



PM SHRI Framework



सत्यमेव जयते
Ministry of Education
Government of India

Vision and Mission



VISION

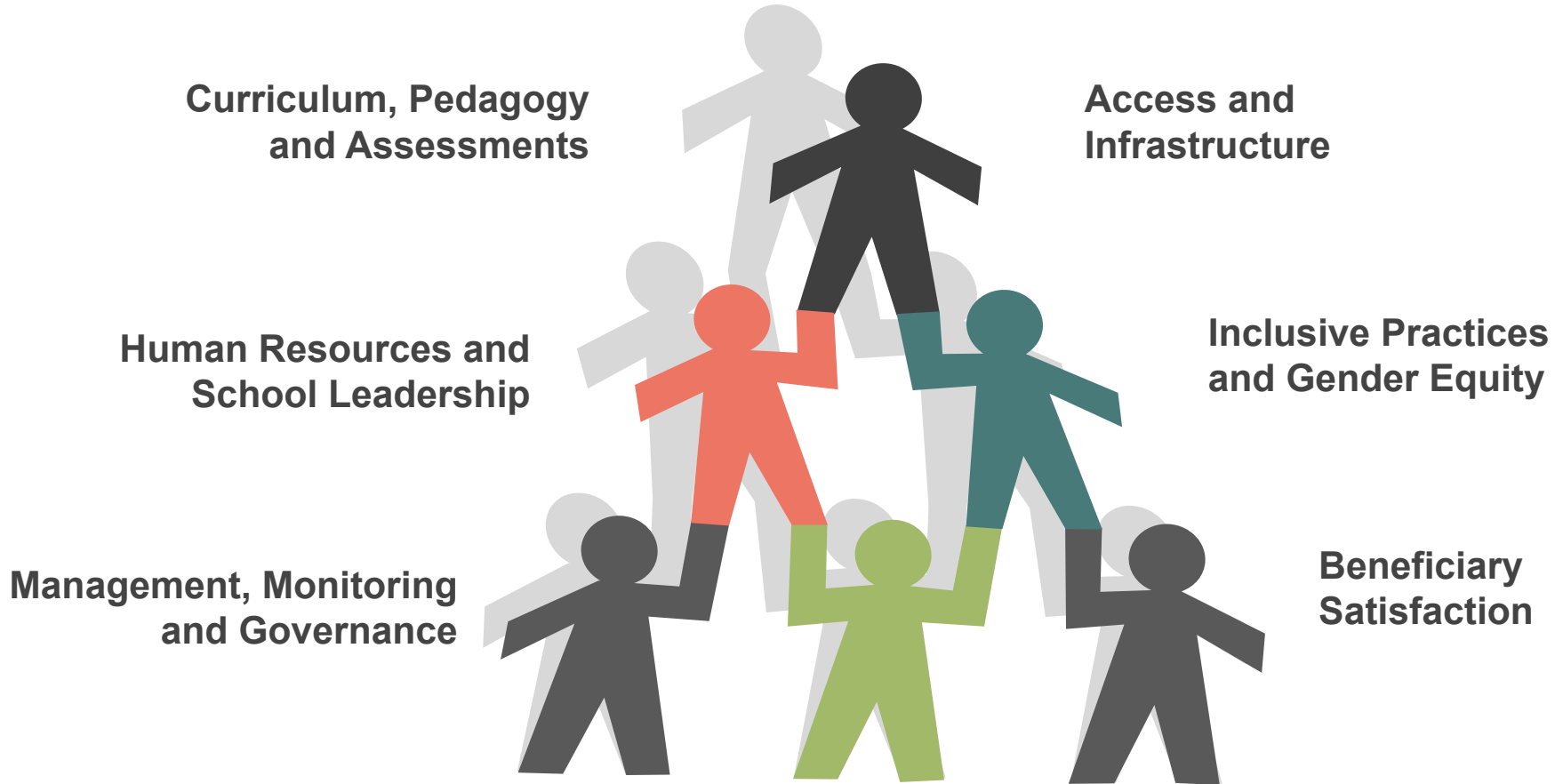
PM SHRI schools shall set examples for the best in class in the country. The education in these schools will be such that it will nurture lifelong learners who carry the acumen and desire to learn, unlearn and relearn at all spectrums of life to become engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by the National Education Policy 2020.

MISSION



PM SHRI schools aim to prepare more than 14,500 schools of excellence 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.

Pillars of PM SHRI Schools



Pillar 1: Curriculum, Pedagogy and Assessment (1/2)

Curriculum in PM SHRI schools shall follow the National Curriculum Framework/State Curriculum Framework for School Education developed in accordance with the National Education Policy, 2020.



Instead of focusing on rote memorisation, the learning environment in PM SHRI schools should **equip students with a sense of purpose and the competencies they need, to shape their lives.**

To achieve this, pedagogical upgrades must be made to ensure important skills such as -

21st Century Skills

Transversal competencies that enable an individual to face the challenges of the 21st-century world, such as critical thinking, scientific temper, creativity, communication, multilingualism, problem-solving, digital literacy etc.

STEAM Education

A teaching approach that combines science, technology, engineering, arts and mathematics, integrates different disciplines and incorporates real-world applications and global problem statements into the curriculum and pedagogy.

To ensure holistic development, the learning environment in PM SHRI schools should be curated by keeping in mind the following domains of learning - The **Cognitive Domain** (Knowledge), the **Affective Domain** (Attitudes) and the **Psychomotor Domain** (Motor Skills).

Pillar 1: Curriculum, Pedagogy and Assessment (2/2)

1. Innovative Pedagogies

2. Integrating New age learning and skills

3. Environment Education

4. Leveraging local context

5. Mother tongue-based learning



6. Physical and Mental well being

7. Career Counselling

8. Achieve Foundational Literacy Numeracy

9. Early Childhood Care and Education

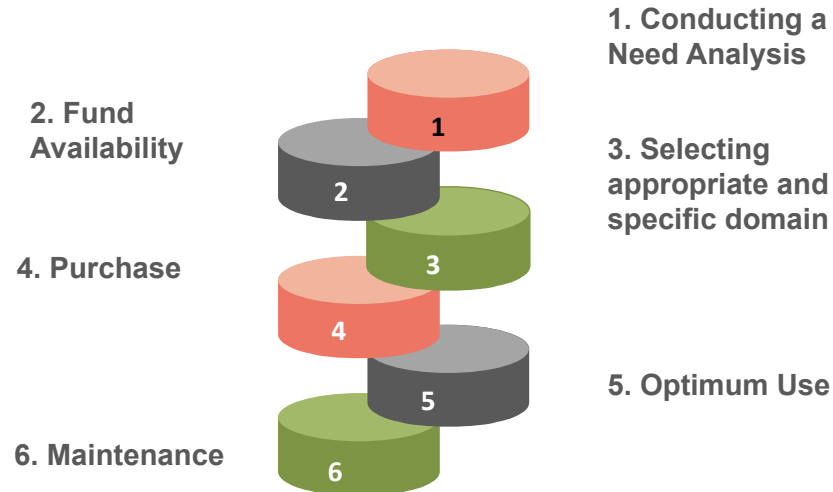
10. Assessment

The selection of schools under the scheme will be done through Challenge Mode wherein Schools will compete for support in order to become exemplar schools. Selection would be done through a three-stage process with definite timelines.

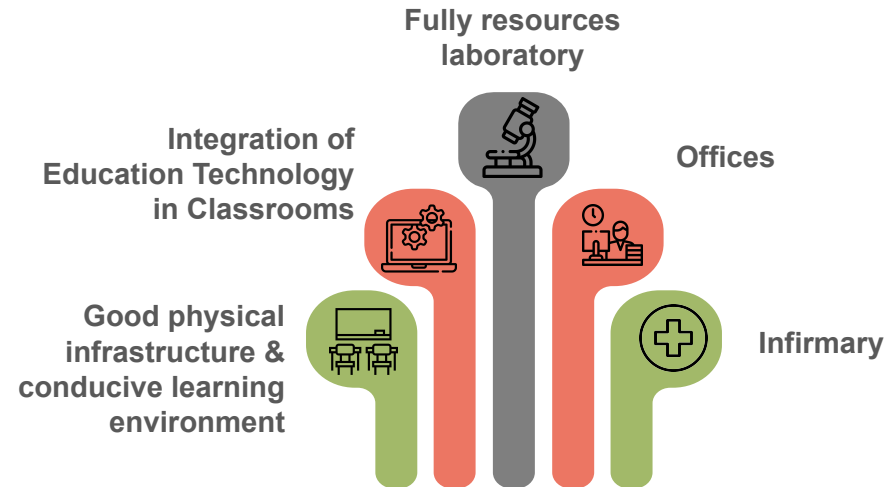
Pillar 2: Access and Infrastructure (1/2)

PM SHRI schools should be designed in such a way that it maximises the accessibility and effectiveness of education being delivered. This may be attained by upgrading and enlarging the schools that already exist, and providing safe and practical conveyance, especially for the girls, so that all children have a fair opportunity to attend a quality school of the appropriate level.

The following steps may be followed to plan for appropriate infrastructure in a school -

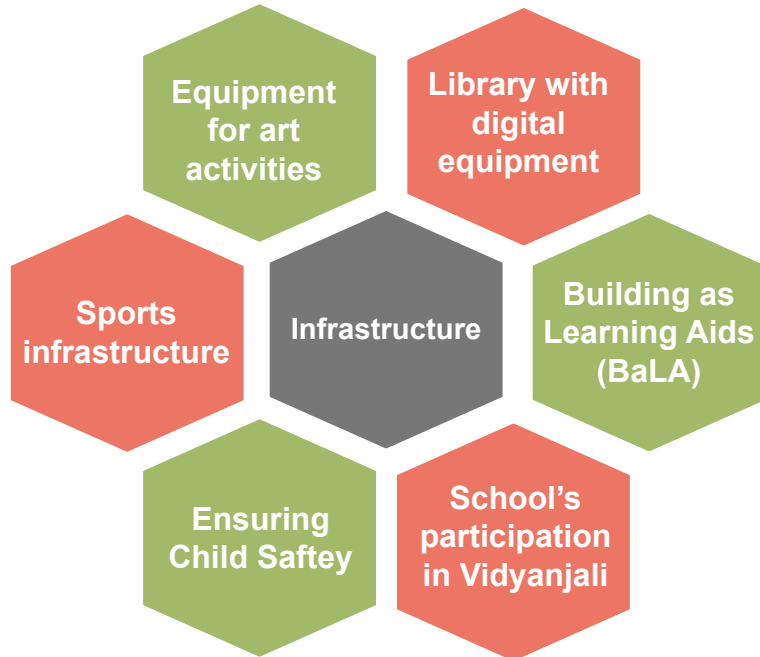


In order to develop the best-in-class infrastructure, PM SHRI schools should cover the following aspects appropriately -

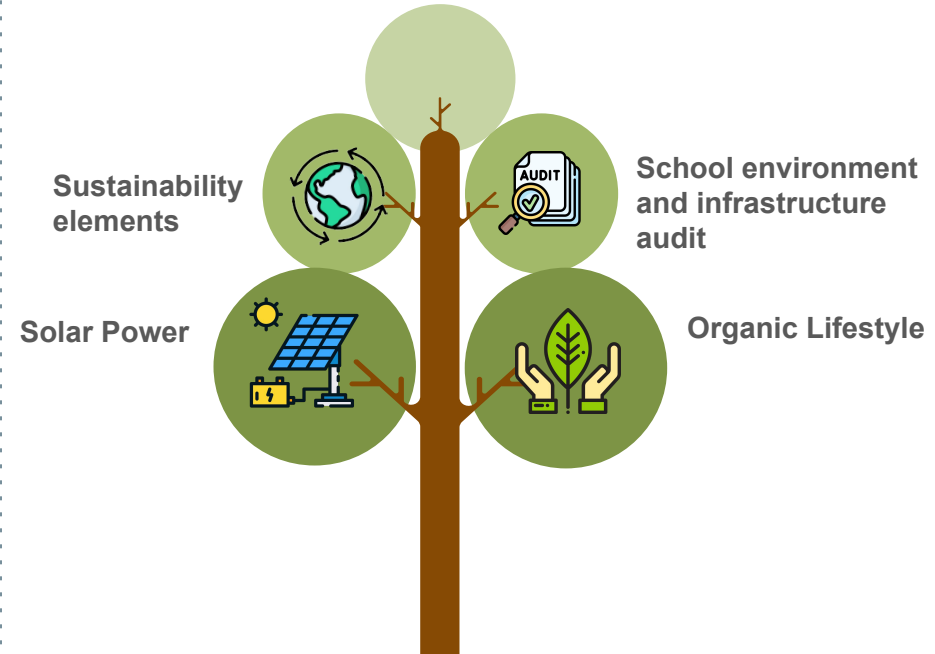


Pillar 2: Access and Infrastructure (2/2)

In order to develop the other important facilities to support learning in all three domains of learning, PM SHRI schools should cover the following aspects appropriately -



In order to be Green Schools, PM SHRI schools should cover the following aspects appropriately -



Pillar 3: Human Resources and School Leadership

Special training must be imparted to all teachers of PM SHRI schools in the use of innovative pedagogies, discipline specific training, as well as training on cutting edge skills required by a 21st century teacher. This may be achieved through the following action items -

Human Resource Development

1 Ensure Well trained Teaching Staff

3 Design Capacity Building Programmes

2 Develop a Teacher Professional Development Plan

4 Ensure Well trained Non Teaching Staff

Pedagogical and Collaborative Leadership

- Pedagogical leaders must take a whole-school approach to improve the quality of teaching-learning processes, including classroom processes.

Quality and Change Management

- Quality and change management are comprehensive concepts for leading and operating an educational institution aimed at continually improving performance by focusing on students' holistic development and addressing the needs of all stakeholders.

Pillar 4: Inclusive Practices and Gender Equity (1/2)

Inclusive Practices and Gender Equity

Enable Engagement with Relevant Stakeholders

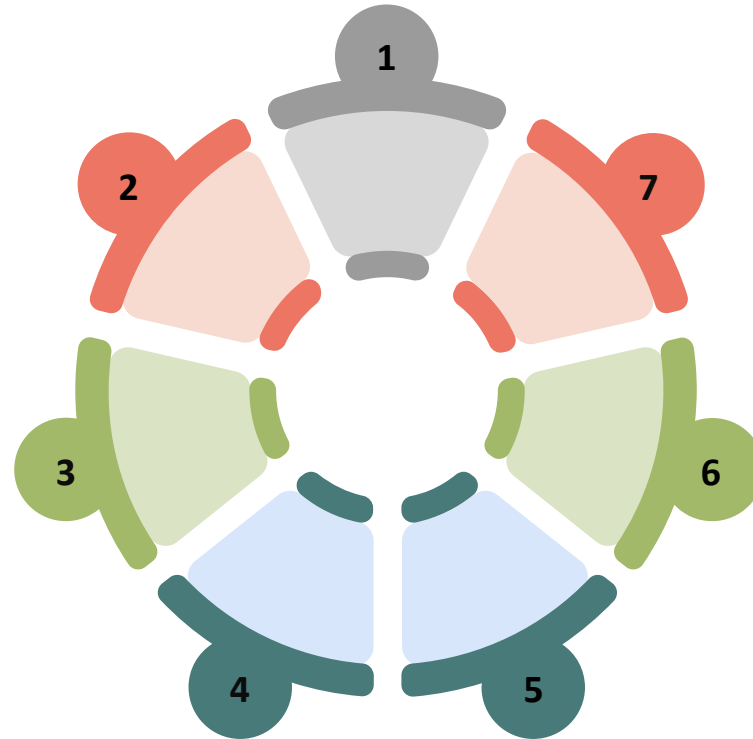
Active engagement with them may be ensured.

Ensure Inclusive Barrier Free Infrastructure

Barrier-free access may be provided to students with disabilities to ensure that teachers and students receive a safe, inclusive.

Promote Gender Sensitivity

Gender sensitivity is behaviour that avoids discrimination by understanding and accepting the multiple differences between all genders.



Promote Equity Sensitivity

Support needed to achieve goals depends on the students' needs.

Ensure Early Identification and Maintreaming of CWSN

The Education system accommodates the ability or requirements of children with special needs at all levels of education.

Ensure Early Identification and Maintreaming of Gifted Students

The Education system accommodates the ability or requirements of gifted students at all levels of education.

Ensure Inclusion of SEDGs

Socially disadvantaged groups may have both common and unique needs, impeding attempts to their inclusion in education.

Pillar 4: Inclusive Practices and Gender Equity (2/2)

Progress Tracking and Monitoring Mechanism

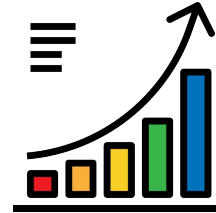
Schools may develop a progress tracking system to ensure that all the provisions extended to students are leading to their intended outcome. They may track student progress across the following themes -



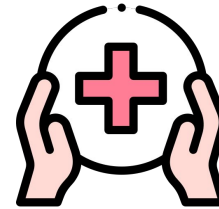
General Student
Data



Attendance



Curricular
Performance



Physical and
Mental Health
Indicators



Areas of Unique
Abilities

Pillar 5: Management, Monitoring and Governance (1/2)

Institutional Planning Mechanism



- Involves an approach where first-hand knowledge is available from the teachers and students on the strengths, weaknesses and problems of different situations

Coordination

- Ensure that all stakeholders are working in the right location at the right time for teaching learning to be carried out smoothly and efficiently through effective leadership.

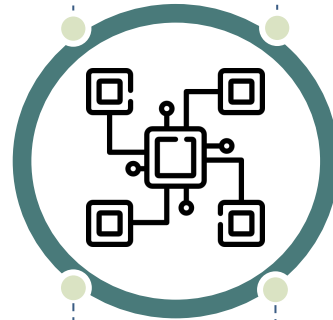
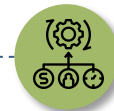


Effective Communication and Coordination

- Essential to maintain healthy relationships among students, teachers and parents. A variety of strategies may be adopted to reach out to all.

Resource Management

- Process of planning, scheduling, forecasting, and optimising all the resources available for successful implementation of the programme



Pillar 5: Management, Monitoring and Governance (2/2)

Maintaining the standard of PM SHRI Schools over a period of time is important. Therefore, a School Quality Assessment Framework (SQAF) has been developed as per recommendations of NEP 2020 indicating the level of proficiency to be achieved by each school.

Following are the notable features -

- 1** A comprehensive robust ICT-based tracking, monitoring and evaluation mechanism will be developed to monitor the quality
- 2** The scheme will also have a comprehensive robust ICT-based tracking, monitoring and evaluation mechanism to monitor the quality at national, state, district, BRC/CRC levels
- 3** Continued assistance over a period of five years to develop these schools into PM SHRI schools shall depend upon the improvements shown in performance in SQAF and in Key Performance Indicators of Samagra Shiksha.
- 4** Convergence with Samagra Shiksha and PM POSHAN will be ensured

Pillar 6: Beneficiary Satisfaction (1/2)

School transformation is a process that results from the convergence of roles and responsibilities undertaken by various stakeholders - Principals, Teachers, Students, Parents and the Community.

PRINCIPAL

Executing the job of a school principal effectively requires a lot of rigour and knowledge. The daily actions of a principal involve influencing and guiding many aspects of school education.

TEACHERS

Teaching is a complex profession, and academic aspects such as curriculum development or executing lesson plans are just a part of a teacher's role.

GOVERNMENT STAKEHOLDERS

The government stakeholders play a central role in developing and improving educational institutions across the country. They give direction and support to the educational ecosystem at all levels through policy interventions and through financial support.



SCHOOL MANAGEMENT COMMITTEE (SMC)

The School Management Committee (SMC) is another essential element of the school leadership and is directly involved in the implementation of school policies.

PARENTS

Parents' participation in education can significantly enhance the experience of a student at an emotional, a social and a mental level.

PM SHRI Schools Selection Flow

1

A pool of schools (13455) that are eligible to be selected as PM SHRI Schools will be identified based on prescribed minimum bench-marking parameters through UDISE+ data 2021-22. Bench-marked School will self-apply on the PM SHRI Portal

2

Once the application is submitted by the schools, the schools that have scored minimum 70% in urban areas and minimum 60% rural areas will automatically reflected to the login of District Nodal Officer (DNO) in the portal.

3

DNO to verify the schools details based on onsite/online inspection of details shared by the schools carefully and as per the other verification protocols

4

After proper verification at the district level, the DNO will send mandal -wise list of short-listed schools to the State/UT along with proper justification in 100-200 words for each school (Shortlisted & Non- Shortlisted). DNO to send Official confirmation letter to State/UT while recommending the list of schools in the stipulated time period.

5

DNO to verify the schools details based on onsite/online inspection of details shared by the schools carefully and as per the other verification protocols State Nodal Officer (SNO) to send the recommended list of PM SHRI Schools to the Ministry of Education after State/UT approval with proper justification in 50-100 words for each recommended School in the stipulated time period. The State/UT to recommend maximum two schools/block.

6

An Expert committee headed by Secretary (SE&L), at Ministry of Education will recommend the final list of schools selected as PM SHRI Schools in each State/UT.

7

DEOs should act District Nodal Officer for PM SHRI schools and AMOs shall assist to DEOs for the monitoring the schools.

PM SHRI Schools Selection Flow

8

DEOs shall login the PM SHRI Portal through mobile number as per the manual.

9

To issue instructions to these 13455 schools will log in the PM SHRI portal and fill the required information in the portal for approval.(Self Apply) for participation in the Challenge Method.

10

The User Manual for state, district and Schools can be downloaded from the portal and it will be guide to start the process

11

As per the User Manual , the State has Created Login for 13 District Educational Officers as District Nodal Officer (DNO) to start the process as per manual.

12

The District Educational Officers will approve/reject the school and provide proper justification. The district will send mandal wise list of short listed schools to the state along with justification in 100-200 words for each school. State user may change the school list if required with proper justification and send the final List to National user.

12

To organize orientation meeting with all concerned school HMs and MEOs for explaining on PM SHRI schools,