

ਡਾਇਰੈਕਟਰ ਜਨਰਲ ਸਕੂਲ ਐਜੂਕੇਸ਼ਨ-ਕਮ-ਸਟੇਟ ਪ੍ਰੋਜੈਕਟ ਡਾਇਰੈਕਟਰ
ਪੰਜਵੀ ਮੰਜਿਲ, ਈ ਬਲਾਕ, ਵਿੱਦਿਆ ਭਵਨ, ਫੇਜ਼-8 ਐਸ.ਏ.ਐਸ ਨਗਰ(ਮੁਹਾਲੀ)

ਵੱਲ

ਸਮੂਹ ਜਿਲ੍ਹਾ ਸਿੱਖਿਆ ਅਫਸਰ (ਸੈ.ਸਿਐ.ਸਿ)

ਮੀਮੋ ਨੰ. Samagra/Smartschool/2022/22264 ਮਿਤੀ: 24-01-2023

ਵਿਸ਼ਾ: EDS-80 School of Eminence ਸਟੇਟ ਸਕੀਮ ਦੀਆਂ ਡਿਟੇਲਜ਼ ਜਾਰੀ ਕਰਨ ਸਬੰਧੀ।

ਹਵਾਲਾ: SED-EDU5010/04/2023-3EDU5/488913 ਮਿਤੀ 11-01-2023

ਉਕਤ ਵਿਸ਼ੇ ਤੇ ਹਵਾਲਾ ਅਧੀਨ ਪੱਤਰ ਰਾਹੀਂ ਸਕੂਲ ਸਿੱਖਿਆ ਵਿਭਾਗ, ਪੰਜਾਬ ਸਰਕਾਰ ਵੱਲੋਂ EDS-80 School of Eminence ਅਧੀਨ ਸਰਕਾਰੀ ਸਕੂਲਾਂ ਨੂੰ School of Eminence ਵਿੱਚ ਤਬਦੀਲ ਕਰਨ ਲਈ ਸਕੀਮ ਦੀਆਂ ਡਿਟੇਲਜ਼ ਜਾਰੀ ਕੀਤੀਆਂ ਗਈਆਂ ਹਨ ਜੋ ਕਿ ਆਪ ਨੂੰ ਪੱਤਰ ਨਾਲ ਨੱਥੀ ਕਰਕੇ ਲੋੜੀਂਦੀ ਕਾਰਵਾਈ ਹਿੱਤ ਭੇਜੀਆਂ ਜਾਂਦੀਆਂ ਹਨ।


ਸਹਾਇਕ ਡਾਇਰੈਕਟਰ (ਯੋਜਨਾ ਤੇ ਵਰਕਸ)

ਪਿੱਠ ਅੰਕਣ ਨੰ. Samagra/Smartschool/2023/ਉਕਤ

ਮਿਤੀ: 24-01-2023

ਉਕਤ ਦਾ ਉਤਾਰਾ ਡੀ.ਐੱਸ.ਐੱਮ ਸਮਾਰਟ ਸਕੂਲ ਨੂੰ ਸੂਚਨਾ ਹਿੱਤ ਭੇਜਿਆ ਜਾਂਦਾ ਹੈ।


ਸਹਾਇਕ ਡਾਇਰੈਕਟਰ (ਯੋਜਨਾ ਤੇ ਵਰਕਸ)



ਪੰਜਾਬ ਸਰਕਾਰ

ਸਕੂਲ ਸਿੱਖਿਆ ਵਿਭਾਗ

(ਸਿੱਖਿਆ-5 ਸ਼ਾਖਾ)

26SECBuey111
neeh

13/11/2023

Asm Smart Schools
ਸੇਵਾ ਵਿਖੇ

ਡਾਇਰੈਕਟਰ ਜਨਰਲ ਸਕੂਲ ਸਿੱਖਿਆ, ਪੰਜਾਬ,
ਪੰਜਾਬ ਸਕੂਲ ਸਿੱਖਿਆ ਬੋਰਡ ਕੰਪਲੈਕਸ,
ਫੇਜ਼-8, ਐੱਸ.ਏ.ਐੱਸ. ਨਗਰ।

ਮੀਮੇ ਨੰ. SED-EDU5010/04/2023-3EDU5/488913

ਮਿਤੀ, ਚੰਡੀਗੜ੍ਹ: 11/01/2023

ਵਿਸ਼ਾ: EDS-80 Schools of Eminence ਸਟੇਟ ਸਕੀਮ ਦੀਆਂ ਡਿਟੇਲਜ਼ ਜਾਰੀ
ਕਰਨ ਸਬੰਧੀ।

ਉਪਰੋਕਤ ਵਿਸ਼ੇ ਤੇ ਆਪ ਵੱਲੋਂ ਈ-ਮਿਸਲ ਨੰ. 366737 ਤੇ ਭੇਜੀ
ਤਜਵੀਜ਼ ਦੇ ਹਵਾਲੇ ਵਿੱਚ।

2. ਵਿਸ਼ਾ ਅੰਕਿਤ ਮਾਮਲੇ ਸਬੰਧੀ ਆਪ ਨੂੰ ਸੂਚਿਤ ਕੀਤਾ ਜਾਂਦਾ ਹੈ ਕਿ EDS-
80 Schools of Eminence ਸਟੇਟ ਸਕੀਮ ਨੂੰ ਲਾਗੂ ਕਰਨ ਲਈ ਇਸ ਸਕੀਮ ਦੀਆਂ
ਡਿਟੇਲਜ਼ (ਕਾਪੀ ਨੱਥੀ) ਸਮਰੱਥ ਅਥਾਰਟੀ ਵੱਲੋਂ ਪ੍ਰਵਾਨ ਕੀਤੇ ਅਨੁਸਾਰ ਜਾਰੀ ਕੀਤੀਆਂ
ਜਾਂਦੀਆਂ ਹਨ। ਇਨ੍ਹਾਂ ਡਿਟੇਲਜ਼ ਅਨੁਸਾਰ ਇਸ ਸਕੀਮ ਨੂੰ ਲਾਗੂ ਕਰਨ ਲਈ ਅਗਲੇਰੀ
ਕਾਰਵਾਈ ਕੀਤੀ ਜਾਵੇ ਜੀ।

ਸੁਪਰਡੈਂਟ
ਉੱਕਾਹ

06 DEC 2023
1986343 16/01/23

Details of Schools of Eminence Scheme (SoEs)

2022



**Government of Punjab
Department of School Education**

Department of School Education

1.0 Background

Schools play a pivotal role in rendering quality education which can act as a catalyst in the process of change and development. The Department of School Education intends to set up Schools of Eminence (SoE) to transform education in government schools across the state. They will be centers of excellence, equipped with state of the art facilities. SoE schools will enable peer learning across institutions, and enhance the learning experiences of our children through contemporary schooling practices in the world of school education.

2.0 Vision:

The “Schools of Eminence” program aims to re-imagine education in government schools for the holistic development of children and for preparing them to be 21st-century responsible citizens.

3.0 Objectives:

The objectives of setting up Schools of Eminence (SOEs) are:

- 3.1) To provide the best schooling experience for students in government schools with focus on the following thematic areas of schooling:
 - 1) Optimally designed, learner-friendly state of the art infrastructure
 - 2) Learner-centric teaching learning processes
 - 3) Enabling learning environment and ensuring overall well-being
 - 4) Holistic development of students
 - 5) Efficient School Leadership
 - 6) Optimal human resource management
 - 7) Effective Community Engagement

- 3.2) To impart education of highest quality so that it becomes the most attractive option for parents from all walks of life for educating their children in government schools.
- 3.3) To ensure students graduate with 21st century skills, adequate knowledge for post school pathways including job opportunities, self-employment or additional opportunities in institutes of higher education.
- 3.4) To ensure that other schools in Punjab also attain basic standards of excellence in line with Schools of Eminence.
- 3.5) To set standards of performance for stakeholders including students, teachers, school leaders, mentors, block officers, district officers and others towards supporting excellence in school education.
- 3.6) To emphasize the need for collective efforts by schools, parents and the community for the holistic development of children.

4.0 Schools of Eminence (SoEs)

- i) A school of eminence is distinguished from any ordinary school. A school of eminence is a technology-based teaching learning institution, which prepares children for the information and knowledge-based society apart from making their holistic development.
- ii) A school of eminence is a school which will have the state of the art facilities for the holistic development of children and for preparing them to be responsible 21st-century citizens.

4.0 Salient Features of Schools of Eminence

- 4.1) Schools of Eminence will cater to students of classes 9th to 12th.
- 4.2) All Schools of Eminence will have access to state of the art infrastructure like age appropriate furniture, well equipped labs and enriched libraries and IT equipment to promote inclusivity.
- 4.3) Existing schools which are to be converted into SoEs would be supported through additional resources and consequently, be held

accountable on additional standards, when compared to other schools that are non-SoEs.

- 4.4) All educational streams will be made available in these schools.
- 4.5) Pupil- Teacher Ratio (PTR) of 35:1 to be maintained in Schools of Eminence.
- 4.6) The students of these schools will be supported through career counseling/guidance and to inculcate reasoning and aptitude among students, online/offline coaching for different competitive exams like Armed preparatory forces, NEET, JEE, CLAT, NIFT etc will be provided.
- 4.7) Schools will be supported to set up student clubs where students will be provided opportunities to exhibit their leadership skills and take on responsibility and accountability of age appropriate processes in the school. Also, the clubs will act as spaces to provide exposure to life skills and vocational skills like robotic lab, cooking, driving, plumbing, electro-mechanical mending etc.
- 4.8) Modules for personality development, leadership skills and self-defense will be rolled out for students to take part in.
- 4.9) These schools will be developed as Eco-schools incorporating environment- friendly aspects like using solar panels and LED lighting, nutrition gardens with natural farming, waste management, reuse, recycle and reduce of plastic, water conservation and harvesting and other such measures
- 4.10) Exposure visits will be organized for school leaders to enhance their leadership skills.
- 4.11) School principals and teachers of schools will be supported through continuous professional development programs to build their capacity in the areas of soft skills, planning and new pedagogical approaches.
- 4.12) Trainers/ facilitators/yoga mentors/ guidance counselors for physical

education, fine arts, yoga, dance, music, theater activities will be engaged for all classes in these schools

- 4.13) State of the art sports facilities with good coaches, for at least three sports (Hockey, Football, Volleyball, Kabaddi, etc) will be provided in these schools. Game courts will be provided in all Schools of Eminence.
- 4.14) An online form for initiating the admission process for students into class 9th and 11th to be enabled on a portal.
- 4.15 Admission for class 9th and 11th will be done in first phase First Preference will be given to feeder schools and rest of the seats will be filled on the basis of merit in entrance test.

5.0 Expected Outcomes

- 5.1) Schools of Eminence will emerge as exemplar schools over a period of time.
- 5.2) Schools of Eminence will be spaces enabling its students to strive for excellence in academics, sports and other co-curricular activities.
- 5.3) Schools of Eminence will create opportunities to nurture individual ability and skills valuable for higher education, employment or training besides contributing to the students' social and economic well-being in the long run.
- 5.4) Schools of Eminence will follow practices that instill the spirit of democracy and lay the foundation for constitutional values like equity, liberty, fraternity etc. Thus, making them responsible citizens in the society.
- 5.5) Through 21st century skills, schools will enable students to refine their ways of thinking, learning, working and living in society.
- 5.6) Schools will strive for continuous improvement.

6.0 Areas of School Improvement:

Standards and performance indicators are at the center of any progress. They provide a basis on which assessment towards improvement is done. Since the vision behind “Schools of Eminence” is to redefine excellent education in government schools and to make them torch bearer for school quality improvement, it is pertinent that a detailed pathway towards this development is designed. Concept of quality is complex and has to be seen holistically; the standards should cover almost all the critical performance areas of the school and consider the satisfaction of all the stakeholders concerned. Standards in alignment with recommendations of NEP 2020, have been set in seven different functioning areas of school improvement, with goals and trajectories defined across these multiple areas of school improvement. The School Leader will be the program's anchor at the school level, enabling all the other stakeholders involved towards progress. Areas of School Improvement are as below.

- 6.1 Infrastructure:** These schools will have well-lit spacious rooms, adequate furniture, functional and sufficient electrical appliances for all classes, well equipped library with age- appropriate books, well maintained laboratories, access to ICT facility and multipurpose hall, safe drinking water facilities, separate clean and functional toilets for staff and student (Male and Female) with provision of incinerators and vending machines for girls/women, clean and green environment, painted and well maintained school premises, well/furnished offices, staffroom and administrative block, reception/ waiting areas with digital record of each child, rain water harvesting system, rooftop solar panel system, swimming pool, Wi-Fi enabled campus, auditorium, play ground, barrier- free environment for CWSN and well marked parking zone.

6.2 Academic and Curriculum : This area deals with all the factors that contribute to the cognitive, physical, social and emotional development of students with their well-being at the center.

6.2.1 Curricular Practices: Curriculum planning, defining student outcomes, using innovative pedagogies in the classroom, child- friendly practices, multiple assessment strategies are prime areas of focus. School leaders and teachers will follow an annual calendar with defined curriculum to ensure academic achievement. Teachers employ innovative teaching practices and multiple modes of assessment to cater to the needs of diverse learners.

6.2.2 Legal studies will be incorporated in Schools of Eminence and students will be motivated to take it up.

6.2.3 English courses for employability will be encouraged in Schools of Eminence

6.2.4 Coaching for various competitive entrance examinations like NEET, JEE, CLAT, NDA, CA etc. will be provided for aspiring students.

6.3 Human Resource Management: These schools will have a sufficient number of teaching and non-teaching staff for smooth functioning of the school. Schools of Eminence will promote a culture of peer learning and collaboration among teachers through spaces where they can share and celebrate together. This will enable them to contribute towards their continuous learning. The school will have an established mechanism to review the performance of its employees, recognize best practices and assist them in their professional growth.

6.3.1 School Leaders: Able and efficient school leaders will take charge of schools of Eminence. The schools would be driven by a clear vision and all stakeholders own and strive for it. The school will have strong instructional and operational leadership that demonstrates capacity to

improve systems in the school and learning outcomes of students through creative strategies. The school leader steers the process of building relationships and collaborations, creating systems for ongoing quality management and providing pedagogical support.

6.4 Sports and Extra Curricular: SoE schools will endeavor to create an environment with able coaches and ample facilities to nurture students' abilities and skills in sports, art, music, dance, vocational education and theatre. Mainstreaming sports education will be prioritized with the aim of promoting health and physical education of students.

6.5 Community Engagement: The schools through school Management Committees will provide a platform for parents, alumni and the community to actively get involved as partners in the continuous development of the schools. By working with the community, safer homes and communities conducive for upbringing of children can be achieved. Schools will create opportunities for children to work on community outreach projects addressing key challenges faced by them.

7.0 Beneficiaries:

Students, parents, teachers, communities, employees, school management committees and society at large will benefit from this project.

8.0 Implementation Strategy:

Decentralized administration strategy will be followed to ensure effective implementation of the project:

To ensure better execution of these initiatives the following committees will be constituted at state, district and school level.

8.1 State level committee will be constituted under the chairpersonship of Principal Secretary/Administrative Secretary School Education with the following members:

- I. DGSE, Punjab
- II. Special Secretary
- III. DPI (SE), Punjab
- IV. DPI (EE), Punjab
- V. Director SCERT, Punjab
- VI. AD E&I O/o DPI (SE), Punjab
- VII. DCFA O/o DPI (SE), Punjab
- VIII. DCFA / ACFA O/o DGSE, Punjab
- IX. ASPD O/o DGSE, Punjab
- X. Representative of CSO/NGOs by nomination
- XI. Principal of a well known school by nomination.

Role of State Committee of SoE :

State committee will be implementing the agency. The progress will be reviewed monthly in a time bound manner. ASPD will be convener for calling the monthly meetings with districts and schools.

- Budget and resource allocation to schools – **DPI SE**
- Ensuring basic infra across schools - **DGSE**
- Admission criteria if any to SoEs - **SCERT**
- Implementation plan - **DGSE**
- Academic calendar for SoE schools –**SCERT**
- Oversee yearly baseline and end-line assessment,–**SCERT**
- Capacitating stakeholders at different levels (conduct training for district mentors, SoE coordinators etc.)- **SCERT**
- Designing tools for stakeholders (for assessment, ongoing monitoring etc)-**SCERT**
- Continuous Data collection and analysis - **DGSE**

- Recruit enough human resources(teaching and non-teaching staff) in schools- **DPI(SE)**
- State guidelines for teaching hours/days/calendar/PTR/school strength etc.-**SCERT**
- Curriculum design if any - **SCERT**
- Conduct regular review meetings with all DEDCs (monitoring committees at district and state level if needed at block level) - **DGSE**
- Collaborate with NGOs and other partners to aid the implementation - **DGSE**
- Drawings, designs and cost estimates for Schools of Eminence will be prepared by the Architecture Department.
- Required infrastructure and its up keeping will be regularly maintained and monitored by executive agencies to be approved by the state Government.
- The government schools of the state would be converted to SOEs in a phased manner.

8.2 District Level Committee: District Educational Development Committee (DEDC) constituted under the chairpersonship of Deputy Commissioner will review the scheme along with following members:

- i. District Education Officers(SE)
- ii. District Education Officers (EE)
- iii. Dy. District Education Officers(SE)
- iv. District Smart School Mentor, Smart Schools.
- v. Principal DIET
- vi. SE/XEN of PWD
- vii. JE Civil Works under Samagra
- viii. School principals of SoEs
- ix. APC General/nominated member by DEO (EE)

- x. One elected representative of Public-Sarpanch/Councilor etc.
- xi. One NGO representative

Role of District Committee of SoE:

The Deputy Commissioner will have the freedom to nominate any other member. The progress will be reviewed monthly in a time bound manner. Nominated members by Deputy Commissioner will be convener for calling the monthly meetings at district and school level.

- Visit schools/walkthroughs – DEO (SE) and DEO(EE)
- Facilitate capacity building (Leadership development program etc.) and peer learning spaces for School leaders. – District Mentors of Padho Punjab Padhao Punjab
- Demonstrate and model strategies to introduce new ideas, new practices and to guide teachers in the schools. - DMs of Padho Punjab Padhao Punjab
- Classroom observations using the tool provided
- Support school leaders in implementation of need-based initiatives/activities- DMs of Padho Punjab Padhao Punjab
- Monitoring budget disbursement and usage - APC Finance
- Conduct regular review meetings with SoE coordinators - APC General
- Create Online/offline communication channels - APC General

8.3 School Level Committee: School Management Committees as modified by the government from time to time will be accountable for the effective implementation of this scheme.

Role of the School Principal of SoE

- Conduct self-assessment of schools to know the present situation.
- Create school vision and improvement plan (action plan for first phase) along with staff in the school
- Ensuring maintenance and utilization of libraries, labs, playground and

other activity rooms if any infrastructure in school.

- Creating a safe school environment by ensuring safety provisions to all students.
- Basic health care, sanitation facilities
- Inclusive physical spaces
- Conducting effective PTMs
- Conducting effective SMCs meetings
- Implementing micro improvement projects
- Monthly classroom observations, check ins, staff/faculty meetings with teachers
- Conducting/participating in review meetings
- Engage in capacity building sessions/self learning etc.
- Holding peer learning spaces for teachers in the school
- No dropouts, ensuring regularity of students to school
- Appreciation structure in schools
- Periodic monitoring of Student data.

Role of Teachers:

- Implement improvement projects
- Engage in continuous professional development
- Hold appreciation spaces for students
- Lead school-level committees
- Create lesson plans with clear learning objectives (spend time for planning)
- Use appropriate TLM in the classroom
- Implement child-friendly practices
- Use child-centered pedagogies in the classroom

9.0 Funding Pattern

- 9.1** The requirement of funds for developing and subsequent repair and maintenance for Schools of Eminence will be met by the State Budget.
- 9.2** Regular repair & maintenance of these schools will be monitored by creating a special cell and required repair would be done by the executive agency to be approved by the State Government.
- 9.3** Special budget "EDS-80- Schools of Eminence" will be kept under this scheme for Repair & Maintenance of these schools.
- 9.4** Guest visitors for requisite additional subjects would be hired and honorarium will be given from the professional services head fund.

10.0 Monitoring Mechanism of the scheme:

- 10.1)** A blend of Tech-based and physical based monitoring system would be institutionalized to monitor Schools of Eminence at State/District level.
- 10.2)** The performance and progress of each School of Eminence is tracked across all the areas of school improvement by tools developed on the School Quality Assessment Framework.
- 10.3)** State Level Committee under the Chairmanship of Administrative Secretary School Education and District level committee under Deputy Commissioner to monitor the implementation of the Schools of Eminence interventions.
- 10.4)** Each school would be Geo-tagged to monitor the implementation closely.

Elements for Schools of Eminence (SoEs)

1. Infrastructure

School will have access to state of the art learning spaces and infrastructure and students of SoEs will experience a safe, healthy, exclusive and assessible environment.

Sr. No.	Parameter	Standard	Detail
1.1	All Classrooms will be Smart Classrooms.	Separate classroom for each section of class as per pupil-teacher ratio (1:35) .	<ul style="list-style-type: none">• Spacious, airy and well-ventilated classrooms and Blinds for windows, Ultra Modern furniture for students.• Projectors/LEDs/Smart Boards with speakers.• Minimum Two Classrooms will have Interactive Panel with speakers.• Subject wise e-content, repository and Interactive corners.• Sound System, marker holder, recharging device laser pointers, cubicles for students, Fennel board, cupboard etc• Green and white board , teacher table chair, lecture stand, Dustbin, door mat, wall clock.• Display boards, Almirahs with lockers, Well painted dual desks for students etc.

1.2	School Premises	The school premises follows eco-friendly/green practices.	<ul style="list-style-type: none"> • Boundary Wall, Gate, proper pathways, Signboards for the whole campus. • Campus Map at the entrance • Well maintained entrance gate with security room, digital display board and visitor register. • Pathway with interlocking tiles and plantation on the both sides of the pathway • Well maintained outer and inside of the campus with seasonal flowers and plants • Reception area with digital record of each child. • Well-marked vacant space of the campus. • Well maintained stage for morning assembly • House flags with poles. • Signboards will be placed both outside and inside of the campus. • Well marked cycle stand/parking zone. • Well maintained entrance gate with security room. • Color scheme for classes: No bala inside the classes, Uniformed color coded • Proper lighting and ventilation. • Display boards at prominent places • Star student board in the school • Wooden Name plates For offices, labs, library, classes and other rooms. • Digital school period bell with provision of recording • Board of honors for Students and teachers • Biometric attendance.
1.3	Principal's Office, Staff room and Administrative offices	The school has sufficient space for the Principal, staff and administrative as per requirements	<ul style="list-style-type: none"> • Separate well-furnished principal office with attached bathrooms and party room. • Public address system with two-way communication facility for the whole campus. • Separate well-furnished staff rooms with pantry Room with facilities (refrigerator /tea coffee machines and Cubicle for staff. • Well-equipped administrative block with record room, with all in one photostat machine.

			<ul style="list-style-type: none"> • All offices will have ICT facilities.
1.4	Potable Drinking Water	The school provides safe drinking water to children and staff.	<ul style="list-style-type: none"> • Drinkable water with safe TDS level, water cooler at specific locations. • Number of water coolers will be decided as per student strength.
1.5	Toilets & Sanitation	The school provides adequate sanitation facilities, Separate toilets for girls & boys and follows effective waste management practices	<ul style="list-style-type: none"> • Separate functional toilets for staff and students (Both male and female). Toilets for girls' students with provision of incinerator sanitary pad dispenser and vending machines. • Disabled friendly toilets for CWSN. • Hand washing facility with soap dispensers. • Provision of proper lighting & water in the toilets. • The school has a drainage system.
1.6	Laboratory	Sufficient laboratories will be available to support learning activities.	<ul style="list-style-type: none"> • Schools will have well equipped separate labs for all streams. In addition to Robotic labs, language/listening, virtual reality lab, STEM Lab and Atal Tinkering lab.
1.7	Library	School provides well equipped library with ultra-modern facilities.	<ul style="list-style-type: none"> • Separate library room with sufficient books as per norms (Minimum 5 books per student) • Daily Trilingual Newspapers, Monthly journals and magazines and Year Book for teachers and students, catalogs, magazines, pinboard, current affairs, notice board, 5 newspapers • The library will have internet, e-library and various digital media to access reading material for both teachers and students.
1.8	Furniture	The school has adequate, safe comfortable, age appropriate and aesthetically designed furniture.	<ul style="list-style-type: none"> • Safe, adequate, and comfortable ultra-modern furniture both for students and teachers following uniformity • Ultra-Modern adjustable furniture for CWSN. • Lecture Stands for students in classrooms, labs, multi-purpose halls and school stages. • Additional furniture is available to cater to needs in various rooms, labs and to engage students and staff in multiple activities.
1.9	Educational Parks	Laboratories are available to support learning activities	<ul style="list-style-type: none"> • Math, Science, geography educational parks (minimum two in each school)

1.10	Green School	The school follows eco-friendly/ green practices	<ul style="list-style-type: none"> • Solar panel System will be installed in all schools • Safe solid waste management system in the schools • Rain water harvesting system • Promotion of greenery • Green clubs, eco clubs Swachata clubs in schools • Herbal gardens in the schools
1.11	Canteen /Tuck Shop		<ul style="list-style-type: none"> • Canteen/Tuck shop in the school
1.12	Infirmary	The school has effective preventive health care and health management facilities	<ul style="list-style-type: none"> • Number of Sufficient First Aid kits. • School has an infirmary/sick room. • Relevant medical records of all students are updated with parental support • Emergency medical care numbers are displayed at prominent places in the school • Bimonthly health check-ups are conducted.
1.13	Equipment for Safety Measures	The school ensures safety measures in school	<ul style="list-style-type: none"> • Fire protection system, Fire extinguishers in all schools. • Earthing of the whole campus. • Proper Display board depicting emergency helpline numbers at prominent places. • Sufficient number of CCTV cameras at all prominent places.
1.14	Barrier free building	The school provides barrier free access in terms of physical environment to the divyang and students from all socio-economic backgrounds	<ul style="list-style-type: none"> • Accessible barrier free building. • CWSN friendly furniture to suit the needs of the students will be provided. • Appropriate visual signage and signage in Braille will be placed at readable height. • Multi-level taps will be installed at the drinking water facility.
1.15	Electrical Equipment	Computer and IT facilities will be available to support different administrative and educational activities in the school.	<ul style="list-style-type: none"> • Functional and sufficient electrical equipment for the whole campus.

2. Academic Benchmarks for schools of Eminence (Teaching Learning Processes & Enhancing Learning)

Sr. No.	Parameter	Standard	Detail
2.1	All Streams	School will have 04 main	<ul style="list-style-type: none"> • Main educational streams (Medical/Non-

		streams for 10+1 and 10+2 classes.	Medical/commerce/ Humanities) will be introduced in these schools.
2.2	Career/ guidance	The School develops employability and entrepreneurial skills among the students.	<ul style="list-style-type: none"> • Career/ guidance cell will be established to cater the needs of students • Legal studies will be incorporated in Schools of Eminence. • English courses for employability will be encouraged in Schools of Eminence
2.3	Coaching for competitive exams	School ensures to graduate students with 21st century skills	<ul style="list-style-type: none"> • Coaching for different competitive exams like Armed preparatory forces, NEET, JEE, CLAT, NIFT, International language etc will be provided. MOU with renowned institutions for online/offline coaching. • To ensure students graduate with 21st century skills, adequate knowledge for post school pathways including job opportunities, self-employment or additional opportunities in institutes of higher education.
2.4	Enhancing learning program	School ensures to enhancing learning programe with 21st century skills	<ul style="list-style-type: none"> • Artificial Intelligence, Animation, web designing, computer programing (C++, Python, java, html, CSS) industrial visits, interactive sessions with eminent personalities, life skills programs, welcome life,
2.5	Foreign languages	Proficiency in foreign languages	<ul style="list-style-type: none"> • French, Chinese, Spanish, German, Japanese etc.
2.6	Capacity building of Teachers	The school will arrange inter-district and inter-state trip	<ul style="list-style-type: none"> • School leaders and teachers' capacities will be built to become master trainers where they support other schools. • School leaders will experience at least one exposure visit to a renowned school/institution in India and abroad.

			<ul style="list-style-type: none"> • School Leaders will be master trainers for other feeder schools.
2.7	Skill enhancement program	The school provides facilities to the students to participate in activities related to Literacy and other Creative skills.	<ul style="list-style-type: none"> • Bal Shaba, Student parliament, MUN will be regular part of school curriculum • Art integrated teaching learning, calligraphy, School exchange programs at state national and international levels. • Talent hunt tutorial clubs, Star of the day, Week, Month, Communication Skills, Language Clubs Soft skills, Excursion/Educational Visits, Editorial Board, School Magazines .Student holistic report card. • Annual meet, Sports meet, Summer Camps • NCC,NSS,Scout & Guide • To inculcate literary and Creative Skills among students and staff. • Schools will conduct fests, fairs and exhibitions to showcase student talents/skills (intra & inter school) • Schools form clubs and design club activities (practice) • Schools form student parliament/cabinet (practice)
2.8	State national and international competitions	Assessment of skills and competencies of students	<ul style="list-style-type: none"> • State-level, national-level competitions, opportunities to participate in Olympiad spell bee/Personality development, digital literacy programs etc. NTSE, PSTSE.
2.9	Use of enhanced tools for teaching learning purpose	Teaching learning approaches for teachers.	<ul style="list-style-type: none"> • Use of e-content, Teaching learning material , use of practicals. • An online record of lab usage and number of practicals conducted is maintained.

2.10	Child Tracking System	E-child tracking system will be adopted	<ul style="list-style-type: none"> Child tracking system with photograph on E-Punjab Portal
------	-----------------------	---	--

3. Human Resource Management

Sr. No.	Parameter	Standard	Detail
3.1	Teaching Staff	The school has an induction routine in place for the new employees.	<ul style="list-style-type: none"> 100% posts of Teachers will be filled on priority basis. Teachers will be provided as per need
3.2	Non Teaching Staff		<ul style="list-style-type: none"> 100% posts of Non-teaching staff will be filled on priority basis. Extra human resources as per subject specific need like music, art, foreign languages will be hired at SMC level
3.3	School Leader		<ul style="list-style-type: none"> School Principal will be empowered to hire the extra resources and more financial powers will be allocated for the development of school
3.4	Sports coaches		<ul style="list-style-type: none"> Sports coaches will be provided in coordination with sports department
3.5	Campus Manager		<ul style="list-style-type: none"> Post of campus manager will be given to maintain the whole campus
3.6	Security guard		<ul style="list-style-type: none"> Minimum two security guards will be given the security and safety of students
3.7	Lab Attendants & Library Restorer		<ul style="list-style-type: none"> School has a full time lab attendants and library restorers
3.8	Class Four Staff		<ul style="list-style-type: none"> Chowkidar, mali, Peons, Sweeper etc will be hired in these schools
3.9	Pedagogical Leadership	The school leader has a clear Vision and Direction to take the school forward	<ul style="list-style-type: none"> The School Development Plan includes strategies for overall development of school, supporting teachers and improving student outcomes with a monitoring system in place. The vision/mission of the school, roles and responsibilities w.r.t the improvement plan are discussed with all the stakeholders of the school

			(parents, SMC, teachers, students etc).
3.10	Collaborative Leadership	The school leaders demonstrate effective communication, cross-functional collaborations and build relationships.	<ul style="list-style-type: none"> The school leaders take initiatives for building connections and relationships with stakeholders. The school leaders partner with CSO (Civil Society Organisations) and NGOs to provide students with quality learning experiences Feedback and suggestions are received from diverse stakeholders. The school leadership adopts neighborhood school(s) to mentor them in achieving quality standards.

4. Sport and extra curricular activities

Sr. No.	Parameter	Standard	Detail
4.1	Playgrounds and Sports Equipments	Indoor and outdoor sport facilities are available and support to divyang.	<ul style="list-style-type: none"> Multipurpose ground, Playground/ multifunctional courts. Separate Sports rooms with almirah/racks Sufficient Sports equipment are per requirement
4.2	Fitness park	Indoor and outdoor sport facilities are available and support to divyang.	<ul style="list-style-type: none"> Fitness park with minimum five machines
4.3	Gymnasium Hall	Indoor and outdoor sport facilities are available and support to divyang.	<ul style="list-style-type: none"> Well Equipped Indoor Gymnasium with indoor game facilities or access to nearby Gymnasium coordination with sports department
4.4	Multipurpose Hall and open air theater	The school has an adequate number of activity rooms for art, sculpture, music, dance, theatre, technology.	<ul style="list-style-type: none"> Schools will have multi purpose hall to cater to different co-curricular or extra curricular activities. Hall will be spacious to make arrangements for seating and also allow for students to work in groups. Open Air theater as per the availability of space.
4.5	Swimming pool	Indoor and outdoor sport facilities are available and support to divyang.	<ul style="list-style-type: none"> Swimming pool as per the availability of resources and space . Access to the near by swimming pool will be provided in coordination with sports department
4.6	Music Room & Art and craft room	The school has an adequate number of activity rooms for	<ul style="list-style-type: none"> Music room with instruments, Visiting

		art, sculpture, music, dance, theatre, technology.	<ul style="list-style-type: none"> faculty will be hired as per need. Art and craft room with necessary equipment as per requirement
4.7	Infirmary	The school has effective preventive health care and health management facilities	<ul style="list-style-type: none"> Number of Sufficient First Aid kits. School has an infirmary/sick room. Relevant medical records of all students are updated with parental support Emergency medical care numbers are displayed at prominent places in the school Bimonthly health check-ups are conducted.
4.8	School Band	The school provides ample opportunities of Art Education	<ul style="list-style-type: none"> School band with uniform (having twenty-four members of students)
4.9	Wifi- Campus	Computer and other ICT facilities are available to support different administrative and educational activities in the school	<ul style="list-style-type: none"> Whole campus to be connected with high speed internet connection with WIFI enabled campus.

5. Community Engagement

5.1	Parent engagement	Parents are partners in the qualitative growth of the school	<ul style="list-style-type: none"> Structured, formal and informal interventions of parents in school activities are evident in the school School takes feedback from parents constructively and has an immediate response system in place Facilities like Library, Computer Labs and Playgrounds are accessible to the parents
5.2	Student engagement	Students participate and are involved in school improvement activities.	<ul style="list-style-type: none"> Student council is engaged effectively in formulating school improvement plans Feedback from students is used for setting up specific quality processes Students are provided opportunities to exhibit their leadership skills and take on responsibility and accountability of age appropriate processes in the school.

5.3	Alumni engagement	Alumni is involved in the school development programmes	<ul style="list-style-type: none"> • The school has structured tracking & meeting mechanisms with Alumni. • Alumni offers assistance to underprivileged students with no gender bias, enhance their learning experiences
5.4	Community (SMCs) engagement	The school is committed to fostering effective school community partnership for providing enriching opportunities to enhance students' achievement and wellbeing.	<ul style="list-style-type: none"> • School building is open and accessible for community beyond school hours • School leadership and teachers identify and draw on community resources to enrich their students' learning • Community role in contributing to enhance the quality of overall development of students is evidenced.