 The following categories of teachers, appointed for classes I to VIII prior to the date of this Notification, need not acquire the minimum qualifications specified in Para (1) above:
- 19.6.1 A teacher appointed on or after the 3rd September, 2001, i.e. the date on which the NCTE (Determination of Minimum Qualifications for Recruitment of Teachers in Schools) Regulations, 2001 (as amended from time to time) came into force, in accordance with that Regulation.
- 19.6.2 Provided that a teacher of class I to V possessing B. Ed qualification, or a teacher possessing B. Ed (Special Education) or D. Ed (Special Education) qualification should undergo an NCTE recognized six - month special program on - elementary education.
- 19.6.3 A teacher of class I to V with B. Ed qualification who has completed a 6-month Special Basic Teacher Course (Special BTC) approved by the NCTE;
- 19.6.4 A teacher appointed before the 3rd September, 2001, in accordance with the prevalent Recruitment Rules.

Teacher appointed after the date of Notification

- 19.7 In certain cases where an appropriate Government, or local authority or a school has issued an advertisement to initiate the process of appointment of teachers prior to the date of this Notification,

⁵Replaced by " (a) with Graduation with at least 50% marks and B.Ed. qualification or with at least 45% marks and 1-year Bachelor in Education (B.Ed.), in accordance with the NCTE (Recognition Norms and Procedure) Regulations issued from time to time in this regard should also be eligible for appointment to Class I to V upto 1st January, 2012, provided he/she undergoes, after appointment, an NCTE recognized six-month Special Program in Elementary Education.

(b) with D.Ed. (Special Education) or B.Ed. (Special Education) qualification should undergo, after appointment an NCTE recognized

⁶ Replaced by " (a) Teacher appointment after the date of this notification in certain cases: Where an appropriate Government or local authority or a school has issued an advertisement to initiate the process of appointment of teachers prior to the date of this Notification, such appointments may be made in accordance with the NCTE (Determination of Minimum Qualifications for Recruitment of Teachers in Schools) Regulations, 2001 (as amended from time to time).

(b) The minimum qualification norms, referred to in this Notification, apply to teachers of Language, Social Studies, Mathematics, Science, etc. In respect of teachers for Physical Education, the minimum qualification norms for Physical Education teachers referred to in NCTE Regulation dated 3rd November, 2001 (as amended from time to time) should be applicable. For teachers of Art Education, Craft Education, Home Science, Work Education, etc. the existing eligibility norms prescribed by the State Government and other school managements should be applicable till such time the NCTE lays down the minimum qualifications in respect of such teachers.

such appointments may be made in accordance with the NCTE's Determination of Minimum Qualifications for Recruitment of Teachers in Schools Regulations, 2001 (as amended from time to time).

In-service Teachers' Training

- 19.8 The in-service training of teachers should facilitate:
 - 19.8.1. Sharing of ideas and revitalisation.
 - 19.8.2. Becoming aware of new understanding arrived at in the field of education and reflecting on one's work
 - 19.8.3. Improvement in conceptual understanding and transactions in the classroom to make the process more meaningful.
 - 19.8.4. Familiarity with new materials and methods suggested and arriving at newer pedagogic formulations.
- 19.9 The trainings need to be followed up with school visits and one-on-one or small group discussions.
- 19.10 The teacher training requirements should be reflected in the School Development Plan.
- 19.11 The appropriate authority should relieve the teachers to attend the training programs organized for them.
- 19.12 Schools should provide appropriate condition to make use of the inputs received by the teachers during training and record the observations on the efficacy of the training.

CODE OF PROFESSIONAL ETHICS FOR TEACHER

A teacher is expected to work for the all-round development of children. She has to prepare the child to develop into a good citizen of India adhering to the principles of democracy, social justice and secularism, as enshrined in the Preamble of the Constitution. The teacher is one of the role models for his/her students and, hence, is constantly under the scrutiny of his/her students and the society at large. Therefore, every teacher should ensure that there is no incompatibility between precepts and practice. In these circumstances, increasing awareness of the ethical principles governing the teaching profession is essential to ensure professionalism among teachers.

Obligations towards Students

Teachers are expected to:

- 20.1. Treat all students with love and affection and not behave in a vindictive manner towards any of them for any reason;
- 20.2. Remain just and impartial to all students regardless of their religion, caste, gender, economic, social and physical characteristics;
- 20.3. Recognize differences in aptitude and capabilities among students and strive to meet their individual needs;
- 20.4. Facilitate all-round development of children - physical, social, intellectual, emotional and ethical;
- 20.5. Transact the curriculum in conformity with the values enshrined in the Constitution of India;
- 20.6. Work through activities, discovery and explorative methods in a child-friendly manner-as spelt out in NCF 2005;
- 20.7. Refrain from subjecting a child to fear, trauma, anxiety, physical punishment or mental and emotional harassment;
- 20.8. Actively help children express views freely and without fear.;

- 20.9. Ensure children are not sexually abused; and
- 20.10. Evaluate and assess children so that they are not subjected to any stress and fear of examination.

Obligations towards Guardians/Society

Teachers should:

- 20.11. Establish cordial relations with parents/guardians;
- 20.12. Hold regular meetings with parents and guardians and share with them and learn from them about progress made and other relevant information about the child;
- 20.13. Encourage parents/guardians to ask questions, share views and participate in development and learning of children.;
- 20.14. Refrain from taking part in or subscribing to or assisting in any activity which tends to promote feeling of hatred or enmity among different communities, religious or linguistic groups; and
- 20.15. Recognize that teaching is a public service and strive to keep the public informed of the education programs that are being provided.

Obligations towards Profession/Colleagues

Teachers should:

- 20.16. Treat other teachers with respect and dignity;
- 20.17. Refrain from engaging in private tuitions, private teaching/coaching classes;
- 20.18. Cooperate with authorities for the betterment of the institution, keeping in view the interest and dignity of the profession.;
- 20.19. Respect the professional standing and opinion of his/her colleagues;
- 20.20. Refrain from allowing considerations of caste, creed, religion, race or sex to affect professional endeavour;
- 20.21. Avoid making derogatory statements about colleagues, especially in the presence of pupils, other teachers, officials or parents; and
- 20.22. Create a culture that encourages purposeful collaboration and dialogue among colleagues and stakeholders.

Ethics Committee to Deal with Violation of Code

Committee for Secondary & Senior Secondary Schools

- 20.23. Every Secondary and Senior Secondary School should have an Ethics Committee comprising the Head of institution, two senior-most teachers and two parent members nominated by SMC. In bigger schools, number of teachers and parent members of SMC may be increased to three each.

20.24. The Chairperson of the Committee should be one of the parent-members nominated by SMC. The head of the institution should be the Member-Secretary.

Committee for Primary and Upper Primary Schools

20.25. There should be an Ethics Committee at the cluster level comprising the cluster in-charge and three teachers nominated by the competent authority, as decided by the State Government, and three members each, nominated by the SMC of the three highest populated villages of the cluster. The head of the institution from which the complaint has been received should be an invited member on the day the issue is discussed.

20.26. The Chairperson of the Committee should be elected out of the parent members by the Committee itself. The cluster head/in-charge should be the Member-Secretary.

Procedure

20.27. The Committee should deal with the complaints received regarding violation of the code of ethics by the teacher/s.

20.28. The erring teacher should be given a chance to explain his/her case.

20.29. In case it is found that he/she has violated the code of ethics, he/she should be given reasonable time to mend his/her behaviour.

20.30. In case, after a lapse of reasonable time, the Committee fails to notice the change in behaviour of the teacher/s concerned, it may, after careful consideration, recommend the case to the appropriate authority concerned for disciplinary action.

20.31. The report of the Ethics Committee, sent under 20.30 above, should be treated as the report of the preliminary enquiry, and action should be initiated as per state/management's code of conduct and Appeal Rules.

GRIEVANCE REDRESSAL

Section 24(3) of the RTE Act provides that the grievance, if any, of the teacher should be redressed in such a manner, as is prescribed by the State Government by making proper rules. Any workplace (private, trust managed, Govt. or otherwise) can see many kinds of harassments. These include sexual harassment, caste and community-based harassment, personal animosity-based harassment etc.. The harassment can manifest in terms of isolation, being the butt of taunts and jokes, delay in dealing with administrative and financial matters, not being accorded professional respect, unequal and totally skewed allocation, deployment at a difficult desk or class. There must be a mechanism set up for staff members to voice their grievances. Allocations, deployment, promotional avenues should be looked at within appropriate time. These can be in the form of grievance boxes, staff forums and other mechanisms.

- 21.1 The scope of the mechanism of grievance redressal must include all the service matters of employees such as appointments, transfers, promotions, disciplinary and other matters which are dealt under specific service and accounts rules. Aspects that affect work include discrimination and differential treatment on the basis of gender, caste, community and such concerns. The school system, including the head and other officials, might be prejudiced and biased, leading to unequal benefits and unequal work allocation. These need to be addressed in a fair manner.
- 21.2 There are many teachers in the private school system. In a very large number of such institutions, no service rules and system of administration for the teachers exist. In many such institutions, there are virtually no systems for recruitment, retention and sustenance, compensation, security, stability, respect as a professional, equitable and just working conditions for teachers. All private institutions must

- have a transparent set of service rules that adequately take these aspects into account.
- 21.3 Each teacher must be given an appointment letter along with the service rules. They must be paid salary through bank transfer or through cheques. They must be given opportunity to build capacity through in-house programs (that may be monitored) or sent to other renowned institutions conducting trainings.
 - 21.4 There are teachers who are regular and, therefore, are under service rules that give them adequate compensation and protect their rights. These need to be safe-guarded and administratively facilitated.
 - 21.5 The travel reimbursements of teachers should be processed immediately. Their service book and other records should be completed in time so as to enable them to secure benefits and allowed advancements.
 - 21.6 There are many financial and service- related concerns (salary payments, timely increment, travel reimbursement, medical reimbursement, etc.) Systems with clear responsibility and reasonable timelines for each must be developed, particularly in larger systems.
 - 21.7 The contract, ad-hoc and other such category teachers in the Govt. system need to be protected. They need to have work profile and service rules that are fair and school work should be equitably distributed among all teachers.
 - 21.8 The service record must be completed on time and regularly. The record, including appraisals and CR wherever applicable, should include the date of next due Service Promotion possibility. The record must be processed and considered for promotion not later than three months of the due date. If the process is delayed beyond the due date, however, the promotion should be considered to have been given within one month of the due date.
 - 21.9 Students in senior secondary schools (and sometimes even in secondary schools), may sometimes misbehave with a teacher in or outside the classroom. The teacher needs to be supported and protected while interacting with or counselling such children. The acts of school indiscipline need to be looked at by the entire group interacting with those children. It requires a system of regular as well as special on demand/need-based counselling.
 - 21.10 Non-academic work is sometimes imposed on the teachers. This work maybe related to the school and children also, yet it distracts teachers from the main task of teaching children and being with them to help them learn. Excepting the non-academic work mandated in the RTE Act to be performed by the elementary school teachers, such

work, including even the management of Mid-Day-Meal, needs to be discouraged and alternative mechanisms found.

- 21.11 Teachers need pleasant conditions to work, encouragement and protection of their rights. As has been said before, this is necessary for them to be able to provide such ambience to children.
- 21.12 The distribution of workload to the teachers should be fair. Any unfairness should be examined by the committee, consisting of teacher members with the head of the institution, and address the grievance of any teacher.
- 21.13 Salary and remunerations should be transparent and payment of the salary for the month must not be later than the 7th of the succeeding month.
- 21.14 A Grievance Register should be maintained in every school office, in which the name and address of the petitioner, and nature and date of the petition, are to be entered.
- 21.15 Committees including staff members (one or two) chosen by them (may be through 2 or 3 year rotation/re-nomination cycle) must be set up to hear grievances periodically. The frequency of these should be less than once a month. These committees must include:
 - A. A Committee to consider complaints of sexual harassment, as per the Vishakha guidelines; and
 - B. Committee to consider complaints regarding work distribution, use of abusive language by a colleague, delay in travel reimbursement etc..
- 21.16 All grievances must be heard within six weeks (unless immediately through special meeting as being urgent) and acted upon with information to the teacher concerned.
- 21.17 Any grievance not redressed or some other grievance of a teacher, a group or an organization of teachers of any school regarding administrative or financial matters, if not resolved at the school level, should be communicated in writing to the managing committee of the school concerned. The SMC should address such grievance through a reasoned decision within the prescribed time limit. At secondary and senior secondary school level, the Principal/Vice-Principal should be the Grievance Redressal Officer.
- 21.18 If the complaint has been sent to the authority, who is not competent to take decision on it, they should forward it to the competent authority within three days of receipt and those three days would be added in the period stipulated for decision. The copy of the transfer of complaint should be sent to the complainant.

- 21.19 If the complaint needs investigation, the concerned authority may take evidence, in oral or written, and decide the case after hearing the parties concerned.
- 21.20 The officer should pass speaking order, specifying his/her decision with reasons, and inform the designation and address of the officer to whom appeal can be made if dissatisfied with the decision.

MANAGEMENT OF SCHOOLING FACILITIES AND ENTITLEMENTS

The learning child needs a welcoming, free from fear, safe, healthy, hygienic and adequately spacious environment. She/he also requires quality learning materials in school so that she/he may learn. These include but are not limited to school uniform, textbooks, notebooks, activity materials, sports and games equipment. Besides this, she needs basic facilities as she has to spend a reasonable amount of time in the school.

This Section elaborates all these entitlements of a learning child including the provision for maintenance and management of school facilities. The section consists of four chapters that describe how schooling can be made more meaningful and dynamic. The focus is not only on children's physical development but also on their social, cognitive and emotional development. It is not just the enrolment, retention and academic and co-scholastic learning of children that are important but addressing their nutritional requirement is also very significant; to be able to learn and develop, nutrition is essential. An intervention like the 'Mid-day Meal' is important as it can address nutritional deficiency among children. The first chapter on mid-day meals presents norms and guidelines and suggests certain mechanisms, with the help and support of the community, to make it more nutritive and hygienic.

The second chapter of the section deals with all essentialities related to infrastructure, including amenities, as per specified norms of government/educational boards. This implies adequate and appropriate classrooms, playgrounds, laboratories, medical

room, furniture, drinking water and toilets. There are hostels for school children set up and managed by government and non-government organizations. Some of these hostels are a part of residential schools where the children of the school reside on the school campus. Many hostels are managed by institutions not governed by the school or the education department. The third part of the chapter delineates the guidelines for certificate of recognition, facilities and maintenance in mess and school building, budgeting and management of school hostel and residential schools. The last chapter addresses issues related to scholarships, benefits and other entitlements for students.

MID-DAY MEAL

The National program of Mid-Day Meal (MDM) in schools is a flagship program of the Government of India aimed at enhancing enrolment and retention with regular attendance and learning, while simultaneously improving nutritional levels among children studying in schools. (This includes government, local body and government- aided primary and upper primary schools and other centres and institutions that are supported by the government to provide elementary education; it includes recognised and unrecognised Madarasas/ Maqtabs and National Children Labour Project (NCLP) schools all across the country).

Implementation of the Program

- 22.1 The success of Mid-Day Meal program would depend on:
 - 22.1.1. How it is conceptualized;
 - 22.1.2. How it relates to children’s needs; and
 - 22.1.3. How it is provided and received by the children.
- 22.2 Safety and hygiene standards, that are set, must be practised with rigor. Processes to ensure vibrant involvement of the parents and the community to make the MDM program a peoples’ program must be initiated.

Nutritious Mid-day Meal

- 22.3 The Mid-Day Meal program does not merely aim to provide a cooked meal, but it must also satisfy the prescribed nutritional norms within certain cost norms. The choice of ingredients and the way of cooking has to ensure tastefulness as well as nutrition value of the food served. The food must be wholesome and could contain:
 - 22.3.1. Grains (for example, broken wheat);

- 22.3.2. Pulses or soybean (they could be sprouted);
 - 22.3.3. Leafy vegetables (thoroughly washed before cutting); and
 - 22.3.4. All other nutritious elements (such as water of cooked rice, top parts of carrot etc).
- 22.4 The following norms should be followed during food preparation and serving:
- 22.4.1. The storage of raw food and cooked food should be hygienic and in a place free from moisture;
 - 22.4.2. Clean utensils should be used for cooking and distributing food;
 - 22.4.3. Vegetables must be thoroughly washed before use;
 - 22.4.4. Using reheated oil must be avoided;
 - 22.4.5. Use of iodized salt is necessary;
 - 22.4.6. The food should be protein-rich and vegetables need to be added to it;
 - 22.4.7. Cooking must be done in a space a bit away from the school building within the school premises;
 - 22.4.8. Children should not be allowed near the cooking or storage area;
 - 22.4.9. Cooked hot food must be transported to the service area;
 - 22.4.10. Safety precautions must be used to prevent any danger of scalding. For example, fire proof gloves and spoons with wooden handles should be used;
 - 22.4.11. Food must be served in the presence of or by an adult carefully; and
 - 22.4.12. Children must wash their hands before eating.

Table 22.1: Food Components and Nutrient Value

Components	Primary	Upper Primary
Calories	450 Cal	700 Cal
Protein	12 gms.	20 gms.
Micro-nutrients	Adequate quantities of micro-nutrients like Iron, Folic Acid, Vitamins-A, B etc.	

- 22.5 The present component-wise break- up of prescribed nutrients value (Table 22.1) present in different food items, constituting MDM, both for upper primary, are as under:

Table 22.2: Mid-Day Meal

S. No.	Items	Primary			Upper Primary		
		Re-quire-ment under MDM (in gms.)	Energy content (calo-ries)	Protein con- tent (in gms.)	Re-quire-ment under MDM (in gms)	Energy con- tent (in calorie)	Protein content (in gms)
1	Food grains	100	340	8	150	510	14
2	Pulses	20	70	5	30	105	6.6
3	Vegetables	50	25		75	37	
4	Oil and Fat	5	45		7.5	68	
5	Salt and Condiments	As per need			As per need		
			480	13		720	20.6

Note: The scheme guidelines may change from time to time and the State Government and the school must keep track of the changes. The school should also look at the State Govt. guidelines and norms that may provide for more nutrients and items in addition to these.

Safety and Hygiene Specifications

Special attention must be paid to the following in the schools implementing MDM program:

- 22.6 Environment-friendly fuels must be used. Care must be taken to avoid fire hazards. For this:
- 22.6.1. Fuel (kerosene/fuel wood/charcoal/LPG) should be stored safely so that there is no fire hazard;
 - 22.6.2. To the extent possible, firewood fuel should not be used in the interest of environment;
 - 22.6.3. Use of kerosene or gas for cooking requires fuel- efficient stoves. The cooking staff/agency, thus, should be specifically trained in safe handling of stoves, burners, gas-cylinders, kerosene- containers etc;
 - 22.6.4. The cooking staff must be provided gloves, gowns, footwear etc. to be safe against fire; and
 - 22.6.5. Fire- extinguishers must be available to put out fire immediately.
- 22.7 Adequate care should be ensured for hygienic preparation of food.
- 22.7.1. All cooks, helpers and other functionaries should also be

⁷ Source: MDM Scheme Guidelines posted on <http://mdm.nic.in/>.

trained in hygienic habits, such as regular cutting of nails, washing hands and feet with soap before commencement of cooking/serving, etc.

- 22.7.2. Cooking and serving utensils should be properly cleaned and dried every day after use.
- 22.8 Under the MDM program, State and UT Administrations can pay salaries of cooks and helpers from the central assistance provided towards cooking costs.

Mid-day Meal not to adversely affect Teaching-Learning

- 22.9 There persists A widely-Held belief that provision of cooked meals disrupts classroom processes and that teachers spend too much time in supervising the cooking operations to the detriment of academic time-tables. This may result in a negative attitude towards the program in the states. Teachers should not be assigned responsibilities that will impede or interfere with teaching- learning. Teachers shall, however, be involved in ensuring that:
 - 22.9.1. Good quality, wholesome food is served to all the children;
 - 22.9.2. The actual serving and eating is undertaken in a spirit of togetherness;
 - 22.9.3. Children eat together in a spirit of friendship and develop sensitivity towards their peers with different abilities for example, by giving them precedence; and
 - 22.9.4. Before serving the food to children, at least 2-3 adults, preferably teachers, taste the food to ensure its quality and delectability.

Community Support

- 22.10 School managements should draw on the support of the community. Gram Panchayats and Village Education Committees can nominate community members, on rotation basis, to help the school ensure efficient cooking, serving and cleaning operations.
- 22.11 Support of the community members can be solicited by getting suggestions on strengthening the program. The program can be improved by:
 - 22.11.1. Orienting mothers towards their involvement in supervision of the preparation and cooking of meals;
 - 22.11.2. Helping and guiding children wash their hands with soap before eating, using clean plates and glasses, avoiding wastage of food; and
 - 22.11.3. Helping children develop the habit of cleaning their plates, rinsing their hands and mouth after eating.

- 22.12 MDM scheme also offers opportunities of self-employment to women from the community. They can constitute self-help groups and take on the responsibility of cooking and serving mid-day meals. MDM schemes can provide scope for income-generating activities such as growing and supplying vegetables, preparing spices, etc.. The MDM scheme could also involve self-help groups in the management of the program. This can be for procurement, cooking and/or distribution. In the selection, priority should be given to SHGs with membership of poor women, and to those whose children are participating in the MDM program.
- 22.13 School managements should maintain a roster of community members involved in the program and the nature of their participation in it.
- 22.14 Community members should be encouraged to give their observations/ suggestions on the implementation of the scheme. School management should make available a register for regular recording of such observations and suggestions. There should be an effective feedback loop of these suggestions and discussions back into the implementation of the MDM at the school-level.

Other Health Interventions

- 22.15 Schools should ensure that adequate quantities of micro-nutrients such as iron, folic acid, zinc etc. are supplemented through convergence with the School Health and other programs of the National Rural Health Mission (NRHM) of the Ministry of Health and Family Welfare.
- 22.16 Mid-Day Meal should also be complemented with appropriate interventions relating to micronutrient supplementation and de-worming, through administration of (a) six-monthly dose for de-worming and Vitamin A supplementation; (b) weekly Iron, Zinc and Folic Acid supplement; and (c) other appropriate supplements depending on common deficiencies found in the local area.

Display of Information under RTI Act

- 22.17 At the school level, the following information should be displayed on a weekly/monthly basis as suo moto information under the Right to Information Act:
- 22.17.1. Quantity of food grains received, date of receipt;
 - 22.17.2. Quantity of food grains utilized;
 - 22.17.3. Other ingredients purchased, utilized;
 - 22.17.4. Number of children given mid-day meal; and
 - 22.17.5. Daily menu.
 - 22.17.6. Roster of community members involved in the program.

SCHOOL INFRASTRUCTURE

A school is a special place for children to learn and grow. The ambience and the facilities available influence the way educational opportunities can be made available to students. All schools need to have optimum facilities and appropriate infrastructure. The resources and facilities available must enable quality learning and a safe and secure ambience. The learning child and the teachers need to be provided basic facilities for the time that they are in the school to ensure an uninterrupted teaching-learning program. The nature of the infrastructure has been described in many policy documents. The RTE Act, 2009 also spells out the infrastructure that a school should have.

Infrastructure Needed

- 23.1 For Elementary Stage: All schools need to develop infrastructure and raise and utilize support for the whole school development plan according to the provisions of the RTE Act. The minimum infrastructure for an elementary school must include:-
- 23.1.1. An all-weather building with a playground and a boundary-wall/fence;
 - 23.1.2. A barrier and hindrance-free access;
 - 23.1.3. Safe and adequate drinking water facility for all children;
 - 23.1.4. At least one classroom per teacher;
 - 23.1.5. There should be at least two activity rooms apart from required classrooms;
 - 23.1.6. One office and a library;
 - 23.1.7. Separate toilets for boys and girls and for male and female teachers;
 - 23.1.8. The school should have adequate water for cleaning purpose also; and

- 23.1.9. A kitchen-cum-store in the school where mid-day meal is cooked.
- 23.2 For Secondary Stage: If the school is upto secondary or senior secondary level, then depending on the number of children, some other issues need to be taken care of while considering the school infrastructure. We must keep in mind that the environment of the school and its basic infrastructure are crucial in developing and sustaining children's interest in school. All the infrastructure needed for elementary school is also needed for a secondary school. In addition, the secondary school infrastructure would require classrooms for additional sections (a section should not be of more than 45 students for the secondary classes), adequately stocked and accessible library, laboratories and activity rooms for secondary classes and additional facilities for older boys and girls.
- 23.3 All spaces in the school should be creatively planned for organization of meaningful learning engagements (both in open and built spaces) and to ensure their effective use by children. The school can be an exciting space where children explore, interact with other adults and each other, play and learn freely. They learn to play and engage with materials, both in structured and unstructured ways. The whole of the building and its artifacts can play a role as materials and aids for learning.

Recognition of a school

- 23.4 It may be kept in mind that for an elementary school to be recognized and considered adequate under the RTE Act 2009, it must have some basic requirements. These norms have been specified by the state education departments for all non-government schools. The secondary and senior secondary schools not only need recognition from the State education department where they are located but also need affiliation to the board of education. The board can be a state, national or international board with specific requirements of infrastructure and other elements. These, however, vary from Board to Board.

Land Norms

- 23.4.1. Land norms for a school vary for primary, upper primary, secondary and senior secondary schools. It also varies for metro, urban, rural and school in hilly terrain. The size of the land should be as per the norms laid down by the competent body which can either be a recognizing authority or an affiliating board or both separately.
- 23.4.2. The school should be located away from areas with hazardous industrial units.

- 23.4.3. There should be no shops selling liquor, Gutka and tobacco products in the vicinity of the school. The school should move the municipality/Panchayat in case a person tries to open a shop for these items near a school.
 - 23.4.4. The buildings can have different designs and structures, according to the local terrain, climate conditions and materials available. Local flora can be planted to create an eco-friendly and stimulating environment. The design of the building could also keep in mind the kind of learning spaces needed and how the building itself can be used as a resource for learning.
 - 23.4.5. For appropriate norms and reference for design and construction of buildings, it is important to refer and adhere to the NBCI – 2005 (National Building Code of India 2005) standards.
- 23.5 A school should be a safe and secure place for children. It should be enclosed by a hedge/bamboo or wire fence/stone wall/ brick masonry wall, depending upon the location of the school and the resources available. For example, if a school is close to a water body or a railway line, it should have a pukka boundary wall in the interest of children’s safety. There should be no commercial activities inside the boundary of the school.

Barrier-Free Access

- 23.6 This implies that the physical design of the building be such, that all children, including children with disabilities, should be able to enter the school building and negotiate their way around the school, the playground, reach drinking water and toilet facilities, access laboratories and library independently.
- 23.6.1. The existing school buildings should be modified to create ramps, handrails and modified toilets to allow access to children and other staff with disabilities.
 - 23.6.2. The school must be able to provide an easy access to all children and ensure openness and non-discrimination.
 - 23.6.3. The school must also provide privacy to all children, particularly girls, and a safe ambience in all aspects.

Safety against Hazards

- 23.7 All school buildings should be designed with safety features against natural hazards like earthquakes, fire, floods and cyclones.
- 23.8 Fire- extinguishers should be available at appropriate places in the school buildings, as per the fire safety norms laid down by the

competent authority of the area. Each school has the responsibility to satisfy these norms even though they may not be specifically indicated for the particular school, and also develop safety checks.

- 23.9 All classrooms should have at least two doors and windows. The doors should allow easy access to open spaces.

Health and Hygiene

- 23.10 The school-building should adequately meet the requirements of health and hygiene, system of waste disposal, regular cleaning of campus and surrounding facility for hand- wash, proper space for cooking etc. The building should have windows and adequate ventilation for natural flow of light and air.

School Amenities

- 23.11 Adequate arrangements for supply of clean drinking water, functional urinals and toilets with water and cleaning system should be made for students and staff.
- 23.12 Sanitary arrangements in toilets should be sufficient and water must be available to keep them clean.
- 23.13 Taps and urinals should be provided at different heights for children of different age groups.
- 23.14 Drinking water facility should be away from toilets.
- 23.15 Drainage should be provided so that water does not collect in places, especially near water points or toilets.

Layout of the School

- 23.16 School building should have adequate number of rooms for carrying out various school activities. For instance:
- 23.16.1 One room for each section with adequate sitting arrangements, storage facilities, blackboard and display boards/areas;
 - 23.16.2 One room for the Head of the school;
 - 23.16.3 One room for Administrative teaching staff;
 - 23.16.4 One room for teaching staff with storage space for books and notebooks etc. for checking and feedback writing;
 - 23.16.5 Room for General Science Lab in an Elementary school;
 - 23.16.6 Rooms for various subjects that require laboratories ;
 - 23.16.7 Medical room; and
 - 23.16.8 Room for NCC, Examination, Scouts/Guides, Games/Sports and for conducting workshops.

Classrooms

- 23.17 Each classroom should have sufficient space for seating, storage, display and doing activities. The classrooms should have sufficient ventilation and natural light.

Library Facilities

- 23.18 Success of a Library depends upon appropriate selection of books. A committee of teachers, headed by the Principal, should be formed and entrusted with the task of selecting books for the library; keeping in view the requirements of students, according to their age-groups and interests. It must include the needs of the teachers as well.
- 23.19 The library of the school is a space that needs special attention in the arrangement and storage of books. The books need to be readily accessible. The library should include books on children's literature, reference books, poetry and plays, novels, dictionaries, encyclopedias, atlas, maps, newspapers, periodicals for use by children and teachers. It should have reference books in different subject-areas for the use of teachers in their professional work.

Laboratories

- 23.20 An elementary school should have a laboratory for teaching science. It should be well-equipped with apparatus and chemicals as per the curriculum.
- 23.21 A secondary and senior secondary school should have laboratories with space, storage equipments, chemicals, and other materials as per the syllabus for all subjects involving practicals.
- 23.22 Necessary equipment and materials should be available for vocational courses, if they are being run in the school.

Medical Help

- 23.23 Every school should maintain basic first-aid kit along with some basic medicines. The larger schools should, preferably, have an adequately equipped medical room.

Furniture

- 23.24 All furniture and fixtures should be scaled to the size of the pupils for whom these are intended. The furniture should be comfortable and durable.
- 23.25 The chairs and desks in elementary (primary & upper primary) classes, should be movable so that teaching-learning in groups can be organized.

- 23.26 Furniture should be of simple design, safe and well-maintained. Provision must be made for furniture requirements of children with special needs.

Facilities for Arts, Sports, Dance, Drama, Music etc.

- 23.27 The NCF 2005 has actively stressed on visual and performing arts, crafts, games and sports as part of the curriculum. The school must have all infrastructure for some of these activities and ensure that creative abilities among students are nurtured.

Development of Outdoor Land

- 23.28 The open area of the school could be utilized as follows:

23.28.1. Local trees and shrubs, seasonal flower beds can be planted in the open areas; and

23.28.2. Some of the open spaces can be developed into play areas. If a large playground is not available, small spaces can be created for various games and sports. Age-appropriate play material and equipment should also be made available.

Repairs and Maintenance

- 23.29 The building, roads, playgrounds and gardens need daily cleaning and up-keep.
- 23.30 The taps, valves, stopcocks, switches, fuses, MCBs, bulbs, tubes, fans should be repaired/replaced as and when required.
- 23.31 Building repairs, white-washing and painting, repairs of furniture and fixtures can be annually carried out during summer vacations.
- 23.32 Rooftops should be periodically checked and clear flow drains cleared to prevent water- logging on the rooftop and on the ground.
- 23.33 The roof- tops must be separately also checked before monsoon and the drains cleared and cracks, if any, filled up. The leveling of the roof must also be checked.
- 23.34 Grass, weeds and plants that can grow up to become trees must be carefully removed when they are small.
- 23.35 The roof plaster on the inside of the classrooms and other spaces should be constantly checked for potentiality to detach and fall.
- 23.36 The staircase needs to be open and wide. Schools must have at least two staircases and an escape staircase.

RESIDENTIAL SCHOOLS AND SCHOOL HOSTEL

There are many schools that have residential facilities. Of these, some are schools where all children are in residence in the school. These schools are referred to as residential schools and, generally, have the school- building and the hostel in the same campus or close by. For various reasons, many students choose to study in residential schools, some of them from an early age. A student in residence is away from home and the role of the hostel is, thus, to partly function as his/her home. It must give the child opportunity for emotional, ethical and social development, in addition to academic progress. Hostels should create environments, not only for fostering peer interactions, but also for developing responsibility and independence in children.

While there are many hostels that are a part of the school and managed by the school itself, in some cases, children stay in hostels that are not managed by the school and, in fact, may have children from different schools staying in them. This chapter describes how the hostels should function and what facilities they must provide. The residential schools that have all children staying in campus must refer to the chapter 23 on school infrastructure to understand the requirements for the school.

Hostel Building and Facilities

Location

- 24.1 Hostel, as far as possible, should be located close to the school so that school facilities are utilized easily.

Space allocation

- 24.2 It should be ensured that students of similar age are accommodated in a room.
- 24.3 At least, 15-18 sq.ft. of space should be provided per student in the students rooms.

- 24.4 At least 5-6 sq.ft. of space per student should be provided for in each of the other areas like dining, in-door play, reading areas.
- 24.5 Number of urinals, washrooms, lavatories should be adequate as per the number of children and located away from the kitchen and the dining room. The number of lavatories as well as washrooms should separately be not less than 15% of the number of students.
- 24.6 There should be an adequate and appropriate residence for the hostel warden. This must be inside, attached or at least adjacent to the hostel (as per normal government rules applicable to the status of the Warden). One duty room should be there for the Dormitory/ Hostel Supervisor during day and night.
- 24.7 There should also be a medical room with first- aid facilities in the hostel for emergency medical care by a doctor. At least two quarantine beds for children suffering from infections should be available in this room of the hostel.
- 24.8 Every student should be provided furniture including bed, table, chair, almirah for books, lamps, insect- repellents, etc..
- 24.9 The hostel building should be secured with restricted entry.

Hostel Management

Appointment of Warden

- 24.10 Appointment of warden should depend on the category of the hostel. If it is a girls' hostel, a woman warden should be appointed. In case of a hostel for tribal students, the warden can be preferably from the Scheduled Tribes, sensitive to their background and aware of their experiences. Similarly, in the case of other hostels, sensitive persons preferably from the community, like the SC and OBC, may be thought of. If it is a composite hostel admitting children from different communities, the appointment of warden has to keep in mind the need to bring children together.
- 24.11 The warden must also have experience as a teacher and should live like a house parent; accessible and close to children at all hours of day or night.
- 24.12 A warden of the hostel should be appointed as per the guidelines and norms. This appointment should also keep in mind the disadvantaged background of children that the hostel caters to.
- 24.13 The warden is responsible for the functioning of the hostel which may include - ensuring cleanliness, provision of water and electricity, admission of hostel students, setting up the time-table, provisioning and repair, maintenance of registers (instruction, store, stock, cash, mess, attendance, visitor, health check- up, grievance). She needs to oversee the constituting and functioning of the mess committee.

- 24.14 The warden is responsible for ensuring that children work on the learning tasks assigned to them by the school. The warden is also responsible for addressing grievances on complaints of children, parents and ensuring that problems related to the functioning and safety of hostel be addressed effectively.
- 24.15 Detailed profiles of children, recording their progress in all areas, details of their families, their interests and other relevant information about them should be maintained.
- 24.16 It is the warden's responsibility to organize medical check- up of students, and arrange with local hospitals and medical practitioners the medical care required by the children.
- 24.17 The warden should organize self-governance activities by children and include them in various aspects of decision-making, (where necessary and possible) like mess management, ensuring discipline etc..
- 24.18 It is the warden's responsibility to ensure organization of games and sport activities and other activities like bal-sabhas, reading sessions, cultural programmes etc.
- 24.19 The warden should be responsible for the proper maintenance and functioning of the mess.

Budget

- 24.20 For government- run or supported hostels, the appropriate Government makes budget allocation for the functioning of hostels to the district offices. The amount is earmarked hostel-wise in the district budget. If the warden is not the drawing and disbursing officer of the budget, he/she should remain in constant touch with the officer to ensure timely and proper utilization of the budget. In case there is a need of additional budget under a particular head for smooth running of the hostel, the warden should submit his/her proposal to the district officer through the immediate controlling officer.
- 24.21 The payments made on account of the hostel budget should be with the knowledge of and under the signatures of the warden managing the hostel.
- 24.22 In the case of private hostels, the management running the hostel should have to ensure budgetary aspects as per the plan developed/ approved by them.

Functioning of the Hostels

- 24.23 The up-keep and day-to-day maintenance of the hostel should be the responsibility of the warden. This includes cleanliness of hostel and its compound, mess, toilets, rooms, linen and utensils.

- 24.24 While the head of the institution would be monitoring these periodically, the management committees of the schools, from where children are residing in the hostel (whether under the school management or otherwise), must review, monitor and be empowered to give feedback to the institution managing the hostel facility. This must be done twice a year by representatives from each school.
- 24.25 The hostels should open from the first day of the academic session.
- 24.26 There should be a time-table for the day- long activities of students, including meals, sports, studies at school and in the hostel, free time, etc. This should be known to all the residents.
- 24.27 A committee of students can be set up to support the Principal, the warden and the mess manager towards effective following of the daily program and ensuring its quality.
- 24.28 Mess management involves both running of the mess and its maintenance. A five-member mess committee of the students can be constituted at the start of the year/session. The members can give advice and feedback about the management of the mess – like the cleanliness, ambience, menu and timings of meals.

Books, Stationery and Kits to Hostel Children

- 24.29 The residential school has the responsibility to facilitate the availability of books, stationery and kits to the students. Children admitted to the residential schools or those who stay in hostels of other schools follow a regime of discipline that does not allow regular visits to the market for purchase of the study and other required material. The Principal of the residential school should facilitate availability of these materials.
- 24.30 Children staying in hostels must be periodically taken for outings, including to the market. These outings must be in groups with guides deputed by the school. The residential school remains the custodian of these children during schooling and is responsible for their safety and security.

Regularity and Punctuality of Children

- 24.31 The children reside in the hostel of the school and, thus, the Principal must ensure that the students are regular and punctual. Hostel warden must ensure that children are active in curricular and co-curricular activities. She should coordinate with the other teachers, including in-charge of the co-curricular activities, to improve quality of the activities.

Responsibilities to Teachers

- 24.32 Teachers have the task of counselling parents, organizing debate competitions, cultural programmes etc. For residential schools,

teachers need to take additional responsibilities because the hostel students have to participate in more activities and for longer hours. Responsibility for organizing the co-curricular activities can be assigned to the teachers keeping their choice and competence in view.

Sports Facilities

- 24.33 The residential school should have adequate indoor and outdoor sports facilities within the campus.
- 24.34 All children must be initiated and participate actively in sport activities during schooling.
- 24.35 The physical instructor should assess the inclination of children and motivate them to participate and excel in the field of their choice, interest and ability.
- 24.36 Inter-class matches would be organized to give an opportunity to the children to participate in the activity of their choice and experience the challenge as well as develop the habit of taking wins and losses in his/her stride. Each student must participate in at least one activity.
- 24.37 The Principal should take stock of the progress of the children in sports periodically and ensure that sports activities are not hampered due to non-availability of sports materials.

Meeting with Parents

- 24.38 It is important to have meetings with the parents of the children at regular intervals to share with them the progress of the children.
- 24.39 The warden must have systems in place to listen to children's voices.
- 24.40 She/he needs to have individual and common meetings and get feedback from parents on the hostel's working. These meetings should help exchange views on the way the student is developing and progressing. It can give insights into the child's personality that the school is not aware of, and can also offer insight into what the school knows but the parents do not.
- 24.41 There should be at least two meetings with parents in a year.

Grievance Redressal

- 24.42 There should be a grievance redressal mechanism in each hostel. Complaints from the inmates of the hostel or the parents/ guardians of the children should be registered. Alternatively, a drop-box may also be put in the hostel to receive complaints. All complaints should be addressed within a week.

Monitoring

- 24.43 The hostels should be monitored and inspected periodically by school-heads or/and parents-committee on all the aspects of its functioning.
- 24.44 The aim of monitoring should be to look into lodging arrangements, mess functioning, academic systems for children, sports and other co-scholastic activities, maintenance of hostel building and campus, cleanliness, stipend distribution, maintenance of records. During this visit, they could also talk to a few children and other workers.
- 24.45 The reports of such monitoring should be acted on by the warden, the Principal and others involved in managing the hostel.

Residential Schools

- 24.46 The residential schools, that do not have day-students and have all children live in the school hostel itself, provide extra opportunity to the Principal and teachers to fulfil the expectations of quality education. These also pose a greater challenge as all aspects of development of the children are the responsibility of the Principal, teachers and the house-parents.
- 24.47 The residential school needs to fulfil all the expectations and criteria of a school as well as a hostel and do something more. Residential schools, particularly for girls, need to educate growing children about themselves and give them the space to express their anxieties and questions as well.
- 24.48 The time-table for the residential school can also be organized to give students maximum opportunity to learn and interact with teachers. This is possible since all are available in the school most of the time. The residential school also has to fulfil the criteria spelt out in the chapter on the school along with those on school hostels.

SCHOLARSHIPS, BENEFITS AND OTHER ENTITLEMENTS

Student scholarships are meant to encourage students to continue their education. Scholarships are aimed at a variety of groups. They provide financial assistance to girl students, students from minority communities and students from disadvantaged and weaker sections of the society. This includes students from scheduled caste and scheduled tribe backgrounds. They can serve as an enabler or/and as an incentive. Scholarships in the elementary and secondary schools can contribute positively to fulfilling education rights of the deprived children.

Scholarships

- 25.1 There are many schemes and scholarships available for girls and children from socially disadvantaged backgrounds. Scholarships and support are also available for specific courses through tests and other selection mechanisms. It is the responsibility of the Head of Institutions to ensure that the children of the school have the knowledge of these schemes and scholarships and are able to access them. The schools, therefore, have the responsibility to make the children and their parents/guardians aware of all their entitlements and ensure that they are provided with all facilities/benefits that they are eligible to receive.
- 25.2 The schools will follow the guidelines, given below, to ensure that the students get maximum benefit of various scholarship schemes that may be available from time to time:
 - 25.2.1. Arrange to provide complete information of all the State and National scholarship plans, talent search examination etc. on the school notice board and also on the school's website, if any;
 - 25.2.2. Provide complete information regarding the eligibility, conducting body, availability of application form, mode

- of examination, tentative dates and months and all other relevant information and features of the scholarship;
- 25.2.3. Arrange group guidance activity, parents meeting etc. at regular intervals;
 - 25.2.4. Develop plans and strategies for proper guidance and counselling of the students to encourage and prepare them for the State and National level scholarships; and
 - 25.2.5. Every school will locally manage financial assistance for the other needy children in the form of scholarships/ awards/ stipends etc. through donation and other sources.
- 25.3 The head teacher and the SMC of the school will be proactive and ensure that needy children are provided with the facilities in the form of awards, scholarships, stipends, through donations from the community, corporate houses or philanthropic societies or individuals. This is in addition to the scholarships available from the State Government or the Government of India.

Freeships

- 25.4 Under the RTE Act, students from specified backgrounds are not to pay any fees in elementary classes. Government schools, Government-aided schools and unaided schools have to provide free education under RTE to the extent specified in the Act.
- 25.5 At the secondary level, the RTE Act does not apply. However, there are other schemes of the State Governments as well as the schemes supported by the Central Government that benefit the children from SC and ST and other vulnerable backgrounds. There are many States that have freeships for girl students in the secondary and senior secondary classes.
- 25.6 It is important for the school to ensure that students are benefited by the freeships available for students. The school also needs to keep a track of changes in the schemes from time to time so that maximum number of students are able to take advantage of freeships.
- 25.7 The district officer/block officer/ cluster co-ordinator must prepare a list of possible scholarships and other benefits available to children at different stages (primary, upper primary, secondary, senior secondary). This list with details, including eligibility, extent of support, calendar in terms of various dates, where and how to apply, should be shared with all students. Eligible students need to be encouraged, supported and guided to apply and follow-up on their applications.

School Uniform

- 25.8 If free uniform is being supplied to students, as per notification of the Government or the local body, the instructions issued by the Government or local body from time to time need to be strictly followed. It is necessary that school uniforms, as per the child's entitlement, be supplied at the beginning of the session.

Other Entitlements

- 25.9 In order to maximize the retention of likely to drop-out children, the Government has introduced a number of programs. Many of these relate to the issue of access and support for girls. As a partial answer to this, many States have provided bicycles to girl students so that they can attend the school. Others have made schemes for helping differently-abled children.
- 25.10 These entitlements and support-systems keep changing from time to time and vary from state to state. It is important that knowledge of these entitlements is made available to the parents and children who are likely to be benefited by these schemes. The district, block and cluster authorities, along with the Head of the school, could be made responsible for collating this information and sharing this with schools.
- 25.11 A system may be set up to ensure that new announcements of entitlements are tracked and disseminated not just to students and parents, but also to the wider community.

SCHOOL MANAGEMENT

Proper management of schools is vital for improving the quality of education. What constitutes management and who are the key players in this has not always been clear, especially in the case of government schools. The RTE Act, 2009 has tried to define many of the issues that come under school management. It emphasizes that decentralized management at school level with the participation of stakeholders - parents, teachers, community and the local authority can improve the possibility of achieving the goal of free and compulsory education.

The first chapter in this Section deals with the School Management Committee (SMC), their purposes, formation, composition and duties. It illustrates the role of SMCs and the need for them to lead the systematic development and support the functioning of the school so that rights of children are protected. The second chapter deals with the head teacher, who is, perhaps, the most critical player in ensuring coordination between all stakeholders as well as academic and administrative rigor in school matters. Both the SMC and the head teacher have to coordinate closely with the local authority and the areas of coordination are described in the third chapter of the section.

While the first three chapters of the section describe the functions of the three key players in school management, the remaining chapters detail some of the related issues such as preparation of the school development plan, review of school performance as per the plan and management of funds. The preparation of school

development plan is crucial as for the first time it allows the school to clarify the importance of sustainable, systematic and planned development. The school management committee may review the achievements of the school, as per the plan made in the light of the RTE Act 2009. It needs to be pointed out that in order to carry out such reviews, schools will need to maintain systematic records and this is described in the last chapter as well as in the Annexures to the document.

No school can run without recognition granted by the designated certifying authority. There is provision for the prosecution of violators in the absence of the approval of the competent authority. This matter is also dealt with in the section.

SCHOOL MANAGEMENT COMMITTEE

Although participation of the community in school development has always been emphasized in education documents, yet school management and its functioning has remained isolated from the parents and society. The development of the child is effected both by the school and the society and, therefore, it is important to have strong linkages between the two. Statutory provision has been made through the Right to Education Act 2009 to directly involve the community in the functioning of the School Management Committee in each school. A functioning SMC greatly increases the chances of quality measures, as mentioned in the RTE Act.

Need for SMC

- 26.1 Section 21(1) of the RTE Act mandates that SMC be constituted in every school controlled by the government or the local authority and the aided schools having classes I to V and/or classes VI to VIII.
- 26.2 The SMCs are to be partially or fully constituted and supported by the government or the local authority at the elementary stage.
- 26.3 At secondary and senior secondary stage also, school development and managing committees should be constituted as per guidelines issued by the state government or the appropriate authority.
- 26.4 Private unaided and minority institutions are, so far, exempted from the constitution of SMCs. An amendment in 2012 provides that SMCs in the government -aided and minority institutions will have an advisory role only.

Composition of SMC

- 26.5 The constitution of SMC should be initiated by the Head of the school or, if the Head of the school is not available, the senior-most teacher of that school to ensure that the SMC comes into existence within six

months of the date of commencement of the new session. The SMC should be such that the extent of heterogeneity of the community is reflected in it.

26.6 Composition of SMC

26.6.1 Each State has its own rules regarding SMC size. However, criteria given in sections 21(1) of RTE have to be followed regarding composition of SMC. These state that:

26.6.2 The SMCs' strength is determined by the size of the school. This includes number of classes/sections and enrolment in the school.

26.6.3 Seventy-five per cent of the SMC members should be selected from amongst parents or guardians of the students.

26.6.4 For the remaining 25 per cent:

(a) one-third to be selected from among the local authority to be decided by the local authority;

(b) one-third to be selected from the teachers of the school as decided by the teachers of the school; and

(c) one third to be selected from local educationists/ children in the school.

26.6.5 At least 50 per cent of SMC members should be women

26.6.6 Election of the Chairperson and Vice-Chairperson should be from among the parent members.

26.6.7 Weaker sections, including migrant populations, should be represented in the SMC in proportion to their population in the village.

26.6.8 The Head teacher or a senior teacher of the school is the Member-Convener of the SMC.

(Please refer to RTE rules of the State to know more about the General Body of the SMC, process of election of members, office-bearers, sub-committees etc.)

SDMC at Secondary Level

26.7 Guidelines for formation of the SDMC at the secondary level are issued by the State Government, keeping in view the broad outline given by the RMSA, as per the need and requirement of the State. The following composition is suggested:

26.7.1. Chairperson of the Committee - Principal/ Head Teacher;

26.7.2. Other members: Vice-Principal (if available); Three teachers related to Social Science, Science and Mathematics respectively; one male parent/ guardian of student; one

female parent/ guardian of student; Two representatives from Panchayat or Urban local body; One representative from women's groups; One representatives from Education Dev. Committee of each locality (to which the school concerned caters); Three experts each from Science, Humanities and Art/Craft/Culture background to be nominated by the district program co-ordinator through due process; one officer from Education Department to be nominated by the District Education Office and one member from Audit & Accounts department.

(It should be ensured that the SC/ST community and educationally backward minority community are represented in the SMC. These can be elected separately or be part of the above- mentioned).

Guidelines

- 26.8 For SMC, both at the elementary and secondary levels, actions as per the following guidelines should be ensured:
- 26.8.1 SMC is reconstituted every two years;
 - 26.8.2 The parents/guardians of the students of the last class cannot participate in election for the post of Chairperson and or Vice -Chairperson as he/she cannot complete the two- year term of the post;
 - 26.8.3 If a child passes out of the school or leaves the school, her parent or guardian cease to be a member of the said Committee and should be replaced by another parent;
 - 26.8.4 If any member remains absent for three consecutive meetings without any proper ground, she ceases to be a member and should be replaced by another member in the same category. The replacement will remain a member upto the end of term of the present committee;
 - 26.8.5 For greater convenience depending on the size of the school, sub-committees can be formed. Sub-committees can be for 1) finance; 2) academic issues (The Academic Committee). As far as possible, overlap of parent members between the two committees should be avoided; and
 - 26.8.6 Large representation of women members in the sub-committees should also be ensured.

Meetings of the SMC

- 26.9 The entire SMC should meet at least once a month. In addition, the sub-committees should meet as and when required, decided by the head of the respective sub-committee.

- 26.10 At least three days' advance notice should be given by the Convener-Member for each meeting.
- 26.11 If attendance of the members from parents/guardians is less than 50 per cent, the meeting should be adjourned for half an hour to give time for missing members to appear.
- 26.12 Agenda of the meeting should be prepared by convener-member and approved by the Chair.
- 26.13 Minutes of the meeting should be prepared by the convener, approved by the Chairperson of the said meeting and put before the members of the said Committee for confirmation. Action taken report should also be submitted simultaneously in the next meeting.

Functions

The functions of the SMC are mentioned in Section 21 of the RTE Act. An active SMC can ensure a well-functioning school where the rights of children are protected. The following are some action points for the SMC:

- 26.14 Preparation of School Development Plan and school evaluation based on the same. The SDP can be prepared by the respective sub-committees and then put together in a coherent form by the sub-committee heads. Details of how the plan should be prepared and evaluations carried out are mentioned in the relevant chapters.
- 26.15 Ensure the implementation of clauses (a) to (e) of Section 26(24) and Section 28 of the Right to Education Act to help the teachers perform their duties.
- 26.16 School management as per the SDP including distribution of entitlements and tracking of children's progress
- 26.17 Communicate relevant portions of the RTE Act to the population in the neighbourhood.
- 26.18 Ensure the enrolment and continued attendance of all the children from the neighbourhood in the school.
- 26.19 Along with the local authority and the school, identify children above six years of age who are out of school and prepare a plan for them. (Refer to chapter 29 on local authority)
- 26.20 The SMC is also responsible for ensuring that all children migrating into the region should be placed in appropriate class of the school for the period they are in that area.
- 26.21 For children migrating out with parents, the SMC has the responsibility to:
 - 26.21.1. Counsel the children and parents to make arrangements for children to stay back in school and continue their studies.

- 26.21.2. Set up and run hostels for those children whose parents migrate.
- 26.21.3. SMC should find support for the children of families that migrate so that they can stay back in the hostels that are set up or identified by the SMC as suitable.
- 26.22 Identify children with special abilities, who require extra care, and plan for them in the SDP to ensure their participation in elementary education.
- 26.23 Inform the appropriate authority about any deviation from the rights of the child, in particular mental and physical harassment of children, denial of admission and timely provision of free entitlement as per Section 3(2).
- 26.24 Help in the implementation of mid-day meal program of the school.
- 26.25 Prepare an annual account of receipt and expenditure of the school.

Sub-committees of SMC

- 26.26 School Finance Sub-Committee will be responsible for Planning; Budgeting; Management; Monitoring; Supervision; Reporting; Maintenance of Accounts; and Presenting Accounts to the SMC. (Accounts management is detailed in the chapter on school fund and finances).
- 26.27 The Academic Sub-Committee will be responsible for all academic activities including Planning; Management/Implementation; Monitoring; Supervision; Collection of Data; and Reporting to the SMC.

For a Well-functioning SMC

The RTE 2009 has placed a responsibility on the community by mandating the constitution of the SMC. While committees such as mid-day meal committee, village education committee etc. were also present earlier, the expectations from the SMC are more specific. SMC members will have to be prepared to understand their roles, responsibilities and the functional authority they have to exercise.

- 26.28 Areas on which the SMC members should be oriented are:
 - 26.28.1 Their role as per the RTE.
 - 26.28.2 Knowledge of fund flow and management, account-keeping, infrastructural needs in a good school.
 - 26.28.3 Recognising the answerability of the school head and the local authority to the SMC with respect to needs of the children and the school.
 - 26.28.4 Understanding of the teachers' role and the problems faced by her; and

- 26.28.5 An understanding of a good school, classroom and learning processes.
- 26.29 The school head, local authorities, should contact relevant NGOs and resource institutions for orienting the SMC in these matters and building their capacities to perform their roles.

DUTIES AND RESPONSIBILITIES OF HEAD OF THE SCHOOL

The responsibility of a well-functioning school has so far rested solely with the head of the school. Under a centralized system, the head had many duties but little autonomy. The lack of resources constrained heads who wanted to make a change. Under the RTE Act 2009, the role of the head is better defined. The onus of a well-functioning school is now shared with the SMC and the local authority.

The head of the school is a key position in the school as an inspirer, supervisor and monitor of all curricular and co-scholastic activities leading to the overall development of the students. She/he is the friend, and guide for teachers, students and parents. She/he is also responsible for management of funds, admissions etc.. The focus of not just this chapter but the entire document is to help the head teacher recognize her role and fulfil it.

School Functioning

The head of the school (HOS) needs to take all necessary steps for smooth functioning of the school. This includes:

- 27.1 Ensure at least 200 working days or 800 instructional hours for the children of 1st to 5th class and 220 working days or 1000 instructional hours for the children of classes 6th to 8th. For classes 11th to 12th, ensure classes on all school working days in an academic session in a school.
- 27.2 Provide opportunities for appropriate instruction, experiences and discipline for each age and grade level.
- 27.3 Initiate constitution of SMC in accordance with the Right to Education Act. Enable SMC to monitor the working of the school.
- 27.4 Plan the entire educational program and various works and activities (Co-scholastic activities/Games/Sports/Scouts and Guide etc.) throughout the year.

- 27.5 Grant local holiday in school, as decided by the local government authorities/management.
- 27.6 Ensure that the school has a safe, supportive and positive environment for the students.
- 27.7 Provide medical/health examination/check-up, as per guidelines approved by the Government, and furnish reports to parents/guardians for follow-up.
- 27.8 Arrange first-aid facilities in the school and ensure that immediate medical help is provided in case of an emergency.
- 27.9 Provide the children's entitlements namely uniforms, textbooks, scholarship, transportation etc. as per guidelines of the academic authority and in a timely manner
- 27.10 Ensure that mid-day meal to the students is in accordance with prescribed norms.
- 27.11 Ensure proper norms are followed during admissions and in the issue of transfer certificates. (please refer to chapter 1 on admissions for more details)
- 27.12 Arrange required number of teachers in accordance with the strength of the children in a school, as per the norms and standards of RTE Act, in the elementary section and as per the guidelines of the Board concerned or the academic authority for the Secondary and Senior Secondary

Time-Table

- 27.13 The HOS should prepare the school time-table before the start of the academic session. He/she should further:
 - 27.13.1 Distribute it to all the staff members and students on the first working day of each academic session.
 - 27.13.2 Display copies of the school time-table in the classroom, staff room, HOS and VP offices.
 - 27.13.3 Ensure equitable/ due/proper distribution of the total workload and time to different teachers, subjects and activities in the timetable.
 - 27.13.4 Allocate the periods (subject, class and teacher-wise), as per the guidelines of the academic authority.
- 27.14 The following time-tables should be prepared by the HOS:
 - 27.14.1. Class-wise time-table - indicating the subject to be taught and the teacher concerned for the subject for each period in a given class and section on a specific day of a week.

- 27.14.2. Teacher-wise time- table – indicating the teacher who is to teach a given subject and class on a particular period and day during the week.
- 27.14.3. Teachers’ vacant periods’ time-table that indicates free periods of teachers during the week.
- 27.14.4. Leave arrangement time-table on a daily basis to ensure substitute arrangement against teachers on leave and have it displayed on the notice -boards for the knowledge of the students and teachers.

School Curriculum

- 27.15 The HOS should plan and spell out the curriculum (as prescribed by the academic authority) in detail and adapt it to the local conditions in reference to the curriculum outline provided by the NCERT/SCERT/ Board/ academic authority.
- 27.16 The HOS should ensure that the approaches recommended in the curriculum are skillfully applied to teaching and learning in accordance with the principle of RTE of Section 29 (a) to (h) at elementary level and guidelines of the Board/NCERT/SCERT at secondary and senior secondary level.
- 27.17 The HOS should ensure that the books, syllabus and other materials in the school are age-appropriate and recommended by the academic authority.
- 27.18 The HOS should ensure the systematic development and application of knowledge and skills, including ICT, in the curriculum area.

Responsibility towards Students

The HOS will ensure that:

- 27.19 The teaching-learning in school takes place in child-friendly and child- engaging manner.
- 27.20 A child belonging to disadvantaged group is not discriminated on any ground in completing school education.
- 27.21 There is no corporal punishment, or mental harassment or expulsion of any student at the elementary stage.
- 27.22 Students are not labelled, called names or separated within the classroom.
- 27.23 There is no bullying or ragging in school.
- 27.24 Students are supervised while they are on school premises, travelling on school buses and taking part in school activities.
- 27.25 There is no segregation and tracking of students, based on characteristics such as intelligent or dull, gifted or not gifted, slow or

bright learner, levels of exposure to education, learning patterns or modes, disability or other status.

- 27.26 The mental, physical, social and emotional needs of children, including adequate access to nutrition and exercise as well as individualized interventions aimed at ragging and bullying are addressed.
- 27.27 He/she is familiar with and monitors pupils' progress, with emphasis on children with special needs, and assists in their improvement.
- 27.28 Ensure implementation of a well -prepared code of conduct for students in the school.
- 27.29 The head of school should also refer to chapters on girl children, Minority children, migratory children, in respect of other responsibilities towards students.

Responsibility towards Parents and community

The HOS needs to:

- 27.30 Keep the parents/guardians apprised about regularity in attendance, keenness to learn, progress made in learning and other relevant information about their wards.
- 27.31 In private schools, consult the parent- teacher association before revising the fees, as per the guidelines issued by the Government.
- 27.32 Ensure co-operation of parents/guardians in the programs of the school.
- 27.33 Report any accident, incident or injuries of student/s to the parent/s without any delay.
- 27.34 Have proper linkages with the community at the local level for eliciting support in achieving the school targets.
- 27.35 Involve the parents/guardians of school children in SMC.
- 27.36 Explore possibilities to raise funds from the community such as contribution from local people/philanthropists/MLA or MP for development and maintenance of physical facilities in school.
- 27.37 Educate public on the various provisions of RTE Act and rules.
- 27.38 Prepare performance report of the school at the end of the academic session and present it before parents/guardians.

Matters pertaining to Teachers

The HOS should:

- 27.39 Ensure that teachers perform the duties as per the RTE Act, especially those relating to Section 24(1) (a) to (f).
- 27.40 Remain informed of the potential, talent, qualities and subject knowledge of teachers. They should write the APRs based on this.

- 27.41 Organize orientation programs and take measures to promote professional and academic growth of teachers. Workshops can be arranged to enrich the teachers' content knowledge, develop effective communication and classroom transaction skills, evaluation practices and student development etc..
- 27.42 Provide enabling conditions and resources and a caring environment so that teachers can reach their full potential.
- 27.43 Ensure service conditions, pay scales and other allowances, GPF/CPF, EL, medical facilities, senior scale, TA, LTC, CCL, CEA, confirmation, retirement benefits and maintenance of leave account as per state govt./UT or Central govt. norms and rules.
- 27.44 Make all payments, including salaries etc., of teachers and other staff in time and according to rules. Payment of salary etc. to the staff should be made by cheque or through bank account transfer.
- 27.45 Ensure women employees are protected from being sexually harassed by fellow colleagues/supervisors.
- 27.46 Have periodic individual and staff meetings with the teachers to review class-wise, subject-wise progress in teaching-learning transactions.
- 27.47 Ensure that each teacher maintains a proper record of each child (regarding academic progress, health, behaviour, participation in CCA, discipline etc.) under his/her supervision.
- 27.48 Fix the accountability and responsibility in respect of poor or non-performer/defaulters in performance of duties and to take disciplinary action under the service rules applicable to him or her.
- 27.49 Engage teachers in sharing decision-making and allocate to them duties of admission, preparation of school time-table, conduct of examinations, games and other activities, various clubs and committees etc.
- 27.50 Ensure that teachers are acquainted with curriculum and assisted in developing teaching-learning material.
- 27.51 Supervise classroom teaching and monitor lesson plans of teachers, and maintain the record thereof to suggest further improvement.
- 27.52 Guide the teachers in assessment to evaluate pupils' understanding; progress and achievement of expected learning outcomes in each curriculum area (refer to chapter on Assessment and Evaluation).
- 27.53 Analyze the assessment information of teachers and use it to help set learning targets and activities for individual pupils, groups and the whole class.
- 27.54 Empower and encourage teachers so that they feel valued and have a sense of self-worth.

- 27.55 Promote initiative of teachers for self-improvement and encourage them to explore and create new ways of engaging children meaningfully.
- 27.56 Actively promote collaborative action for quality improvement with other head teachers at cluster centre, participate in cluster level meetings, relieve and encourage teachers to participate in training programmes at the BRC and CRC.

Admissions

- 27.57 Please refer to chapter 1 for details

Infrastructure

The HOS should ensure that:

- 27.58 Infrastructure norms and standards mandated under schedule of RTE Act for elementary schools (Refer to chapter on School Infrastructure).
- 27.59 The school building has been certified safe by the appropriate Government agencies like CPWD, PWD, MES etc.
- 27.60 There are separate and sufficient numbers of toilets and water taps for boys, girls and staff.

(Please refer to chapter 23 on infrastructure for more details)

Coordination with Local Authority

- 27.61 The HOS needs to work closely with the appropriate local-authority.
(Please refer to chapter 27 for details.)

School Records

The following records should be maintained by the HOS:

- 27.62 Admission register, including record of admission granted to SC and ST candidates in class I as well as in higher classes;
- 27.63 Teachers' diary, time- table, class-wise and subject-wise course coverage as planned, innovative projects;
- 27.64 Meeting records - subject committee meetings, SMC meetings, PTA meetings;
- 27.65 Infrastructure- related information-ownership of land and building (Govt./ local body/ sale deed/ lease deed/ rented/ rent free/) built- up area/ open area/ site map or plan/playground, stores; computer lab upkeep (marked check);
- 27.66 Examination records, students' record of attendance, maintain and update service records of teaching and non-teaching staff of the school;

- 27.67 All correspondence related to school and furnish within the stipulated time all returns and information required by the authorities of the Department and/or the Board; and
- 27.68 All other prescribed registers are maintained properly.

(Please refer to chapter on School Records for more detail)

School Management Committees

- 27.69 The Head of School will initiate setting up of the School Management Committee.
- 27.70 The Heads of School will be the member-convenor of the School Management Committee. (for more refer to chapter on SMC)

Financial Responsibilities of the HOS

The Head teacher/ Principal has the responsibility to manage the funds of the school and following the prescribed procedures in all dimensions including fees and other income. He/she should following procedures to obtain sanction and in making payments, making records and keeping accounts etc. The HOS should:

- 27.71 Ensure that fee charged in the secondary and senior secondary schools is commensurate with the facilities provided by the school. Fee should normally be charged under the heads prescribed and suggested or fixed by the Department of Education of the State/UT for schools.
- 27.72 Ensure timely distribution/disbursement of scholarships/textbooks/uniforms/other material/facilities/benefits/to students.
- 27.73 Propose increments of the staff within the approved time- scales, as per the instructions of the state/Central government.
- 27.74 Make all payments, including salaries etc., of teachers and other staff in time and in accordance with the rules.
- 27.75 Make purchases as per the prescribed procedure laid down by Central/State government/Management committee, as the case may be, and enter all purchases in stock registers, and ensure write off of the articles regularly as per department/government rules.
- 27.76 Ensure that all unserviceable furniture, tools and equipment are condemned from time to time.
- 27.77 Ensure effective utilization of grants as per budget allocation or according to relevant schemes.

Responsibility and Authority

The Head teacher/Principal has power delegated by virtue of holding a formal position. The above powers and responsibilities are assigned by the structure.

- 27.78 The HOS/Principal needs to complement his/her power and the respect he/she commands by demonstrating personal characteristics. The attributes that generate respect in others include integrity, punctuality, rigour, commitment, transparency, impartiality, empathy etc.
- 27.79 A successful HOS should use both sources of authority - the authority delegated and authority earned.

COORDINATION WITH LOCAL AUTHORITY

The local authority has been clearly defined in Section 2(h) in Chapter 1 of the Right to Education Act, 2009. Simply put, the local authority means municipal bodies in urban areas and Panchayat in the rural areas. It can also be a body having administrative control over schools in the area, such as Block Education Officer/Area Education Officer as the case may be in the States. It has been clarified in the Act that in all areas, the elected body as well as the local administrative authorities, as prescribed by the appropriate government, should comprise the local authority. The local authority, as defined by each state, can be accessed from the site: www.mhrd.gov.in/local-authority

Section 9 (of the RTE Act) describes the duties of the local authority. Some other sections that also touch its functions are: Section 6 (Establish a neighbourhood school; Section 25 (Ensure that the appropriate PTR is maintained in each school; Section 32 (Look into grievances relating to the right of children under the Act) etc. These activities are to be carried out in coordination between the school head and the SMC. This chapter also describes the issues on which the school head, independently and as a member of SMC, needs to continuously coordinate with the local authority to result in effective school management.

Neighbourhood Schools

- 28.1 In Urban areas or in areas with high population density, the local authority may establish/designate more than one neighborhood school, keeping in mind the number of children in the 6-14 age groups. It is the responsibility of the BEO to notify such neighbourhood schools as may be prescribed by the state rules.
- 28.2 Where the terrain is difficult or there are other natural barriers, a school should be established/upgraded by the local authority, in relaxation of the limits prescribed in the state rules so as to ensure that each child gets eight years of uninterrupted schooling.

- 28.3 For smaller habitations where opening/upgrading of a school is not possible, the respective local authority should make adequate arrangements for free transportation.
- 28.4 The LA of each block should notify the jurisdiction of each neighbourhood school keeping in mind the natural barriers, density of population, sparse population in remote areas, etc. before the new academic session.
- 28.5 The LA will notify a 'Calendar of Events' for admission of children under the state rules to be followed by all schools situated in the respective education block. Any school violating this provision to conduct the admission process contrary to the calendar of events is liable to be blacklisted with penal provisions applied under the Act.
- 28.6 The state government or a local authority authorized by the state government may also devise a system to enable admission for all children to class I in a neighbourhood school.

Redressal of Grievances of Teachers

- 28.7 The local authority should take action on the basis of complaints received from SMC, including willful absence or negligence of teachers, and refer the case for action to the disciplinary authority concerned.
- 28.8 Many grievances arise due to no information, mis-information about principles, procedures, practices and their implementation data. The Right to Information Act, 2005 will be of greater help, if followed both in letter and in spirit by all implementing machinery of the Government Departments in all matters related to RTE. Key documents related to RTE should be proactively disclosed to the public by the state Mission for both elementary and secondary education and updated from time to time. Public access to key records and key information, available at school level, should be ensured at that level also.

Coordination between School and Local Authority

- 28.9 The school should coordinate with the Local Authority (LA) in recognizing its neighbourhood areas to ensure that all children upto the age of 14 from the identified area are enrolled in the school.
- 28.9.1 The school should coordinate with the LA for enrolling all children in school at the beginning of academic session, or within such extended period as may be prescribed by the local authority. However the admissions should be flexible to accommodate children in difficult circumstances, including children affected by migration, displacement or ill- health, etc., in schools (Refer Chapter 1 on Admission).

- 28.9.2 Each school, in coordination with the local authority, should ensure that every child after class V goes to class VI in the neighbourhood school.
- 28.9.3 The local authority should ensure that no school denies or delays issuing of the transfer certificate (or demands money to do the same) when requested by the parent or guardian of the child.
- 28.10 The school should seek the help of LA for upgradation of the existing school.
- 28.11 The school should arrange for its administrative and academic supervision by the local authority.

Areas for Coordination between SMC and Local Authority

The SMC includes a member of the Local Authority, and, therefore, by default the latter is aware of all activities of the former. The SMC and LA should work together closely on:

- 28.12 Social Mapping: The SMC and the local authority should coordinate in a social mapping exercise before the start of the new academic session every year.
 - 28.12.1 Social mapping should be undertaken, with community involvement, to identify eligible children through a survey and ensure all such children are admitted to a neighborhood school.
 - 28.12.2 Social mapping should also identify all children, who cannot access school due to reasons related to social, cultural and economic status, caste, religion, gender or special abilities. For children with special abilities, which prevent them from accessing the neighborhood school, the local authorities concerned should make adequate and appropriate arrangements for their education.
- 28.13 Tracking of Children: The LA and SMC should ensure that no child is left out of school. They should identify and keep track of non-enrolled (out-of-school) children, including migrants, in the community and get them admitted in neighbourhood schools.
- 28.14 Special Training for Children.

Majority of the out-of-school children belong to disadvantaged groups and weaker sections. Large numbers of children also live in remote areas, in difficult terrains, belong to displaced families and areas affected by civil strife, or affected by migration, or ill- health, etc. RTE Act provides for 'Special Training' to such children to ensure their admission in the age-appropriate class.

- 28.14.1 After age-appropriate admission in school, the LA, SMC and school should organize special training for children who require it to reach the grade level.;
- 28.14.2 The material for the training must be approved by the academic authority of the state.;
- 28.14.3 The training can be held on the premises of the school or through classes organized in safe residential facilities. School teachers should provide the training, and, if necessary, special teachers may be appointed.;
- 28.14.4 The duration of special training will be flexible, varying from three months to two years, depending on the child's needs at the level of entry and to help in integrating children with the rest of the class.;
- 28.14.5 After the child has received special training, he/she should be formally enrolled to ensure that the child's name is entered in the school records; and
- 28.14.6 It should be ensured, on admission in the age-appropriate class, that the child participates in all class activities.

28.15 Non-discriminatory Practices

- 28.15.1 It is the responsibility of the local authority along with the SMC to ensure that no child is discriminated against, on grounds of caste, class, religion or gender, within the school.
- 28.15.2 All the children attending neighbourhood schools are entitled to all facilities given by the state – scholarships, free uniforms, free textbooks, free mid-day meals, free school bags, writing materials, and any other facility that may be introduced from time to time. . These facilities should also be made available to children admitted in private unaided schools under the RTE Act.

School Development Plan

- 28.16 The SDP prepared by the SMC should be submitted to the appropriate authority for approval through the local authority.
- 28.17 The local authority is responsible for approving other resolutions prepared by SMC, overall monitoring of school and for ensuring convergence between school development plan and other agencies (Refer to chapter 30 on School Development Plan).

Linkages with NGOs

- 28.18 The LA, along with the SMC at elementary level, should identify local and non-local NGOs to help with:

- 28.18.1 Resource support-expertise in local level activities.
- 28.18.2 Training of School Management Committees (SMC).
- 28.18.3 Specialized support for Children with Special Needs,
- 28.18.4 Involvement in design of infrastructure, including school building.
- 28.18.5 Publication of books and Journals.
- 28.18.6 Ensuring equity, quality and non-discrimination.
- 28.18.7 Development of curriculum and pedagogy.
- 28.18.8 Monitoring.

SCHOOL DEVELOPMENT PLAN AND INSTITUTIONAL SELF-EVALUATION

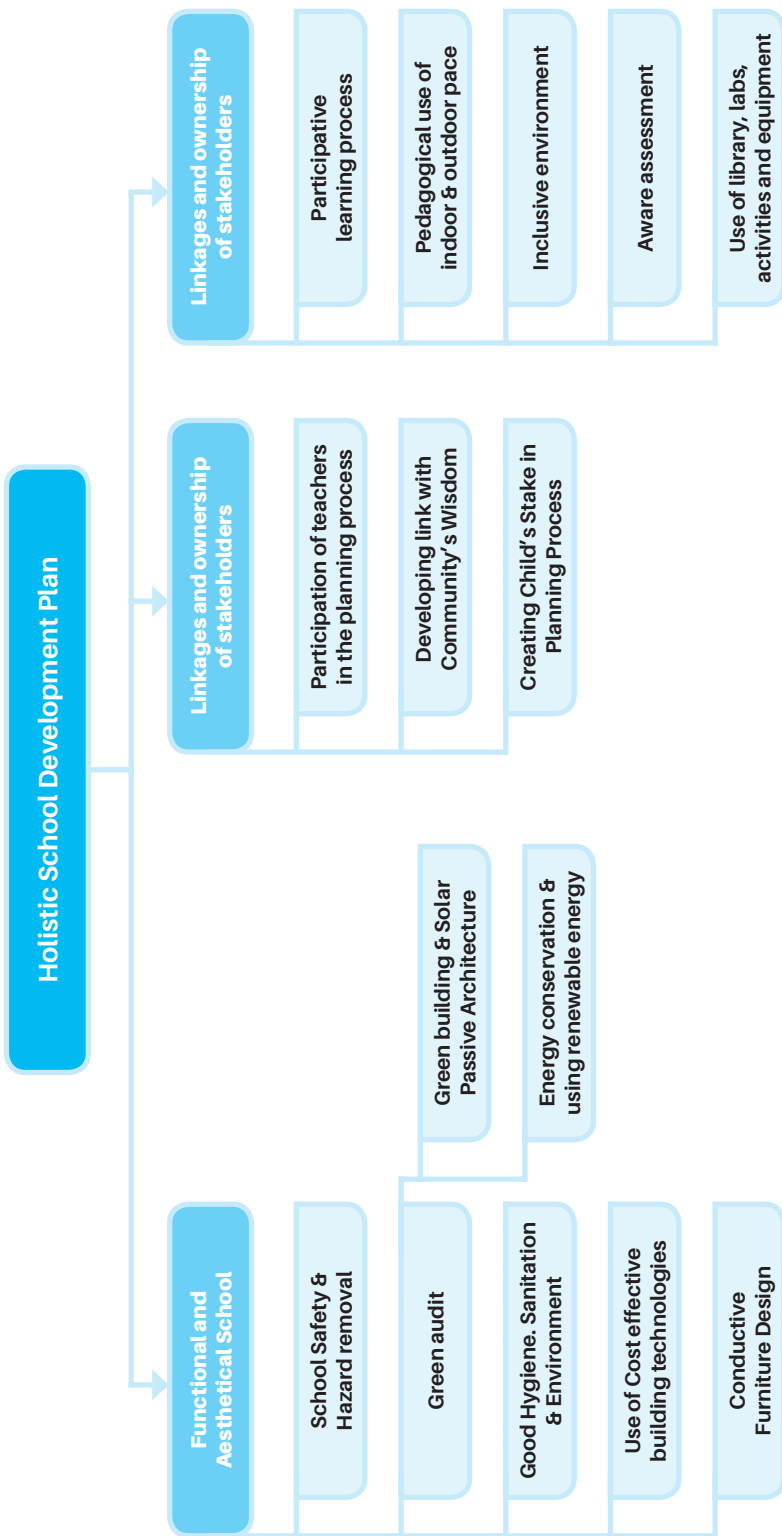
The RTE Act, 2009 has made it obligatory for each school having primary and/ or upper primary classes to constitute a School Management Committee (SMC) and prepare a School Development Plan (SDP). Preparation of an actionable and well thought out SDP will go a long way in improving the quality of school management. Schools themselves are in the best position to decide what changes will help them improve the learning opportunities for the students. Thus, a school development plan is a structured and rigorous plan to guide their own efforts. The SDP is needed, not just for elementary schools, but for Secondary and Senior Secondary Schools as well. Each school needs to prepare a plan for development of infrastructure, human resources and academics, including co-scholastic activities, as per the provision of Section 29 (1) of RTE Act and instructions/guidelines issued for Secondary Education by the appropriate authority. The planning should be holistic.

Every year, before the plan is developed, self-evaluation should be carried out to:

- Assess the achievement of the institution in terms of implementation of provisions mentioned in the RTE Act 2009;
- Assess the strengths of the institution and set targets to strengthen it further;
- Identify the weaknesses of the institution and find out possible ways to overcome them; and
- Enable comparison of achievement of the school in the current year with the previous year.

This chapter gives some guidelines as to the kinds of targets a school may set and also for effective self-evaluation, which will help keep constant focus on improvement.

Figure 1



Vision of the School Development Plan

- 29.1 The diagram gives the areas that SDP should aspire to. The relative importance given to an area can differ according to the individual needs of the school. The School Development Plan, however, must reflect the whole vision of the School (Reference- National consultation workshop on whole school development planning, 2010 MHRD)

Scope of SDP

- 29.2 SDP should transform the vision of a holistic school into actionable steps. Therefore, meticulous planning is required both for administrative and academic matters.
- 29.3 Norms and standards for several areas are clearly defined in the RTE. For example Section 29(1) covers the norms for academic matters in SDP.
- 29.4 Infrastructure and Manpower has to be per norms and standards: (a) for class I to class V and (b) for class VI to class VIII as prescribed in the Schedule to the RTE Act, 2009. For secondary & higher secondary classes, these are required to be as per instructions issued by the appropriate authority.

Some Guidelines for SDP Preparation

- 29.5 All the stakeholders - children, teachers, pedagogues, child development professionals, parents, wider community, architects and engineers - should be involved in the planning.
- 29.6 Since fund release is usually in a phased manner, the master plan for development should also be in phases.
- 29.7 SDP should aim for optimum resource utilization and cost-effectiveness.
- 29.8 Plan should be open-ended leaving scope for future expansion.
- 29.9 Planning should be seen as an evolving process rather than a one-time activity.

Planning for Infrastructure in the SDP SDP needs to analyze the current situation and then move on to propose what it would address, what is needed and what will be possible, keeping in view financial and other considerations. The plan may cover the aspects illustrated in the formats mentioned under points 29.10 to 29.16.

- 29.10 Current status of school: This should include information on;
- 29.10.1 Name and other details of school;
 - 29.10.2 Class-wise data of number of children enrolled;
 - 29.10.3 Population of the neighbourhood; and

29.10.4 General Building Information

29.10.4.1 Total area of the school

29.10.4.2 Built-up area

29.10.4.3 Building: own/rented/free but not taken over ...

29.10.4.4 Number of rooms.

Table 29.1 Status of Rooms in the School:

The following format may be used in the SDP

S. No.	Details	Number in		*Type of repair (tick)									
		Good condition	Need of repair	1	2	3	4	5	6	7	8		
1	Classrooms												
2	Head Tr. Room												
3	Store												
4	Boundary												
5	Others as per norms												
	Office room												
	Lib & reading room												
	Lab & Computer room												
	Art/Craft/Cul. room												
	Girls' Activity room												
	Staff Room												
	Any othe												

*Note- (1)leaking roof, (2) falling plaster, (3) broken Floor, (4) windows without doors, (5) gate without doors, (6) cupboard without doors and (7) any other-specify

Table 29.2 Information about Classroom Size

S. No.	Class**	Section	Length· Width	Area	Number of Students	Remarks on condition

** the number of rooms mentioned should match those mentioned under S.No.1 in the previous table

Table 29.3 Status of Sanitary Facilities

S. No.	Details	Number		Number in good condition	No. needing repairs/types (✓)							
		Boys	Girls		1	2	3	4	5	6	7	
1	Lavatories											
2	Urinals											

Note-type of repair- (1) WC Pan/wall hang urinals; (2) Side walls; (3) Roof;(4) Floor; (5) Gate Door; (6) Overhead Tank; (7) Tap; and (8)any other specify

Table 29.4 Drinking Water Facility Details

S. No.	Type of Facility	Available/ not-available	Water Quality Potable (✓)/ not drinkable (x)	Quantity Sufficient (✓) / Inadequate (x)	Quality of Facility Well Functioning (✓) / Needs repairs (x)	Remarks
1.		Tap				
2.		Well				
3.		Pond/ Tank				
4.		Hand pump				
5.		Others (specify)				

Table 29.5 Drinking Water Storage and Distribution

S. No.	Type	Available/ Unavailable	Adequate (✓) Inadequate (x)	Quality		Remarks
				Well Functioning	Need Repair	
1.		Pipe lines				
2.		Storage Facility				
3.		Number of water outlet for children’s				

Table 29.6 Condition of Playgrounds

	Tick appropriate (if same field for more than one sport, indicate)	Distance from school Attached/ more than 100 metre/ more than 200 metre/ more than half km	Type of boundary None/ Pucca fence/ Inadequate fence	Quality of ground		Remarks (specify quality and gaps or area)
				Well maintained	Not maintained	
Grounds Available for	Kho-Kho					
	Kabaddi					
	Football					
	Hockey					
	Volleyball					
	Basketball					
	Other (mention)					

Table 29.7 Mid-day Meal Review

S. No.	Particular	Separate Yes/No	Size (in sq. mtr)	Covered/ open	Pucca/ Temporary	Size Adequate/ Inadequate	Place Clean/ Not Clean	Remarks
1.	Service room where meal is served							
2.	Kitchen space							
3.	Store							

Planning for Academic Activities

SDP will cater to the needs of curriculum transaction as prescribed under the Act 2009/guidelines issued by the appropriate authority. The following guidelines should be followed in the academic planning component of SDP:

- 29.17 Teachers are able to plan and implement teaching plans according to the needs of their class.
- 29.18 The heads of the institutions should facilitate and assist teachers and also oversee implementation of academic planning.
- 29.19 Emphasis should be given to ensuring that children are engaged actively in learning and find the tasks meaningful and aligned to their experiences;
- 29.20 The transaction of curriculum should be as per SDP
- 29.21 Information about number of teachers, staffing patterns and requirements should be covered in SDP.
- 29.22 While making the SDP, proper emphasis should be given to physical and sports activities. The following guidelines should be adhered to:
 - 29.22.1. Time- table of the school will have periods for physical education, as prescribed, and will be utilized for the same purpose;
 - 29.22.2. Provide for a Physical education teacher who will be responsible for curriculum transaction in physical and sports education;
 - 29.22.3. In case, post of P.Ed teacher is not there, provide for special training/orientation for the general teacher in sports;
 - 29.22.4. The SDP would include provision for improving the quality of the playgrounds. The plan may include maintenance by shramdan; with the involvement of the community, etc; and
 - 29.22.5. Adequate provision to procure material for physical and sports education, as per specifications prescribed by the appropriate authority and requirement of the school, should be part of SDP.

Evaluation and School Development

- 29.23 Evaluation of curricular and co-scholastic activities under SDP will be done by the school staff, under the guidance of the Head of the institution.
- 29.24 The report of the evaluation will be discussed in the SMC meeting.
- 29.25 Evaluation of plan of infrastructure facilities will be done with the active participation of representative of SMC meeting. Their report will also be discussed in the SMC meeting and its record kept for implementation of its suggestions.

Table 29.8 Review of Students' Admissions. The following Table may be used:

S.No	Admissions Particulars	Previous year	Present year	Planned target	Target achieved	Reasons for variations
1.	SC/ST					
2.	OBC					
3.	EWS/BPL					
4.	CWSN					
	Total					

Table 29.9 Review of Science Teaching:

S.No	Lab work hours	Previous year	Present year	Planned target	Target achieved	Reasons for variations
1.	Class VI-VIII					
2.	Class IX					
3.	Class X					
4.	Class IX					
5.	Class XII					

Table 29.10 Class-wise Review of Results

S.No	Class (add rows for all classes)	Previous year	Present year	Plan target	Target achieved	Reasons for variations
1.	Class I					
2.	Class II					
3.	Class III					
4.						
5.						

Table 29.11 Review of Library and its Use

S.No	Particular	Previous year	Present year	Targets		Reasons for variations
				Planned	Achieved	
1.	No. of books					
2.	No. of magazines subscribed					
3.	Journals subscribed					
4.	Newspapers					
5.	Computerization of library (Proportion of books entered)					
6.	Number of books replaced					
7.	Number of periods for a class in the library					
8.	Number of class libraries					

Table 29.12 Review of Teacher Management

Sub-area		Target for Previous year		Reason for variations	Planned for new session
		Planned	Achieved		
a.	Percentage of total teachers for courses for Professional growth				
b.	Percentage of contractual teaches				
c.	Proportion of grievances redressed				
d.	Percentage of completed updated service records				
e.	Percentage of retiring teachers				
f.	Percentage of new staff/teachers				

Table 29.13 ICT review

Sub-area		Target for Previous year		Reason for variations	Planned for new session
		Planned	Achieved		
a.	Computer lab				
b.	No. of computers				
c.	Internet facilities				
d.	School websites				
e.	e-learning initiatives				
f.	Computerization of school results				

Table 29.14 Other Areas for Review of Infrastructure

Sub-area		Target for Previous year		Reason for variations	Planned for new session
		Planned	Achieved		
a.	Fire and safety measures				
b.	Waste management				
c.	Water harvesting				
d.	Display Boards, Sign Boards,				
e.	Power (electricity/ generator)				
f.	Ramps for CWSN				

MANAGEMENT OF SCHOOL FUND

Government schools receive funds for development of academic activities, extension of school facilities and maintenance of buildings and other infrastructural facilities. Private-aided schools also get grants from the State Government and local authorities, under laid down policies. The management of funds is the joint responsibility of the Principals/Head teachers and other officials/stakeholders, with each having clearly delineated roles. Fund management involves a number of activities described in this chapter, including sanction, expenditure, purchase, account-keeping and maintenance of records.

Fund Management in Elementary Schools

Following the implementation of the Right of Children to Free and Compulsory Education Act, 2009, primary and upper primary schools have become separate entities and, thus, the head teachers of these schools, wherever housed in a campus, have independent responsibilities for fund management. This involves managing the budget allotted to them, which may be a small amount, for specific purpose. Since no fees are charged from children in government and private-aided primary and upper primary schools and the SMC cannot seek voluntary contribution from parents; other funds can be in the form of donations from private individuals or organizations.

Role of Head Teacher in Fund management

- 30.1 In government schools, the head teacher does not enjoy independent financial authority; he/she derives the power from School Management Committee (SMC). The head teacher of the school is the Secretary of the Committee and can incur expenditure after getting the Committee's approval.
- 30.2 The head teacher acts as the custodian of the school fund. He/she is solely responsible for observing rules and procedures in dealing with school fund.

- 30.3 The head teachers of the schools also have the responsibility of empowering the members of SMCs to enable them to adhere to parameters of financial disciplines.
- 30.4 In aided private schools, the responsibility to adhere to the provisions of the grant-in-aid policy of the organizations providing grant to them lies with the management. In unaided private schools, the head teachers should follow the procedures laid down by the school management.

Role of SMC in Fund Management

- 30.5 The members of the SMC should be sensitized on their roles and responsibilities in dealing with the school funds and be aware of the laid down norms for sanction of expenditure.
- 30.6 The proposal for expenditure prepared by the Secretary of the Committee is placed before the SMC. The Committee may give approval after due deliberations or seek revision.

Process of Purchase of Material and Civil works

- 30.7 Each state has its own state purchase rules to be followed by the government schools.
- 30.8 In Government schools, power to sanction expenditure from the allotted budget has been vested in SMC. To purchase any item, the head teacher /in-charge, as Secretary of the SMC, has to put up the proposal before the Committee. After due consideration and understanding the process of purchase, the SMC can give the required sanction.
- 30.9 The Secretary must adopt the procedure specified in the store purchase rules such as calling of quotations/tenders. The documents received from vendors should be scrutinized and appropriate proposal for sanction placed before the SMC. Once the Committee accords sanction, the Secretary can place order of the purchase to vendor/firm concerned.
- 30.10 In case the Committee decides to approve the quotation/tender of a vendor/firm against the rules, the Secretary should inform the supervisory officer of the school for guidance and act according to the instructions received.
- 30.11 In case of civil works, where the construction of school building or additional room is involved, the procedure of sanction would first require technical sanction of the proposed construction. In the second stage, administrative sanction from the competent authority is taken. After these processes, SMC should start work of construction.

Accounts Registers

30.12 The accounts registers to be maintained in each school are described in the Table given below:

i)	Cash book	Daily receipt and expenditure are entered in the cash book. This is maintained in the prescribed format and should be updated every day.
ii)	Ledger	This is a register where head -wise expenditure is maintained. It is also written/ updated daily in the prescribed format.
iii)	Cheque book issue register	A register is to be kept in every school to maintain the record of cheque books issued by the bank for operating the school account.
iv)	Bill register (voucher file)	Bill register (voucher file) is a document wherein entries of paid bill vouchers, proofs of expenditure, are made. This register is very crucial as records are verified on the basis of the entries made in it during the time of audit.
v)	Bank reconciliation register	Almost all the payments of expenditure are made by cheques .Thus, to verify the clearance of the cheques from the banks, a process of reconciliation is adopted .The reconciliation register, kept at school level, reflects the status of clearance of the payments.
vi)	Advance register	Sometimes, small sums of money are given as advance to the staff to meet emergency needs. Therefore, an advance register is maintained to monitor the timely settlement of expenditure.
vii)	Stock register	This register is the record of the material in store of the schools. It is kept in prescribed format. This is also an important document of fund management.
viii)	Distribution register	The distribution register is maintained in the schools to keep the record of the beneficiaries . For instance, if the textbooks are distributed to the children, a record will be maintained showing subject -wise and class- wise distribution of books . Through this record, expenditure on the head is verified during audit.

Other Activities related to Fund Management

30.13 The following summary table summarizes various activities related to fund management that should be carried out.

Summary Table

Activity	Details	Person Responsible
Opening of Account	To be opened in the name of head teacher and chairperson of SMC	Head teacher In private-aided schools, grant in aid policy provisions should be followed
Maintenance of Registers	Eight registers relating to funds have to be maintained in both government and private schools.	Head teacher
Upkeep of accounts (for govt. schools)	Relevant records to be updated on the day of the expenditure. Monthly verification to be carried out by second party.	Sole responsibility of the Head teacher in govt. schools. Verification can be done by another teacher of the same school.
Reconciliation of accounts	Monthly verification of the clearance of payment against cheques issued by the school.	To be done by Head teacher
Stock verification	Verification of Stock Register	Head teacher to verify the stock to check the availability of purchased material in the school. This also sorts out the unserviceable items that could be disposed off.
Write-off and material disposal	To be done for items that have become unserviceable, as identified during stock verification.	Committee is set up for disposal, and head teacher prepares a proposal, which is approved by the committee. The item can then be disposed of by calling quotations / tenders and the amount received deposited in the earmarked head. The SMC should be kept informed of the process.
Entitlement of Staff	This involves arrangement for the payment of salary and other entitlements of the teachers and other staff in Government schools.	The district/ block / sub block officers has this responsibility. The head teacher will have no direct responsibility on this count.

Management of Funds in Secondary schools

- 30.14 While the activities under fund management are more or less similar to those for elementary school, the person responsible and procedures may change.
- 30.15 The Principal is responsible for the fund management as the SMDCs in the secondary and senior secondary schools have no statutory responsibilities for management of school funds unless entrusted under a State statute.
- 30.16 The SDMC, however, do have to monitor the expenditure of the grants received under the RMSA.
- 30.17 In private-aided schools, the management should be responsible to adhere to the provisions of the grant- in- aid policy of the organizations providing grant to them.

Flow of Funds

- 30.18 The Principal of Government secondary school / senior secondary school that receives money from the drawing and disbursing officer of the Government should maintain the accounts, as per laid down procedure. In many cases, the Principal of the school is the drawing and disbursing officer and should observe the prescribed discipline. The Principal is also responsible for collection of fees like science fee, sports fee, Scout and Guide fee from the children. (Note: Government schools cannot charge tuition fee.)
- 30.19 Secondary schools (classes IX-X) get grant under programs like RMSA. Secondary and senior secondary schools have School Management and Development Committees (SMDCs) to garner community support for running of the schools. The schools can generate resources from children / parents for school development fund, on the approval of the SMDCs. The Principal is responsible for the management of this fund.
- 30.20 Private-aided schools get fund from the Government /local authorities. In some cases, the schools are partly funded; thus, in such cases, the schools can generate resources by collecting fees from children. The schools can also get donations from individuals and private organizations.

Procedure of Sanction

- 30.21 In Government secondary and senior secondary schools, the Principals will be responsible to observe the laid down procedure for sanction of expenditure from the official budget. For the funds collected at school level from students, the Principal is the authority to sanction expenditure. For the school development fund collected,

the Principal should issue sanction after approval of the SMDC. For expenditure against RMSA funds also, sanction of the SMDC should be a pre-requisite. The Principal should seek approval of the Committee and, thereafter, issue the sanction as the Principal. In private schools, management should decide its own process of fund management.

Process of Purchase of Material

30.22 Government schools should follow the store purchase rules of the State and the Principal of the school should observe the laid down procedure.

Opening of Account

30.23 Every Government secondary school and senior secondary school should maintain three accounts :-

30.23.1 Account, in the name of the Principal, to operate the amount received from Government budget.

30.23.2 Account to operate funds allotted under RMSA. This account should be in the name of the SMDC.

30.23.3 Miscellaneous account, in the name of the Principal, for the fees received, money collected as school development fund etc.

30.24 Aided private schools should be governed by the guidelines issued under the grant-in-aid policy and should maintain accounts accordingly. Unaided private schools should have their own regime of financial management.

30.25 Maintenance of Accounts Registers (Refer to Table given in 30.12 for details of the eight registers to be maintained).

30.26 The following activities will also follow the same procedure as described for the elementary section:

30.26.1 Upkeep of Account Records - this will be the sole responsibility of the head teacher.

30.26.2 Reconciliation of Account

30.26.3 Write-off and Disposal of Material

30.26.4 Verification of Stock Register

Entitlements of Staff

30.27 The Principals of the Government Secondary and Senior secondary schools will be responsible for ensuring payment of salary and other claims of the school staff. In case the Principal is not the drawing and disbursing officer, he /she should coordinate with the officer to ensure timely payment of entitlements to the staff.

Audit of Funds

30.28 Audit helps in ensuring that the organization has adopted the prescribed procedure in financial dealings and the budget / fund has been utilized for the purposes specified/intended. Besides institutional arrangement of audit by the Accountant General, the Department of Education of the State Government should have an internal system of audit of school funds. The Principals of the schools should be responsible to provide records to the audit team. Supervisors should ensure that the audit objections have been attended to by the schools and follow-up measures have been taken in time. Grant given to the aided private schools should also be subject to the audit of the Government.

Orientation of School Heads and In-charges

30.29 Principals and the head teachers are basically academic persons engaged in curricular and co-scholastic activities of the schools. They may not have orientation to finance and accounting. Refresher courses should be organized every year to build/rebuild their capacities on account procedures and practices. They should also be supported through orientation and on-site visits to empower them to confidently manage the school.

Precautions

- 30.30 The following precautions should be observed in fund management:-
- 30.30.1 Entry in the cash book should be made on the day of receipt of fund.
 - 30.30.2 Ledger should be maintained everyday (day of expenditure).
 - 30.30.3 Cash book should be verified by the second or the third party, as the case may be, once in a month.
 - 30.30.4 All records should be kept updated.
 - 30.30.5 There should not be any cash transaction as far as possible. Payment should be by cheques.
 - 30.30.6 Purchase procedure should be adhered to strictly. It should be transparent.
 - 30.30.7 TDS should be deducted while making payment to the firms.
 - 30.30.8 Advances should be settled immediately after the assigned tasks have been completed. Outstanding advance on the last day of the financial year should be zero.
 - 30.30.9 Prescribed reports of expenditure and other statements should be sent to the reporting officials on time.
 - 30.30.10 Audit objections should be settled and replied to on time.

RECOGNITION OF PRIVATE SCHOOLS

The Right to Education Act 2009 has mandated that no school other than a school established, owned or controlled by the Appropriate Government or the local authority shall be established or function without obtaining a certificate of recognition from such authority as may be prescribed under Section 18(1). This chapter provides a general framework for recognition of elementary schools in the light of the Act. It may be adapted by the State governments, as per their requirements, keeping the basic principles in mind. The rules suggested herein are for elementary schools only; for secondary and senior secondary schools, the rules prescribed, as amended from time to time by the State Government, shall prevail.

General Conditions

- 31.1 Recognition certificate shall be required for:
 - 31.1.1. Starting a new primary school; and
 - 31.1.2. Upgrading a pre-primary to primary (I-V) school or primary to upper primary (VI-VIII) school.

Manner of Making Application and Time Limit

- 31.2 A person or an organization, desiring to establish/run a school, will have to apply in the prescribed format to the recognition authority (one example is given in Annexure IV (a))
- 31.3 The application form, complete in all respects, should be submitted to the recognizing authority at least eight months prior to the opening of the session, depending on the academic calendar prevailing in the State.
- 31.4 The State Government or local authority shall designate an officer as the recognition authority for issuing certificate of recognition to schools.

- 31.5 All applications received on or before the prescribed dates shall be processed for the next academic session and final decision, either recognition granted or refused, shall be communicated to the applicant on or before a fortnight of starting the new academic session.
- 31.6 All details about the school shall be put on the department's/district's websites, including names of staff, their qualifications, fee charged, available infrastructural facilities and other facilities provided under the Norms.

Processing Fee

- 31.7 For processing of an application for grant of recognition to an institution, the processing fee will be prescribed from time to time by the appropriate Government.

Conditions for Grant of Recognition

- 31.8 An institution must fulfill all the prescribed conditions pertaining to norms and standards and other provisions prescribed in the RTE Act 2009 and also rules promulgated by the State and other clarifications issued from time to time.
- 31.9 The Society, sponsoring the institution, shall have to ensure that the proposed school has a well-demarcated land area and building as specified in Norms and the Rules.
- 31.10 Whenever there are changes in the norms and standards, the institutions shall comply with the requirements laid down immediately within the time- frame as prescribed.
- 31.11 In case of change of premises, prior approval of the competent authority shall be necessary after due inspection at the new site.
- 31.12 The recognition authority shall inspect or cause to inspect the school every year before the beginning of the academic year to ascertain that the school adheres to the provisions of the Act and conditions of recognition.
- 31.13 The institutions shall make the information or documents available to the concerned authority or his/her representative as and when required by them. Failure to produce or show any of the required documents shall be treated as a breach of the condition of recognition.
- 31.14 The institutions shall maintain records and registers and other documents that are essential for running of an educational institution, especially those prescribed in the relevant norms and guidelines, instructions or rules etc. of the State Government.
- 31.15 The institution should not operate for profit to any individual, group or association of the individuals or any other persons.

31.16 The institution shall conform to the values enshrined in the Constitution.

Manner of Making Appeal Against Rejection and Time Limit

31.17 Any one aggrieved by the order of rejection of application for recognition of the school by the recognition authority may appeal to the appellate authority (name of designated appellate authority) within one month from the date of receipt of the order of rejection. (Refer to Annexure IV for conditions that must be fulfilled for grant of recognition)

31.18 On receipt of the appeal, the appellate authority shall call the record of the recognition authority and, after giving reasonable opportunity of hearing to the appellant, decide the appeal. The appellate authority will decide the appeal within 45 days by a speaking order from the date of its filing. The order of the appellate authority shall be final.

Withdrawal of Recognition

31.19 If during the course of inspection or enquiry, a violation of provisions of the RTE Act or violation of condition/conditions of recognition is detected, the recognition authority shall issue show- cause notice for withdrawal of recognition to the school, giving details of violations. (A suggested format for this is given in Annexure IV (b)). The school will be given 30 days from the date of receipt of the notice to submit its reply of the show cause notice.

31.20 If the recognition authority is satisfied with the reply, he/she shall close the case and inform the school accordingly.

31.21 If the recognition authority is not satisfied with the reply or if the school has not responded to the show cause notice, he/she shall give reasonable opportunity of personal hearing to the school.

31.22 After the hearing, if it is found that the school has violated the provisions of the Act or violated the condition/conditions of recognition, the recognition authority will send a detailed report to the head of the department and seek permission to withdraw recognition of the school. On receipt of the permission, the recognition authority will issue the order of withdrawal of recognition of the school. A suitable format for the order would be developed by the State Govt./ appropriate authority (A suggested format for this is given in Annexure IV (c)).

31.23 There will not be withdrawal of recognition of a school during mid-session; the withdrawal of recognition will be effective from the first day of ensuing academic session. The recognition authority, in the order for withdrawal, will also specify, separately, as to in which schools the children of the school will be admitted after the withdrawal.

Prosecution for Violation

- 31.24 A copy of order passed by the recognizing authority regarding withdrawal of recognition shall be communicated to the institution concerned and copy thereof forwarded simultaneously to the affiliating body, if any, for cancelling affiliation; and shall be published in the local newspaper, having the largest circulation, for general information.
- 31.25 In light of Section 18 (5) a person establishing or running a school without obtaining certificate of recognition from the recognition authority or continues to run the school after withdrawal of recognition, will be liable to fine to the extent of Rs. one Lakh. If the contravention is continued, the school shall be fined Rs. 10000/ per day of continuation, as per the RTE Act.

SCHOOL RECORDS

Records enable a school to have a clear picture of what is available, what is achieved, and what is required. They also contain information important to daily running of schools. In addition, they provide justification of certain needs and are important means of accountability because they provide proof. It is important for a teacher or school head to justify certain actions. In the absence of the proof of the activity having taken place, it is difficult to explain or account for the resources that may have been expended in the course of the activity.

- 32.1 Under the changed circumstances arising due to Right to Education Act 2009, emphasis is being given on people's participation and decision-making at local level, quality teaching in schools, children-friendly atmosphere and local level planning. The Right to Information Act, 2005 also envisages informed citizenry and accountable governmental machinery. This has necessitated a new kind of record management which may help in:
- 32.1.1 Better monitoring and understanding of the situation and problems in the schools;
 - 32.1.2 The ability to make more informed decisions to improve the functioning of the school;
 - 32.1.3 Supply of information to parents and guardians for the effective monitoring of the progress of their children/wards in schooling or performance;
 - 32.1.4 Objective statement on the state of teaching and learning in a school, including staff and student performance;
 - 32.1.5 Good data on which both the school head and staff and even students can draw on; and
 - 32.1.6 Provide information to interested persons promptly and

correctly whenever asked by them about teachers, students and their progress, utilization of grants and working of the school, including SMC.

32.2 Keeping these objectives in view, EMIS Department of NUEPA, New Delhi organized a series of workshops, meetings and finalized core records to be maintained by the schools. The same are given as Annexure and mentioned below:

- 32.2.1 Enrolment- related records;
- 32.2.2 School and Infrastructure- related records;
 - 32.2.2.1 School profile register.
 - 32.2.2.2 Land and infrastructure record.
 - 32.2.2.3 Stock register.
- 32.2.3 Staff Registers;
- 32.2.4 Register of posts;
- 32.2.5 Register of teacher and other staff profile;
- 32.2.6 Teacher and staff attendance register;
- 32.2.7 Self-appraisal Register (for teachers);
- 32.2.8 ACR of staff;
- 32.2.9 Service register/book;
- 32.2.10 Finance- related records; and
 - 32.2.10.1 Cash book.
- 32.2.11 Others.
 - 32.2.11.1 Village education register.
 - 32.2.11.2 RTE compliance register.
 - 32.2.11.3 SMC meeting minutes' record.
 - 32.2.11.4 Mid-day meal record.
 - 32.2.11.5 Register for public grievance.



ANNEXURES

Register of Issue of Admission Forms

School _____

Session _____

S.No.	Date	Form No.	Name of candidate	Name of Parents	Class for which issued	Category of parent	Remarks

Annexure 1 (b)**Receipt Register of Admission Forms**

School _____

Session _____

S.No.	Date	Form No.	Name of candidate	Name of Parents	Class	Category	Remarks

Annexure I (c)**Receipt Register of Admission Forms**

BEO office/District office sec. _____

Name of the School _____ (School-wise)

S. No	Date	Form no.	Name of the candidate	Father/Mother Name	Category	Residence (tick)		Class	remarks
						village/ward	Other than		

Annexure I (d)**List of Admitted Students**

School _____ Last date of admission _____

S.No	Name (B/G)	Parents Name	Category (Tick)							Residence		Class which admitted	remarks	
			wea-ker	disadvan-tage	OBC	SBC	BPL	Income- 2.50 lakhs	Disabled	ward/village	Other than			

Note: Give reasons in case less number of students admitted than 25% of the number while sending the list of BEO/DEO

Timeframe of Admission

School _____ Sessions _____
 Block _____ District _____
 Date of distribution of admission forms _____
 Last date of receipt of forms _____
 Admission date for 25% of disadvantaged/weaker sections _____
 Date of Lottery and Time _____
 Date of Issue of admission list for 25% _____
 Date of Issue of admission list for 75% _____
 No. of total seats in Pre-Primary _____ class I _____
 Seats reserved for 25% Pre-Primary _____ class I _____
 Date of sending list of selected students _____ (To the BEO/DEO sec.)
 Date of sending list of finally admitted students (after one week of the date mentioned at 3 above) _____

Signature
 Head of the Institution
 (Seal)

Date: _____

Annexure I (f)**Number of Students Admitted in Reserved Category (25%)**

(To be sent by BEO/DEO (Sec) to DEO (Elementary))

Block _____ District _____
 Session _____

S. No	School Name	Total seats		No. of Students					Re- marks
		Pre- primary	%	Disad- van- taged groups	Weaker section	Total	% in Pre-pri- mary	%	

Note: School- wise remarks may also be given, attaching separate sheets

Number of Students Admitted Against 25%

(To be sent by DEO (Elementary) to the Director (Elementary))

District _____ Session _____

S. No.	Block/sec district	Total seats		No. of student admitted				Re-remarks
		Pre-primary	Class I	Disadvantaged	Weaker section	Total	% in Pre-primary	

Note: School-wise remarks may also be given attaching separate sheets

S. No	class	Total seats	No of 25%	Students Admitted (Number)						Total of (5) to (11)
				Weaker		Disadvantaged				
				BPL	Less 2.50 Lakhs	SC	ST	OBC	SBC	
1	Pre-primary									
2	Class I									
3	Subsequently on promotion to next class									
	Total									

Attach list of class-wise students of number mentioned at (12) above

Annexure 1 (h)**Certificate by the Head of Institutions**

It is certified that—

List of admitted under sec 12 (1) (c) of the Right of Children to Free and Compulsory Education Act, 2009 has been enclosed.

Admission has been done, as per admission procedure prescribed by the appropriate authority, and all its records have been mentioned.

The school has not received any land, building, equipment or other facilities either free of cost or at a concessional rate.

If on enquiry, if any discrepancy is found, the education department shall be entitled to take legal action against the school and also recover the reimbursed amount to that extent.

Signature of Head of Institution
(With Seal)

Progress of Enrolment and Retention

Month _____

S.No.	Class	No of girl students on roll (prev. months)	No of girl students on roll (present month)	Increase/ Decreasing attendance in the prev. month	Average attendance in the prev. month	Average attendance in the present month	Difference in the present month	Remarks
1	Pre-Primary							
2	I							
3	II							
4	III							
5	IV							
6	V							
7	Total Primary							
8	VI							
9	VII							
10	VIII							
11	Total Upper Primary							
12	IX							For Ninth & Tenth classes Report will be presented only in the month of admission and in the last month of the Session
13	X							
14	Total Secondary							

Supervision and Support at School Level

While taking into consideration the concerns for the students, as a teacher you:

- Consistently try to model the behaviour you expect of the students.
- Encourage students in the practices of self-discipline.
- Avoid deliberate embarrassment to students.
- Encourage student creativity and exploration.
- Listen attentively to students.
- Are sensitive and responsible to students and their needs.
- Commend effort and work well done.
- Try to arouse a sense of belongingness among students.
- Avoid segregating students by caste, religion and sex.
- Prohibit physical punishment and mental harassment.
- Complete the curriculum within the prescribed time limit.

In respect of teaching techniques, whether you:

- Use variety of teaching methodologies.
- Integrate other subject areas within the subject to demonstrate relationship.
- Respond positively to students' pertinent questions.
- Ensure adequate opportunity for students' participation in class.
- Help the child express views freely.
- Apply them in a child- friendly and child- centered manner.

For assessment of students, you need to:

- Use assessment results to analyze effectiveness of your teaching
- Keep accurate assessment records (C.C.E)
- Report to parents based on assessment.
- Frequently check students homework as part of assessment.
- Encourage and reward quality work.
- Assess the learning ability of each child and, accordingly, supplement additional instruction as required.

As a Class Teacher, you need to maintain:

Try to ensure suitable seating arrangement

Maintain your room as an orderly working environment.

Keep attendance register up-to-date.

Keep your daily plan-book up-to-date.

Avoid student exclusion as a disciplinary measure.

Maintain regularity and punctuality in attending the school/class

For professional growth as a teacher, you need to:

Participate in conference and workshop when deputed.

Read professional materials like journals/magazines.

Abide by professional ethics.

For the purpose of staff relations whether

Accept additional responsibilities.

Treat each staff member well and equally and offer assistance when needed.

Maintain good working relationship with all school personnel.

Accept fair and constructive criticism for improvement.

Refrain from criticizing the staff of the school publicly.

Contribute to staff meetings by speaking on agenda items.

Share ideas and materials with others.

Attempt to promote harmony in school.

Co-operate with colleagues to improve instructional techniques and team spirit.

In terms of personal attributes, whether you:

Are proud of working in teaching profession.

Are a good listener.

Demonstrate good grooming and acceptable standard of dress.

Demonstrate good health habits and physical fitness.

Are open to rectifying your mistakes when the same is pointed out.

Demonstrate warmth, friendliness and sensitivity to others' feelings.

In respect of community relations, whether you:

Involve community representatives and parents in school fairs and functions.
Talk to parents about their child’s progress.

Signature of Teacher

Norms and Standards for a School

S. No.	Item	Norms and Standards	
		Admitted children	Number of teachers
1.	Number of teachers: (a) for class I to class V	-upto 60	Two
		-between 61 to 90	Three
		-between 91 to 120	Four
		-between 121 to 200	Five
		-above 150 children	Five plus one head teacher
		-above 200 children	pupil-teacher ratio (excluding head teacher) shall not exceed 40
	(b) for class VI to class VIII	(1) At least one teacher per class so that there shall be at least one teacher each for— (i) Science and Mathematics; (ii) Social Studies; and (iii) Languages.	
		(2) At least one teacher for every 35 children.	
		(3) Where admission of children is above 100— (i) a full- time head-teacher; (ii) part-- time instructors for— (A) Art education; (B) Health and physical education; (C) Work education	
2.	Building	All-weather building consisting of— (i) at least one class-room for every teacher and an office-cum-store-cum-head teacher's room; (ii) barrier-free access; (iii) separate toilets for boys and girls; (iv) safe and adequate drinking water facility for all children; (v) a kitchen for mid-day meal, cooking in the school; (vi) a playground; (vii) arrangements for securing the school building by a boundary wall or fencing.	

3.	Minimum number of working days/ instructional hours in an academic year	(i) two hundred working days for class I to class V; (ii) two hundred and twenty working days for class VI to class VIII; (iii) eight hundred instructional hours per academic year for class I to class V; (iv) one thousand instructional hours per academic year for class VI to class VIII.
4.	Minimum number of working hours per week for the teacher	Forty-five teaching, plus preparation hours.
5.	Teaching-learning equipment	To each class, as required.
6.	Library	In each school providing newspaper, magazines and books on all subjects, including story-books
7.	Play material, games and sports equipment	To each class, as required.

Annexure-IV (b)

Self-Declaration cum Application for Grant of Recognition of School

See Rule _____ of

The Right of Children to Free and Compulsory Education Rule, 2010

_____ (name of place)

Date _____

To

The Recognition Authority

District _____

_____ (name of the state)

Sir,

I forward herewith with a self-declaration regarding compliance with the norms and standards prescribed in the Schedule of the Right of Children to Free and Compulsory Education Act, 2009 and an application in the prescribed proforma for the grant of recognition to
(Name of the school) .

Enclosure:

Yours faithfully,

Chairman of Managing

Committee/Manager/Principal

School Profile

A. School Details		
	Name of School	
	Academic Session	
	District	
	Postal Address	
	Name of Village & Ward No.	-----ward no.-----
	If Urban area, Name of city & Ward No.	-----ward no.-----
	Block	
	Pin Code	
	Phone No. with STD Code	
	Fax No.	
	E-mail address, if any	
	Nearest Police Station	
	Longitude	
	Latitude	

B. General Information		
	Date of First Opening of School (DD/MM/YY)	
	Is the school run by Trust/Society/Organization?	Yes/No
	If yes - a-Name of the Society/Trust/ Organization b- Registration No. of Trust /Society/Organization (Pl enclose copy of the document of registration)	
	If No - a-Name of the Owner b- Address	
	Name and official address of the Manager/ President/Chairman of the School	
	Name	
	Designation	
	Address	
	Phone	(O)
		(R)
	Mobile No.	
	E-mail address	

C. Nature and Area of School		
	Medium of Instruction	
	Specify entry class	
	Minimum age of admission in entry class	
	Specify exit class	
	If aided by Govt./local authority, Name of the Govt./local authority Amount received as aid for last year Percentage of aid against expenditure	
	Is school recognized	Yes or No
	If Yes, Name of the authority Recognition number DISE code	
	Does the school have its own building or is it running in a rented building.	
	Total area of the school	
	Built-up area of the school(enclose photographs of the building)	
	Area of play-ground	
	Whether school is under obligation to provide free education to specified number of children on account of having received any land, building, equipment or other facilities, either free of cost or at a concessional rate from the State Government , Central Government and local authority?	
	If yes , enclose copy of the document	

D. Enrolment Status			
	Class	No. of Section	No. of Students
	Pre-primary-Nursery		
	Pre-primary-KG-I		
	Pre-primary-KG-II		
	I		
	II		
	III		
	IV		
	V		
	VI		
	VII		
	VIII		

E. Infrastructure Details & Sanitary Conditions			
	Room	Numbers	Average Size
	Classroom		
	Office room - cum - Store Room - cum - Headmaster Room		
	Kitchen - Cum - Store		

F. Other Facilities		
	Whether all facilities have barrier-free access	
	Teaching-Learning Material (attach list)	
	Sports & Play equipments (attach list)	
	Facility books in Library	
	Books	
	Periodicals/Newspapers	
	Drinking water facility : type and number	
	Sanitary Conditions	
	Type of W.C. & Urinals	
	Number of Urinals/Lavatories, Separate for Boys	
	Number of Urinals/Lavatories, Separate for Girls	
7	Is Fire security system available	

G. Particulars of Teaching Staff			
1. Teaching in primary/ middle school exclusively (details of each teacher separately)			
	Teacher's Name (1)	Name of Father/Spouse (2)	Date of Birth (3)
	Academic Qualification (4)	Professional Qualifications (5)	Teaching Experience (6)
	Class Assigned (7)	Appointment Date (8)	Trained or Untrained (9)

2. Teaching in Both Elementary and Secondary (details of each teacher separately)			
	Teacher's Name (1)	Name of Father/Spouse (2)	Date of Birth (3)
	Academic Qualification (4)	Professional Qualifications (5)	Teaching Experience (6)
	Class Assigned (7)	Appointment Date (8)	Trained or Untrained (9)

3. Head Teacher

	Teacher's Name (1)	Name of Father/Spouse (2)	Date of Birth (3)
	Academic Qualification (4)	Professional Qualifications (5)	Teaching Experience (6)
	Class Assigned (7)	Appointment Date (8)	Trained or Untrained (9)

H. Curriculum and Syllabus

	Details of curriculum & syllabus followed in each class (upto class VIII) State Govt. C.B.S.E Others	
	System of pupil assessment.	

I. School Fee		
S.No.	Class	Fee
	Nursery	
	KG-I	
	KG-II	
	Class-I	
	Class-II	
	Class-III	
	Class-IV	
	Class-V	
	Class-VI	
	Class-VII	
	Class-VIII	

Certified that the school has also entered the information detailed above in the web portal maintained by the State Government.

Certified that the school is open to inspection by any officer authorized by the appropriate authority;

Certified that the school undertakes to furnish such reports and information as may be required by the recognition authority from time to time and comply with such instructions of the appropriate authority or the recognition authority as may be issued to secure the continued fulfilment of the condition of recognition or the removal of deficiencies in the working of the school;

Certified that records of the school pertaining' to the implementation of the Right of Children to Free and Compulsory Education Act shall be open to inspection by any officer authorized by the recognition authority or appropriate authority at any time, and the school shall furnish all such information as may be necessary to enable the Central and / or State Government/ Local Body or the administration to discharge its or his obligations to Parliament / Legislative Assembly of the state as the case may be.

The school shall abide by the conditions of recognition as laid down in the recognition order.

Sd./-

Chairman/Manager/Principal

Place _____

Name of the school _____

(A) Recognition Certificate

E-Mail:

Fax:

Phone:

_____ (name of district) _____ (name of state)

No. Dated:

The Manager,

_____ (name of the school)

Sub: Recognition Certificate for the School under Rule --- of The Right of Children to Free and Compulsory Education Rules, 2010 for the purpose of Section 18 of Right of Children to Free and Compulsory Education Act, 2009.

Dear Sir/Madam,

With reference to your application dated _____and subsequent correspondence with the school/inspection in this regard, I convey the grant for recognition to the _____ (name of the school with address) for Class ____ to Class ____ for a period of ----- years w.e.f. ____ to ____.

The above sanction is subject to fulfilment of the following conditions:-

The grant for recognition is not extendable and does not in any way imply any obligation to recognize/affiliate beyond Class VIII.

The school shall abide by the provisions of Right of Children to Free and Compulsory Education Act, 2009 and The Right of Children to Free and Compulsory Education Rules, 2010.

The school shall give admission to a minimum of 25 % in class I for the children of disadvantaged group and children of weaker sections. In case the school is an aided school, it shall provide free and compulsory elementary education to such proportion of children admitted therein as its annual recurring aid or grants so received bears to its annual recurring expenses, subject to a minimum of 25 per cent. Provided that where a school imparts pre-school education, the provisions of clause (a) to (c) of sub-section 1 of Section 12 of the Act shall apply for admission to pre-school.

For the children referred to in paragraph 3, the school shall be reimbursed as per Section 12(2) of the Act. To receive such reimbursements, the school shall provide a separate bank account.

The society/school shall not collect any capitation fee and subject the child or his or her parents or guardians to any screening procedure.

The school shall not deny admission to any child:

- (a) for lack of age proof;
- (b) if such admission is sought subsequent to the extended period prescribed for admission; and
- (c) on the ground of religion, caste or race, place of birth or any of them.

The school shall ensure that:

No child admitted shall be held back in any class or expelled from school till the completion of elementary education in a school;

No child shall be subjected to physical punishment or mental harassment;

No child is required to pass any board examination till the completion of elementary education;

Every child completing elementary education shall be awarded a certificate as laid down under Section 30 of the RTE Act;

Inclusion of students with disabilities/special needs as per provision of the Act;

The teachers are recruited with minimum qualifications as laid under Section 23(1) of the Act. Provided further that the current teachers, who at the commencement of this Act do not possess minimum qualifications, shall acquire such minimum qualifications within a period of 5 years from the commencement of the Act;

The teacher performs his/her duties specified under Section 24(1) of the Act; and

The teachers shall not engage himself or herself for private teaching activities.

The school shall follow the curriculum laid down by the academic authority notified under Section 29 of the RTE Act;

The school shall enroll students proportionate to the facilities available in the school, as prescribed in Section 19 of the Act;

The school shall install fire- extinguisher & make other fire security arrangements as per norms specified under the National Building Code of India- Part 4;

The school shall notify the fee to be charged from the children every year before the commencement of the academic session. It will also intimate the fee to the recognition authority before the beginning of the academic session;

The School shall maintain the standards and norms of the school as specified in Section 19 of the Act. The facilities reported at the time of last inspection are as given under:

Area of school campus.

Total built- up area.

Area of playground.

No. of classrooms.

Room for Headmaster-cum-Office-cum-Storeroom.

Separate toilets for boys and girls.

Safe Drinking Water Facility.

Kitchen for cooking Mid-day meal

Barrier- free Access.

Availability of teaching-learning material.

Availability of play sports equipments.

Availability of Library.

The accounts should be audited and certified by a Chartered Accountant and proper accounts statements should be prepared as per rules. A copy each of the Statements of Accounts should be sent to the recognition authority every year;

The recognition Code Number allotted to your school is _____ and DISE code is _____ This may please be noted and quoted for any correspondence with this office;

The school furnishes such reports and information, as may be required by the State Government/recognition authority from time to time, and complies with such instructions of the State Government/ local authority, as may be issued to secure the continued fulfilment of the condition of recognition or the removal of deficiencies in working of the school; and

The recognition shall be withdrawn if the contravention of the provisions of the Act, the Rules and conditions of recognition are found and proved.

Yours sincerely,

Recognition Authority

(B) Withdrawal of Recognition

Office of Recognition Authority

E mail:

Fax:

Phone:

_____ (name of district) _____ (name of state)

No.

Dated:

The Manager,

_____ (name of the school)

Sub: Withdrawal of recognition under Rule --- of The Right of Children to Free and Compulsory Education Rules, 2010 and Sections 18 and 19 of The Right of Children to Free and Compulsory Education Act, 2009.

Dear Sir/Madam,

Your school is a recognized school under the provisions of Rule--- of The Right of Children to Free and Compulsory Education Rules, 2010 and Sections 18 and 19 of The Right of Children to Free and Compulsory Education Act, 2009/ rules framed by the state government. The number of certificate of recognition is -----.

It has come to our notice that the school is violating the following conditions of recognition-

-
-
-
-
-

The Rule---of the Rules 2010 and Sections 18 and 19 of the Act 2009 stipulate that recognition of school shall be withdrawn if the school infringes the conditions of recognition.

Therefore, show cause notice is, hereby, issued as to why the recognition granted to your school should not be withdrawn owing to the above violations. You should submit your response within 30 days from the receipt of the letter .In case no reply is received within the given time-frame, ex parte decision shall be taken in the matter.

Yours sincerely,
Recognition Authority

Withdrawal of Recognition

Office of Recognition Authority

E mail:

Fax:

Phone:

_____ (name of district) _____ (name of state)

No.

Dated:

The Manager,

_____ (name of the school)

Sub: Withdrawal of recognition under Rule --- of The Right of Children to Free and Compulsory Education Rules, 2010 and Sections 18 and 19 of The Right of Children to Free and Compulsory Education Act, 2009.

Dear Sir/Madam,

Your school is a recognized school under the provisions of Rule___ of The Right of Children to Free and Compulsory Education Rules, 2010 and Sections 18 and 19 of The Right of Children to Free and Compulsory Education Act, 2009. The number of certificate of recognition is _____.

It has come to our notice that the school is violating the following conditions of recognition-

-
-
-

A show cause notice was issued vide this office letter No. _____ dated _____ of withdrawal of recognition of the school. You submitted the reply against the show cause notice . You were also given opportunity of personal hearing. (Or you did not reply to the show cause notice and did not avail the opportunity of personal hearing)

Your point of view, explained in the reply, and the arguments advanced by you, at the time of personal hearing, were considered and were found to be not satisfactory .The violation of conditions is proved (or since you did not present your side against the violation of conditions , it has been presumed that you have accepted that your school has violated the conditions of recognition)

Therefore, it has been decided to withdraw the recognition granted to the school from date _____ (first day of next academic session).

Running of the school after the date the recognition expires will be violation of Sections 18 and 19 of the Act and you will be liable for prosecution for the violation.

The students of the school will be admitted in the following schools:-

-
--

Yours sincerely,
Recognition Authority

School Records

Annexure V (a)

Enrolment- Related Records

Admission-cum-Transfer Register														
Admission Number	Name of Pupils	Date of Admission	Name and Occupation of			Gender	Nationality	Religion	Category	Whether belong to Economically Weaker section	CWSN (Mention Nature of Disability)	Address	Class to which admitted	Date of Birth
			Father (Guardian)	Mother										

Admission-cum-Transfer Register		Subsequent Progress of the student in school every year from the date of admission (updated each year)										
		1st year										
		2nd Year										
		3rd Year										
		4th year										
		5th year										
		6th year										
		7th year										
		8th year										
		9th year										
		10th year										
		11th year										
Nature of Admission		With TC (number and date of TC)										
		Without TC (Admitted to age-appropriate grade)										
Whether enrolled for special training												
Name of Previous School and class												
Whether admitted under 25 % quota												
Medium of Instruction												
Mother Tongue												
Name of Pupil												
Admission Number												

Admission cum Transfer Register

Admission Number	Name of Pupils	Transfer from the school						
		Date of Transfer (issuance of transfer certificate)	Class in which student studying at the time issuance of TC	Reason of Transfer	No. & Date of TC	Remarks	Sign. Of I/C	Sign. Of parent/ student

Consolidated sheet for Admissions/Withdrawals/Repeaters/drop-outs in the year 20..... (separately for boys and girls)

New admission/Withdrawal/Repeaters/Drop-outs	Category	I	II	III	IV	V	VI	VII	VIII	IX	X
Number of students admitted in Current Year (with TC)	Total										
	General										
	SC										
	ST										
	OBC										
	Muslims*										
	Economically Weaker section										
Number of students admitted in Current Year (without TC)	Total										
	General										
	SC										
	ST										
	OBC										
	Muslims*										
	Economically Weaker section*										

Consolidated sheet for Admissions/ Withdrawals/ Repeaters/ Drop-outs in the year 20..... (separately for boys and girls)

New admission/ Withdrawal/ Repeaters/ Drop-outs	Category	I	II	III	IV	V	VI	VII	VIII	IX	X
Number of students promoted to next grade (from previous year to current year)	Total										
	General										
	SC										
	ST										
	OBC										
	Muslims *										
	Economically Weaker section *										
Repeaters in Current Year	Total										
	General										
	SC										
	ST										
	OBC										
	Muslims *										
	Economically Weaker section *										
Drop-outs (from previous year to current year)	Total										
	General										
	SC										
	ST										
	OBC										
	Muslims *										
	Economically Weaker section *										

Signature of Head Master

Note: Muslims and Economically Weaker section student’s cross-cut social category

Register for Child Entitlements and Incentives (I)

Class Section.....

Name of Student	Gender	Category	CWSN	Uniforms	Scholarship with amount	Free Bicycles	Availing transport facility	CWSN- related incentives	Whether availing 25% quota (in case of private unaided schools)

Signature of class teacher

- Number of items received by each student. In case of mid-day meal, whether child is taking mid-day meal or not.
- Maintenance of this record is the responsibility of class teacher

Register for Child Entitlements and Incentives (II)

Class Section

Textbooks and Stationery (Numbers to be given)						Others		
Language	Science	Math	Social Science	Workbooks	Others			

Consolidated Sheet of Number of children who received various Entitlements and Incentives

ClassSection Year.....

Category								Others		
	Text books	Uniforms	Scholarship with amount	Total Amount of scholarship Distributed	Transport facility used	Free Bicycles	CWSN -related incentives			
Total										
General										
SC										
ST										
OBC										
Muslims										
Girls										
CWSN										
Economically Weaker sections										

Similar consolidated table can be prepared for the school

CCE Register

Name :

Class : Sec :

S. NO	ADM.NO	Student's Name	Date Of Birth	Formative & Summative Evaluation	1st Language			2nd Language			3rd Language		
					Marks Obtained	%	Grade	Marks Obtained	%	Grade	Marks Obtained	%	Grade
		Student 1		Formative 1									
				Formative 2									
				Summative 1									
				Formative 3									
				Formative 4									
				Summative 2									
				Total (100%)									
		Student 2		Formative 1									
				Formative 2									
				Summative 1									
				Formative 3									
				Formative 4									
				Summative 2									
				Total (100%)									
		Student 3											

*to be consolidated from Individual Report cards

CCE Register

School Name _____

Class _____ No. of working days _____

S.NO	ADM.NO	Students Name	Core Subject 1--			Core Subject 2--			Core subject 3--			Physical Education	Co- Scholastic	% of Attendance	Average Grade	Remarks
			Marks Obtained	%	Grade	Marks Obtained	%	Grade	Marks Obtained	%	Grade	Grade	Grade			
		Student 1														
		Student 2														
		Student 3														

*to be consolidated from individual Report

School and Infrastructure- related Records

SCHOOL PROFILE

School code

School Name (Complete): _____

Location/Address

Geographical	Rural/Urban
Village/ward	
Census code of village in which school is located	
Geographical parameters (like longitude of school)	
Panchayat/ Notified Area/ Municipal Committee	
Notified Tribal Area	
CD/ED Block	
Cluster	
District	
State	
Assembly Constituency & Parliamentary Constituency	
PIN code	

Bank Account

- Name of the Bank with code
- ccount Number

School Category⁸The school is established to cater to minority community⁹The school is established as a specific- purpose school¹⁰⁸Mention Primary school, Upper primary school, high school with upper primary sections, etc.⁹If school is established to cater to the needs of minorities, then provide further details of the same¹⁰If the school is established with a specific purpose like Navodaya, DRDO, special school, provide details of the same

Year of Establishment

Year of Upgradation¹¹ : (If applicable)

Levels Upgraded	Year	If school code changed, old code
Primary to Upper Primary		
Upper Primary to Secondary		
Secondary to Higher Secondary		

Created after bifurcation when school is upgraded¹²

Level separated	Year	If school code changed, old code
Primary section separated as independent school when upper primary school (with primary section) is upgraded to secondary school		

School Affiliated to¹³ _____

Managed by¹⁴ _____

Type¹⁵ _____

Availability of pre-primary sections

Lowest gradeHighest grade.....

Information on Functioning of Schools

Working hours of school in (if separate for different levels like primary, upper primary, etc., mention the same)

- a. Summer
- b. Winter

¹¹Please indicate the year in which the school is upgraded (if any) and changes in school code as a result of up gradation.

¹²Indicate whether lower classes are working as independent school after upgradation of a composite school. For a upper primary school with primary sections upgraded to high school usually high school may start with grades 5/6 and primary grades i.e. 1-4/5 is usually branched off as separate school.

¹³Mention the name of board to which the school is attached (separately for primary and upper primary sections if both sections are there in school)

¹⁴Mention the management of school like Government (specify central government (department), state government (department), local body (block level/district level) private- aided school, private- unaided, etc.

¹⁵Mention boys/girls/co-educational

Medium of Instruction

Nature of school¹⁶ _____

No. of shifts _____

When does the session start¹⁷ _____

Number of instruction days _____

Number of working days _____

Annexure V (i)

Land and Infrastructure Record¹⁸

Details about Land

1. Survey Number _____
2. Other particulars of Land (Like Khatha No) _____
3. Ownership of land¹⁹ _____
4. Any conditions laid at the time of allotment of land _____
5. Area (in Sq. Feet)

Use of land	in Sq. Feet
Built-up area	
Open area	
Land available for additional construction as per bye-laws	

6. Ownership of the building²⁰
7. Overall condition of the building

¹⁶Mention residential facilities for students available or not

¹⁷Mention the month in which new session starts

¹⁸To be updated annually

¹⁹Mention who owns land (Government/Local body, Rent free, Rented)

²⁰Mention who owns building (Government/Local body, Rent free, Rented, No building)

8. Site Map²¹

9. Details about rooms

Room No.	Dimension (Sq Feet)	Year of construction	Scheme under which constructed	Utility	Nature Pacca/ Partially Pacca/ Kachha	Good/ Needs Minor Repairs/ Major Repairs/ Dilapidated

10. Boundary Wall²²

11. Playground (within school compound along with area in sq.feet)

12. Drinking water²³

13. Electricity²⁴

Availability of live connection	
Whether Electricity Bills are paid regularly	
Source of Money to pay electricity bill	

14. Toilet Facility

Toilet facility for	Number of seats available	Functional	Non- functional
Boys (separately)			
Girls (separately)			
Common for (Boys and Girls)			
Separately for Staff			
Separately for CWSN (toilets or seats)			

Availability of Ramp and Handrails

Ramp	Handrails

²¹Insert site map

²²Mention the status of boundary wall like no boundary wall, under- construction, barbed or wire fencing/hedges/pucca/pucca but not requiring major/minor repair/dilapidated, etc.

²³Mention the source like Hand pump/Tap/Borewell/Well/Others

²⁴Mention current status of electricity connection. If connection is disconnected, mention the reason

Stock Register

Name of Article*	Specification	Mode of Acquisition	Year of Acquisition	Bill No. with date	Unit Cost	Quantity	Bill Amount	If supplied, agency from which it is received (specify)	Status (in use/not in use/condemned)	Issued (to teachers/others) students/	Balance	Remarks

Note: The stock registers for library and consumables would be same with addition of items mentioned below

1 In case of library register, add columns (a) Accession Number of the book; (b) Name of Author; (c) Edition of the Book; (d) Date of issue; and (e) Date of return.

2 In case of stock register for consumable items, add column (a) Quantity Received; (b) Quantity consumed; and (c) Balance.

* All articles like furniture, equipment, teaching-learning kits, musical instruments, games' material, black-boards, a, benefits and facilities received by students, etc. should be included

Staff Registers

Teaching and Non- Teaching Posts in School

Year	S. No.	Name of the post	No of sanctioned posts			No of posts filled-up	No of posts vacant	No of posts reserved			Regular/Part -time	Remarks
			Languages	Subject1	Subject 2			SC	ST	Others		
2009-10												

*(If institute is Government- Aided, reservation roster is to be followed as per the Government rules)

** to be updated annually

Teacher and Staff Attendance Register for the Month.....
 Total No. of Working Days

S. No.	Name of Teacher and Staff	Day of the month							No. of days present	No. of days on duty leave	No of days availed as							
		1	2	3	4	5	6	26			27	28	#	Casual leave	Earned leave	Medical Leave	Other leave	
		M	T	W	TH	F	S	F	S									
	T1																	
	T2																	
	...																	
	Staff1																	
	Staff2																	

Signature of Head Teacher/Principal

Self-Appraisal Record

Year _____ to _____

PART I: Identification data like name, qualifications, pay scale/band, subjects teaching, classes teaching, etc.

Name

Teacher's ID

Experience in Completed years

Qualifications

Subjects Teaching

Classes Teaching

Medium in which teaching

Part II: Self-assessment report by the teacher

1. Brief description of the duties and goals assigned during the year:
2. Self-evaluation in terms of the goals assigned during the year
3. Efforts made during the year to improve professional competence:
 - a. Enrichment of content of the subjects being taught
 - b. New methodologies/ approaches adopted in teaching-learning process
 - c. Educational projects/ Action research undertaken/ Articles/ papers/ books published
 - d. Participation in conferences/ seminars/ workshops/ meetings educational theme(s)
 - e. Additional qualifications acquired/in-service training undergone
 - f. Worked as a resource person/ expert in training programme/ any educational programme
 - g. What, according to you, are the noteworthy items of work done by you during the year?

Signature of teacher

Part III: Remarks by the Head of School

1. Do you agree with the self-assessment report by the teacher? If no, give reasons.
2. In your opinion what are the areas, if any, for improvement in her/him?
3. Measures suggested for improving professional competence of the teacher.

4. Classroom teaching
 - 4.1 Subject knowledge
 - 4.2 Knowledge of languages
 - 4.2.1 Medium of instruction
 - 4.2.2 English
 - 4.2.3 Hindi
 - 4.3 Knowledge and skills related to different methods and techniques of teaching
 - 4.4 Ability to kindle interest and motivation among students
 - 4.5 Ability to explain the content with examples, relating the subject matter to life situations, questioning skills, etc.
 - 4.6 Class control and discipline
 - 4.7 Relations with students, parents and colleagues
 - 4.8 Academic achievements of the students in his/her subjects
5. Assignments other than Classroom teaching
 - 5.1 Interest taken in co-scholastic activities
 - 5.2 Extent of participation of students in co-scholastic activities
 - 5.3 Performance of students in co-scholastic activities (intra- and inter-school)
6. Other traits
 - 6.1 Commitment
 - 6.2 Punctuality
 - 6.3 Integrity and character
 - 6.4 Awards/punishments received, if any
7. General remarks
 - 7.1 Overall grading
 - 7.2 Outstanding (A+)/Excellent (A)/Very Good (B+)/Good (B)/Average (B-)/below average(C)
 - 7.3 The same scale may be used for rating all the parameters

Signature of Head of School

ACR of Staff

ACRs of the staff for the year _____ to _____

PART I: Identification data like name, qualifications, payscale/band, etc.

Name

Employee ID

Experience in completed years

Qualifications

Part II: Assessment by Head Teachers/Principal/Head of School**Assessment of functional competency**

Functional Competency	Remarks by Reviewing Authority
Familiarity with rules/regulations/procedures in the areas of function and ability to apply appropriately	
Coordination ability	
Planning and decision-making (if applicable)	

Assessment of Work output

Work output	Remarks by Reviewing Authority
Accomplishment of planned work/work allotted	
Quality of output	
Accomplishment of exceptional work/unforeseen tasks performed	

Assessment of personal attributes

Personal Attribute	Remarks by Reviewing Authority
Attitude towards work	
Sense of responsibility	
Maintenance of discipline	
Communication skills	
Capacity to work in a team	
Capacity to work within time limit	
Inter-personal relations	

Service Register

(Note: Records of service book, duly signed by the employee and countersigned by competent authority annually. The first page, that contains identification data, is to be filled only once during the entire service of the employee)

1 Personal Information

- Name
- Teacher's ID
- Educational qualifications
- Professional qualifications
- Experience in completed years at the time of appointment
- Subjects teaching
- Medium in which teacher can teach

2 Information regarding service

- Annual increment
- Leave accumulated
- Leave taken
- Transfer
- Promotion
- Awards/Punishment
- Additional qualifications acquired
- Any other important events during the service of the teacher

Signature of Principal/Head Master

Finance- related records

Cash/Voucher Book

Date	Particulars	Details of Transaction	Voucher/ Invoice No. & Date	Grants and other income																
				Grants for Salaries (teaching and non-teaching staff)	Grants for scholarships	School Grants	Grants for construction	Teachers Grant	Maintenance Grants	Donations	MDM	Others	Total							
Transaction with date	Receipt																			
	Total																			
	Expenditure																			
	Closing Balance																			
Transaction with date	Opening Balance																			
	Receipt																			
	Total																			
	Expenditure																			
	Closing Balance																			
	Opening Balance																			
	Receipt																			
	Total																			
	Expenditure																			
	Closing Balance																			

Cash/Voucher Book

Date	Particulars	Details Of Transaction	Voucher/ Invoice No. & Date	Fees						
				FEE 1	FEE 2	LAB FEE	Library Fees	Games Fees	Others (specify)	Total
Transaction with date	Receipt									
	Total									
	Expenditure									
	Closing balance									
Transaction with date	Opening balance									
	Receipt									
	Total									
	Expenditure									
	Closing balance									
	Opening balance									
	Receipt									
	Total									
	Expenditure									
	Closing balance									

Date	Particulars	Details of Transaction	Voucher/ Invoice No. & Date	Expenditure and other payments						Total	Amount in Bank 1	Amount in Bank 2	Signature of Payee	Signature of Authority
				Salary for Teaching Staff	Salary for Non Teaching Staff	Scholarship	Contingency	Others 1 (specify)	Others 2 (specify)					
Transaction with date	Receipt													
	Total													
	Expenditure													
	Closing Balance													
Transaction with date	Opening Balance													
	Receipt													
	Total													
	Expenditure													
	Closing Balance													
	Opening Balance													
	Receipt													
	Total													
	Expenditure													
	Closing Balance													

A separate voucher file shall be maintained in order of the transactions in the cash book

RTE Compliance Register**Information about school**

1. Name of School
2. Category of School²⁵

RTE Norms

3. Number of teachers in position is in accordance with the norms of RTE
4. Number of vacancies in school is within limits prescribed by RTE
5. Position of Head Teacher is in accordance with norms of RTE
6. School has one classroom for every teacher/section
7. School has office-cum-store-cum- head teacher's room
8. School building is disabled- friendly
9. School has provision for adequate safe drinking water
10. Separate toilet for girls and boys
11. School has a playground
12. Working hours of school is in accordance with RTE
13. Working days and working hours of school during previous academic year is in accordance with RTE
14. Teaching and learning material is available for each class
15. Games and sports' material is available adequately
16. Library and availability of newspapers, magazines and books
17. Number of days teachers deputed to non-education duties during previous academic year
18. School is maintaining CCE of each student
19. School is recognized (if private school)
20. Number of children, admitted under quota for weaker sections, is as per norms of RTE
21. Composition of SMCs (PTS, SDMCs) is as per norms of RTE

²⁵Mention primary school, upper primary school, high/secondary school with upper primary sections, etc.

SMC Meeting Minutes Register²⁶

Title: Minutesthe meeting of SMC

Name of School

Date and Time of Meeting

Venue of Meeting

Record of discussion and decision taken with regard to Agenda Items

Item 1

Item2

Record of Dissent Opinion

Members who have attended the meeting

Members who could not attend the meeting

Signature of Member Secretary (HM/Principal) of Committee

Signature of Chairman of Committee

²⁶This record is meant to record the minutes of bodies such SMC, SDMC, PTA, MTA as they are called in different states.

Mid-day Meal Record

- School code

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
- School Name (complete)

Address :

- Mid-day meal scheme is implemented from the year _____
- Mid-day meal is available for grades from _____ to _____
- Whether mid-day meal is cooked in the school or supplied by an agency

If cooked in the school

Whether kitchen is available and dimensions thereof (in sq. feet)

Availability of utensils

Utensil	Number	Remarks
Utensil 1		
Utensil 2		

Availability and Consumption of Gas

No of cylinders:

Month	Consumption of gas	Remarks
June		
July		

- Number of cooks: _____
- Number of helps _____
- Availability of water facility

If agency supplied the food

- Name of the agency²⁷
- Nature of agency

Mode of payment to agency and who pays

²⁷NGO, Voluntary organization, SHGs, etc

Supply of food

Day and Month of supply	Meals supplied (number)	Remarks (with regard to quality, timely supply)	Whether meal tasted by teacher/committee members before serving to students?
1st June			
2nd June			
.....			
15th July			

Enrolment, attendance and number of meals served month-wise (separate Tables by Gender)

Grade	Enrolment, attendance and number of meals served	General	SC	ST	OBC	Below BPL poverty	CWSN
Grade-I	Enrolment						
	Average Attendance						
	Meals Served						
Grade-II	Enrolment						
	Average Attendance						
	Meals Served						

Expenditure on Mid-day meal scheme

Item	Norm	Receipts	Expenditure	Remarks
Recurring				
For salary of cooks				
For salary of helps				
Groceries				
Vegetables				
Gas and fire				
Others				
Non- Recurring				
Kitchen				
Utensils				
Cylinder				
Others				

Register for public grievance

1. Name of school:
2. Grievance received from :
3. Date of grievance ²⁸:
4. Subject of grievance (briefly) ²⁹ :
5. Detailed description of grievance:

6. Addressing the grievance
7. Action taken
9. Date when grievance addressed and action taken

²⁸ Name from whom grievance is received could be anonymous persons

²⁹ Like poor infrastructure, unsafe building, teacher absence, not conforming to RTE norms, discrimination against SC student or female student, harassment of students, etc.

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