PM SHRI SCHOOLS

Framework

on

School Transformation

Executive Summary

PM SHRI Schools: Framework on School Transformation

Pradhan Mantri Schools for Rising India (PM SHRI) is a centrally sponsored scheme for the development and upgradation of more than 14,500 schools across the country by strengthening select existing schools managed by Central Government/ State/ UT Government/ local bodies. As we continue to build an education system for the future, it is critical that the school ecosystem is resilient in the face of an increasingly unpredictable, dynamic and non-linear world. PM SHRI schools are envisioned to be exemplar schools that meet the demands of the 21st century. These schools will be qualitatively strengthened to showcase the various aspects of the National Education Policy, 2020 and to emerge as exemplar schools in their regions. Schools will be incentivized to yield results and perform better through a funding mechanism that is tracked through quality parameters. A system of transparency and accountability will be created for the effective delivery of performance at the school level. These schools will further mentor schools in a given region with an aim to amplify the excellence of these schools and develop the quality standards of the PM SHRI Schools within these schools. Additionally, other schools in the district/block/cluster or nearby sub-locality will be encouraged to regularly visit the PM SHRI Schools to motivate them and learn from the interventions adopted in the PM SHRI schools to become exemplar schools themselves. This will help in handholding and collaboration, finally leading to a ripple effect for developing more exemplar schools every year across the country. More than 20 lakh students are expected to be the direct beneficiaries of the scheme. The scheme will also promote an understanding of various dimensions of the quality of school education and inform Policy, Practice and Implementation. The Scheme is proposed to be implemented over a period of 5 years w.e.f. 2022-23 to 2026-27. Some of the salient features of the PM Shri Programme include the following:

1. PM SHRI schools will provide high-quality education in an equitable, inclusive and joyful school environment that takes care of the diverse background, multilingual needs, and different academic abilities of children and makes them active participants in their own learning process as per the vision of NEP 2020.

2. PM SHRI schools will provide leadership to other schools in their respective regions by providing mentorship.

3. The PM SHRI Schools will be developed as Green schools, incorporating environmentally friendly aspects like solar panels and LED lights, nutrition gardens with natural farming, waste

management, plastic-free, water conservation and harvesting, the study of traditions/practices related to protection of the environment, climate change related hackathon and awareness generation to adopt a sustainable lifestyle.

4. Pedagogy adopted in these schools will be more experiential, holistic, integrated, play/toy-based (particularly, in the foundational years) inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible and enjoyable.

5. The focus will be on the learning outcomes of every child in every grade. Assessment at all levels will be based on conceptual understanding and application of knowledge to real-life situations and will be competency-based.

6. Assessment of the resources available and their effectiveness in terms of availability, adequacy, appropriateness, and utilisation of each of the domains and their key performance Indicators will be done and gaps will be filled in a systematic and planned manner.

7. Linkage with Sector Skill Councils and local industry for enhancing employability and providing better employment opportunities will be explored.

8. A School Quality Assessment Framework (SQAF) has been developed, specifying the key Performance Indicators to measure outcomes. Quality evaluation of these schools at regular intervals will be undertaken to ensure the desired standards.

9. A PM SHRI portal has been developed by DoSE&L, MoE for implementation of the PM SHRI Scheme at www.pmshrischools.education.gov.in. The school quality assessment taken by the PM Shri schools on the portal will depict their respective levels and further help districts and states to identify the poor and well-performing domains for each school and take action accordingly.

In order to ensure that the school provide high-quality education in an equitable, inclusive and joyful environment, the PM Schools will be built on six major pillars. These pillars will take care of the diverse background, multilingual needs, and different academic abilities of children and makes them active participants in their learning process. Since one of the primary objectives of PM SHRI is the development of exemplar schools based on the actualisation of NEP 2020, it derives its six pillars directly from the 9 chapters of NEP 2020, which are as follows:

Pillar 1: Curriculum, pedagogy and Assessment- Chapters 1, 2, 4 and 24 of NEP 2020.

Pillar 2: Access and Infrastructure - Chapters 3 and 7 of NEP 2020.

Pillar 3: Human Resources and School Leadership - Chapters 5 and 15 of NEP 2020.

Pillar 4: Inclusive practices and Gender Equity - Chapter 6 of NEP 2020

Pillar 5: Management, Monitoring and Governance - Chapter 8 of NEP 2020

Pillar 6: Beneficiary Satisfaction - Chapter 8 of NEP 2020

To actualise the scheme and set up PM Shri Schools a detailed guiding framework has been developed to assist school authorities to transform and enhance their schools to become exemplar schools. The PM SHRI framework is broken into three parts covering the core principles of the PM Shri Scheme, the Implementation and Programmatic Guidelines supporting the scheme and the Quality assessment framework used to meet set quality standards for PM SHRI schools. The framework has been prepared with the intention to provide the school ecosystem with the necessary tools and strategies through which they can create a stimulating learning experience. This framework has been developed keeping various stakeholders in mind and hence the purpose and ways to utilise this framework differs from user to user. Following is the summary of the three parts of the PM Shri Framework.

PART 1: The Vision, Mission, Pillars and Selection Methodology - Lays out the theoretical aspects and explores the pillars of the PM SHRI schools, i.e. Curriculum, Pedagogy and Assessment; Access and Infrastructure (Adequacy, Functionality, Aesthetics and Safety); Human Resources and School Leadership; Inclusive Practices and Gender Equity; Management, Monitoring and Governance, and Beneficiary Satisfaction. The section further explains how transformations across these pillars can be brought to life within the school environment.

PART 2: The Implementation and Programmatic Guidelines - Lays out the programmatic and financial norms for each of the pillars mentioned above, along with suggestive activities and financial outlays to fulfil the norms. In particular, this section of the framework acts as a reference for suggestive actions that may be undertaken by schools and as a practical guide to aid the implementation of concepts to achieve school transformation.

PART 3: The School Quality Assessment Framework - Lays down School Quality Assessment Framework (SQAF) which has been developed for self-assessment by schools as well as by assessors nominated to review the quality of the provision, governance, and student learning outcomes of the school.

Part 1: Vision, Mission, Pillars and Selection Methodology

Part 1 of the PM SHRI School framework lays out the theoretical aspects of PM SHRI Schools along with the six guiding pillars. The vision of the PM SHRI schools is to nurture lifelong learners who carry the acumen and desire to learn, unlearn and relearn at all spectrums of life to become engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by the National Education Policy 2020. PM SHRI schools aim to prepare more than 14,500 exemplar schools in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students.

For the selection under the PM SHRI scheme, only the Elementary schools (Class 1-5/1-8) & the Secondary/Sr. Secondary Schools (Class 1-10/ 1-12/ 6-10/ 6-12) managed by Centre/State/UT Governments/local self-governments having UDISE+ code are being considered. The selection of schools under the scheme will be done through Challenge Mode wherein Schools will compete for support to become exemplar schools. Selection would be done through a three-stage process with definite timelines. The three stages are as follows:

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

To form a deeper understanding of the *Selection Flow, refer to section E on the Selection Methodology of the framework*.

Additionally, the PM SHRI Scheme will be implemented as a Centrally Sponsored Scheme by the Department through the State Implementation Society (SIS) established at the State/UT level for implementation of Samagra Shiksha. At the National level, the Governing Council (GC) headed by the Minister of Education and a Project Approval Board (PAB) headed by the Secretary, the Department of School Education and Literacy would also cater to the PM SHRI Schools. The flexibility to create any intervention and increase/decrease any norm in the scheme within the approved outlay will be subject to the approval of the Governing Council.

The PM SHRI schools will have convergence with existing schemes such as Samagra Shiksha; PM POSHAN; Integrated Child Development Scheme; Jal Jeevan Mission; National Child Labour Project; Scheme for Assistance to Disabled Persons; and School Health Programme.

The PM SHRI schools' scheme is based on the development of six major pillars derived from 9 chapters of NEP 2020. **The summary of the six pillars** is as follows:

Pillar 1: Curriculum, Pedagogy and Assessments (Chapters 1, 2, 4 and 24 of NEP 2020)
The curriculum, pedagogy and assessments of PM SHRI schools aim to equip students with agency and a sense of purpose, and the competencies they need, to shape their own lives and contribute to the lives of others, instead of focusing on rote memorisation. The purpose is to ensure that teaching and learning in these schools will be conducted more interactively and classroom sessions would be more fun, creative, collaborative, and exploratory.

Pillar 2: Access and Infrastructure - (Chapters 3 and 7 of NEP 2020)
PM SHRI schools aim to provide a learning atmosphere to every student where they can acquire maximum knowledge and skills to grow as a responsible individual. This will ensure that teachers and students, including children of all genders and children with disabilities, receive a safe, inclusive, and effective learning environment and are comfortable and inspired to teach and learn in their schools. This pillar aims to ensure the upgradation or enlargement of the schools that already exist, building additional quality schools in areas where they do not exist, and providing safe and practical conveyances, especially for the girl children, and/or hostels so that all children have the opportunity to attend a quality school of the appropriate level.

Pillar 3: **Human Resources and School Leadership** - (Chapters 5 and 15 of NEP 2020)
Given the rapid advancements in education, it is critical to train teachers with the latest trends in curriculum and pedagogy, assessments etc. This dynamism in the education system requires teachers to be lifelong learners who receive period training and upskilling opportunities. Teachers are also key enablers in the education ecosystem. Further, school leadership development has become one of the key levers for improving the quality of education. Therefore, this pillar aims to enable PM SHRI schools to provide the necessary support in terms of onboarding as well as support and training programs during their tenure as an educator.

Pillar 4: Inclusive Practices and Gender Equity - (Chapter 6 of NEP 2020)
All students should have access to physical as well as psychologically safe environments in PM SHRI schools. Such environments will have an impact on the student's motivation, attitudes,

perception and values, i.e., the factors that influence the Affective Domain. Accordingly, this pillar aims to ensure that PM SHRI schools achieve excellence in Inclusive Practices and Gender Equity.

Pillar 5: Management, Monitoring and Governance - (Chapter 8 of NEP 2020)

The PM SHRI Schools should ensure a robust management, monitoring and governance system for examining the impact of school transformation. It includes exploring the convergence that the PM SHRI schools have with existing schemes, planning mechanisms, resource management, and other managerial aspects along with the monitoring and evaluation mechanisms in place. This pillar aims to ensure that adequate and relevant management, monitoring and governance mechanisms are in place.

Pillar 6: Beneficiary Satisfaction - (Chapter 8 of NEP 2020)

The quality of schools in PM SHRI Schools should be evaluated by the role and effectiveness of different stakeholders who are involved in the education system - Principals, Teachers, Students, Parents and the Community. The convergence of roles and responsibilities undertaken by these stakeholders in PM SHRI Schools would play an important role in school transformation. This pillar provides guidelines to ensure the same.

To form a deeper understanding of this section, refer to Part 1 of the PM SHRI School Framework which covers the Vision and Mission Statement of the PM SHRI Schools, the Quality Assurance of PM SHRI Schools and the Selection Methodology that will be followed to select the PM SHRI Schools and the six important pillars.

Part 2: Programmatic and Financial Norms

The Programmatic and Financial Norms in the PM SHRI Framework have been created to act as suggestive norms and activities that can guide schools to accomplish various tasks under each of the 6 pillars of the PM SHRI schools. In order to achieve transformation across these six pillars, further detailed subdomains have been created covering diverse aspects like Provision for Children with Special Needs (CwSN), ICT & Digital Initiatives, Green School, Capacity building through DIETs, Self Defence training for girls, Transport/Escort facility, Community participation including training of SMC/SMDC and so on. **It may be noted that financial support to salaries of Teachers and Non-Recurring/recurring grant to KGVBs and Residential Schools/hostels for PM SHRI Schools would be provided under Samagra Shiksha scheme as per norms.**

The proposed norms for each section include very detailed Programmatic norms which are indicative areas where actions can be taken. It also provides an outlay of the financial norms and budget allocation for each school mapped to each Programmatic norm. In order to support schools to portray what it looks like, in action, suggestive action items are also provided along with Key Standards to measure the achievement of a particular sub-domain.

However, the school will have complete flexibility on the aspect of the transformation they want to focus on particularly. For example, about **40% of the budget will be allocated as innovative/flexible funds, which would be used as per the specific requirement and aspiration of a particular school.** PAB would approve innovative funds based on the viable proposals of the schools, duly recommended by the States/UTs. This fund could be claimed for school-specific projects to create and nurture holistic and well-rounded individuals equipped with key 21st-century skills such as critical thinking, creativity, scientific temper, communication, collaboration, multilingualism, problem-solving, ethics, social responsibility, digital literacy and multiple more. These Programmatic and Financial Norms can be modified/changed as per State/UT/KVS/NVS requirements and local context. The Ministry/ Governing Council (GC) will have the flexibility to create any interventions and increase/decrease any norms in the scheme within the approved financial outlay at Program Approval Board (PAB) stage.

The Programmatic and Financial Norms Section of the framework covers how transformations across the 6 pillars can be brought to life within the school environment. *To form a deeper understanding of this section, refer to Part 2 of the PM SHRI School Framework which explains the programmatic and financial norms that may be followed for the transformations across the six pillars that can be brought to life within the school environment.*

Part 3: School Quality Assessment Framework

Part 3 of the framework further provides guidelines for quality assessment for all 6 pillars of the PM SHRI schools. The school quality assessment is to help answer the question 'How good is our school? Its findings are meant to be understood by the students, parents, teachers, leaders, and policy planners in the school education community. The School Quality Assessment is to further the National Education Policy 2020's goal to make education of good quality available, accessible, and affordable to all school-going age persons.

The challenge of improving any school is met by the school itself supported by the local community, with appropriate support from district and state authorities and the reporting

structure of the SQAF has been designed to provide objective feedback to the school and the system. Essentially, SQAF aims to improve the quality of the education system in the PM SHRI schools by building the capacities of stakeholders at the school, district, and state levels; transforming the system into one that is responsive and committed to the learning needs of students and to ensure enhanced student learning.

Standards and Performance Indicators are at the centre of the SQAF. The standards have been set in six different domains (6 pillars of PM SHRI Schools) of school functioning. Each domain is further subdivided into sub-domains detailing the areas under them. Performance Indicators have been mentioned against each sub-domain which indicate the observable actions or practices in response to that particular Standard. Schematically the structure of SQA Framework may be understood through following graphical organizer:
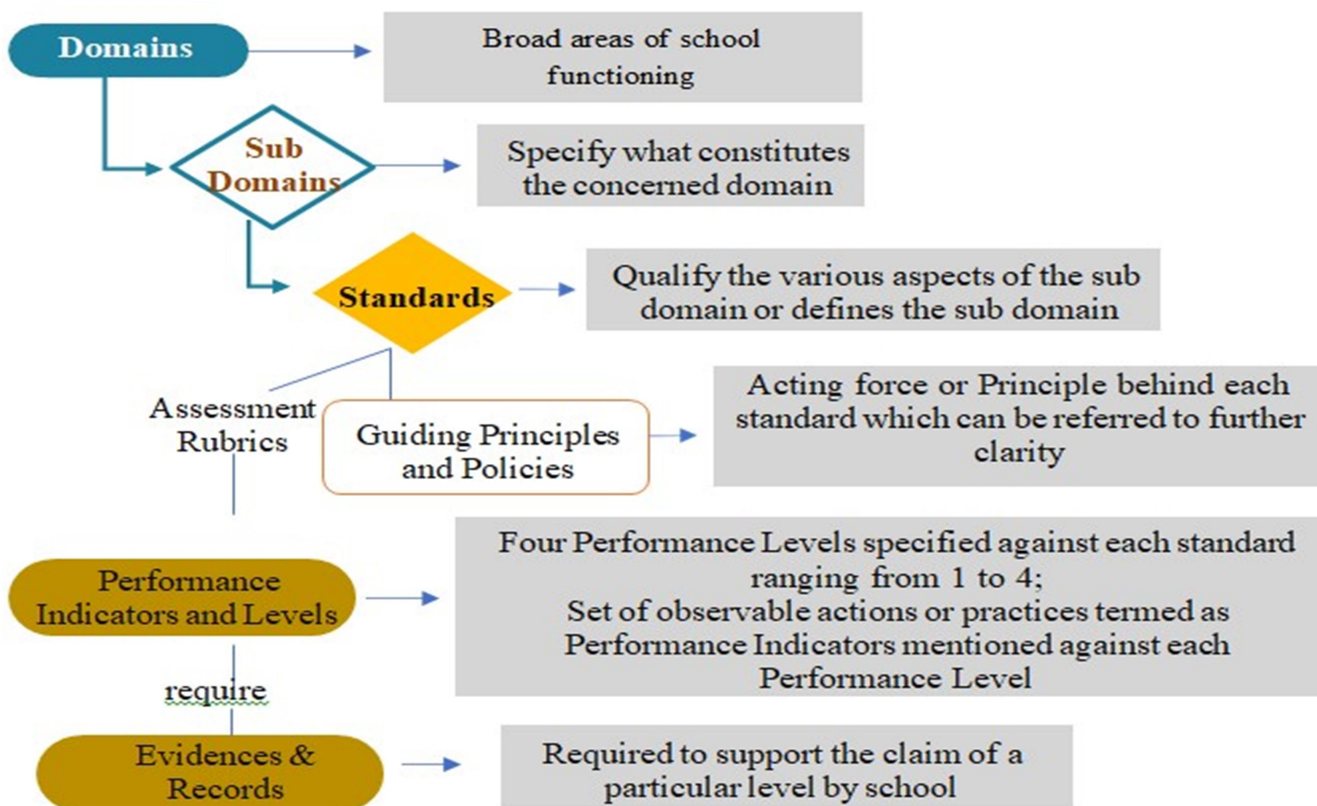
The key elements highlighted from macro to micro level in above graphical organizer are further detailed below:

Domain	SQA Framework rests on domains or the key performance areas of school which ensure school effectiveness.
Sub Domain	• Specifies what constitutes each domain • Ensures uniformity in understanding and interpretation across all users and stakeholders
Standards/ Benchmarking Statements	• Standard is benchmarking statement under the sub domain. It is a rule or principle that is used as a basis for judgment. • In School Quality Assessment Framework, standards are the benchmarking statements expressed in terms of behaviours and attributes of practices of an effective and well-functioning school.
Performance Levels, Performance Indicator and Rubrics	Performance Levels, Performance Indicators and Rubrics answer the following questions: • How School would be assessed on each standard? • How to determine where school stands on each standard so that school may aspire for continual improvement? • How to determine appropriate performance level on standard for school?
Score	Against each standard, Performance levels have been specified ranging on a four-point scale.
Record/ Evidence	Against each standard, set of records and evidences have been specified which support that observable actions or practices are happening in school as per requirements specified for performance levels of concerned standard. (Availability of documents at all levels: 5+3+3+4 is preferred)
Policy/ Reference Document	Against each standard, policy or reference documents are mentioned which are the acting force or principles behind the concerned standard.

To form a deeper understanding of this section, refer to Part 3 the PM SHRI School Framework which elaborates on the School Quality Assessment Framework and explains the importance, purpose and structure of the framework.