

SCHOOL PERATIONS MANUAL



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In the name of Allah the most Beneficent, the most Merciful

PREFACE

As'salamu Alai'kum Wa rahathullahi Wa bar'kathuhu!

Since MFERD came into existence a need has always been felt that a School Operations Manual be prepared so as to bring standardisation among the member schools and also a compendium of information for those who wish to start a new school.

Bearing this in mind, MFERD has deputed this work to a few volunteers with relevant experience to compile the School Operations Manual. In this manual you will find the facts and figures from different sources, the best practices followed in different institutions and guidelines to address the real need of today's education. This has been done with mutual consultation (mashwara) and due care has been taken to address this with an Islamic frame of mind.

This manual outlines the significant policies and procedures covering a wide spectrum of activities in a school, starting from affiliation, curriculum planning, extra-curricular activities, value education, school administration, statutory compliances, HR, etc. The main objective of this manual is to communicate, describe and help in implementing the best practices, policies and procedures so as to bring standardisation in MFERD member schools through collaboration. Every school is unique and every location (state) has its own rules and regulations. Take this document as a guide and customise it as per your area's need.

MFERD has initiated School Excellence Project (SEP) which is in line with the School Accreditation process by NABET. The contents are derived based on educational legislations and with the intent to comply with the NABET audit requirements. A school manual of your own will lead to an easy accreditation of your school.

Soon this document will be made live to incorporate revisions at regular intervals. We are sure you will find this document useful and request you to make dua for all those who have contributed in planning the content, revising, typesetting, proofreading and printing. Should you have any suggestions or clarifications regarding the contents of this manual, please don't hesitate to contact us.

Team - MFERD School Operations Manual

The School



- 1.1 School History
- 1.2 Why should we start a school?
- 1.3 Vision-Mission
- 1.4 Board of Trustees
- 1.5 Organisation Structure
- 1.6 Statutory Compliance
- 1.7 Trust/Society/Section 8 Company
- 1.8 School Affiliation
- 1.9 Constitutional Provisions



1.1 School History

Every school has a history attached to it. Your school manual should also start with the history of your school. The knowledge of the past helps us to develop a deeper understanding about the struggles of the founding years and get focused on the objectives of the school. The history of the school could include the following:

- Name of the school
- Year of establishment
- Objective of establishing the school
- Details of the founding members and their sacrifices
- Development of the school in phases
- Affiliation details
- Postal address, contact details and website information

As a guideline we are giving a sample school history. You may develop your own school history taking this as a guideline. Let us start...

A sample school history: Imam Shafi (Rah) Matric. Hr. Sec. School, Adirampattinam

Imam Shafi (Rah) Matriculation Higher Secondary School was established on 7th Nov 1973 as a primary school in Adirampattinam, Thanjavur District of Tamilnadu. The objective of starting this school was to impart quality education through English medium to the students and imbibe Islamic values among them.

Though there was a college, a government high school, madrasas for men and women in Adirampattinam, the beneficiaries were very few. In the absence of a quality educational institution at primary level, many young children were out of school and their future was going bleak.

To address the above need, few youngsters with a great vision, to name few Haji M S Tajudeen, Haji A Shaik Hadhi B.Sc., Haji A Syed Ali Maraikayar and Haji Saifudeen started this institution at the residence of NMK Shahul Hameed Maraikayar in Kittangi street of Adirampattinam. The first teacher was Mrs Fathima Bi. The school started with a modest strength of 9 students, a teacher, 3 benches, a black board and a bullock cart. The school has now grown by Allah's grace into a Higher Secondary School wherein around 1400 students study and 80 teachers serve and benefit out of this. The school has good infrastructure, laboratories, library, Audio Visual halls, playground and transport facilities.

In 1976, as the strength of the school was growing, it was shifted to a location called Hasan Radio Park. In 1977 the Adirampattinam Educational Trust was formed under the societies act and the school was brought under this trust.

In 1985 the school was upgraded into a Matriculation school with tireless efforts of the trustees. In spite of all these efforts the girls were discontinuing their studies after primary level of education and the reason quoted was that there are no separate classes for boys and girls. To address this, a new campus was developed on the Pattukottai Road and a new building was constructed with 3 floors.

In 1997, the school was upgraded into a Higher Secondary School. To bring educational awareness among the people, especially among women, the trust conducted Educational Conferences in 1988, 1999 and 2019. To encourage sports, many tournaments were conducted. In 2015, due to increased strength, a new primary block with 3 floors was constructed. There are many philanthropists (who didn't want to be named) who supported us in this 47 year long journey. May Allah reward them immensely for their Ikhlas and pious intentions.

To imbibe Islamic values and character building 8 Alims and 6 Alimas are now employed and Deeniyat is taught from Primary classes itself. Hifz academy was started in the year 2018 and by Allah's grace within 2 years, 2 of our students have become Hafiz e Quran along with their school education. More are expected to become Insha Allah.

In 2018 a multi purpose Audio Visual Hall (Ibn Al Haitham Hall) for boys and in 2019 a similar AV hall for girls (Fathima Fihriyya Hall) were developed. For Primary sections, a safe and secure play area, Al Atfaal was developed and during this lockdown (due to pandemic) the school renovated its library. Solicit your duas in developing this institution further towards its Vision.

School Address:

Imam Shafi (Rah) Matriculation Higher Secondary School

Pattukottai Road

Adirampattinam

Tanjavur Dist

Tamilnadu - Pin 614701

Contact No. 04373-242206

Website: www.imamshafischool.com

1.2 Why should we start a school?

Before we go into the basic requirements that are to be fulfilled to start a school, let us understand this. Our Prophet SAW has said that Intentions (NIYYAH) play a vital role in getting the right type of rewards from Allah swt. Therefore our school journey starts with right niyaah that, whatever we do will be to seek the pleasure of Allah SWT.

If you consider the teaching learning processes in your school as a body, then the spirit (Rooh) is the intention (NIYYAH). Once there are so many schools existing in the locality, why should we start a new one and how is it going to be different from others? How is it going to bring positive changes in society?

Any organisation which always uses the question 'WHY' frequently, for any decision making process will take informed decisions, realign with the core purpose and won't that easily drift from its intended objectives.

Here, as a school our idea is not just knowledge transactions but nurturing future generations who will be contributing members of the society. All our initiatives must be focused on the vision statement and take care of 360 degree development of our students. There are various elements which make a good school. In the coming paragraphs let us discuss them in detail. Let us start with the VISION.

1.3 Vision - Mission

The vision statement is a roadmap between your present and the future. These statements are the words leaders use to explain an organization's purpose and direction. When expressed clearly and concisely, they can motivate your team, or the organization as a whole. A vision statement should be concise, no longer than a sentence or two. It could spell the mid-term or long-term desirable results.

The mission statement focuses on the key tasks to be accomplished in order to realise the vision. It is the guiding principle and focus of work that help the management and staff understand their shared commitment to the school's educational aims. The mission statement is the reference for making decisions on any strategy. In a nutshell, the mission statement focuses on today and lays the foundation to achieve its vision.

A Sample Vision Statement



Vision of MFERD

To proclaim the greatness of Almighty till eternity

The vision statement is not merely a statement. It is to be thoughtfully made and once made, each and every member of the organisation must remember this by heart and every member must have clarity as to how he contributes for the achievement of the vision of the organisation.

In a school environment the vision statement could be part of the morning assembly where students, teachers, principal, support and admin staff get an opportunity to say the vision statement and all participants are made to repeat the same. Every now and then the vision/mission is to be explained to the students and all staff members. Every decision must be taken in line with the vision / mission statement. A card printed with the vision mission statement could be issued to all staff members. Any school function/meeting to start with the vision statement. The diary and school stationery could have the vision statement printed on it. It could also be painted on the walls of the school at appropriate places. The idea is that the vision statement should be made visible and inspire everyone as frequently as possible.

A Sample Mission Statement



How to draft Vision / Mission statements for your institution?

To draft a Vision / Mission statement for your Institution, you need to have a clear idea as to why your institution has been established and its very purpose. The way you wish to see it grow and the objectives it should serve, is to be understood well to draft a good vision statement.

You need to conduct a meeting with all the board members and advisory members. You can also select a few experienced teachers from your school and start drafting the idea of Vision / Mission.

It's important to start with some questions. These questions will guide us to draft the vision statement:

- What ultimate impact do I want my school to have on my community and the educational outcomes?
- In what way will my school ultimately interact with the stakeholders
- What will be my school's culture, and how will that play out in employees' lives?

You should pen down the ideas or quotes that come to your mind and then at the end of the day after the discussion you can draft a good Vision / Mission that suits your values and the objectives of the school.

1.4 Board of Trustees

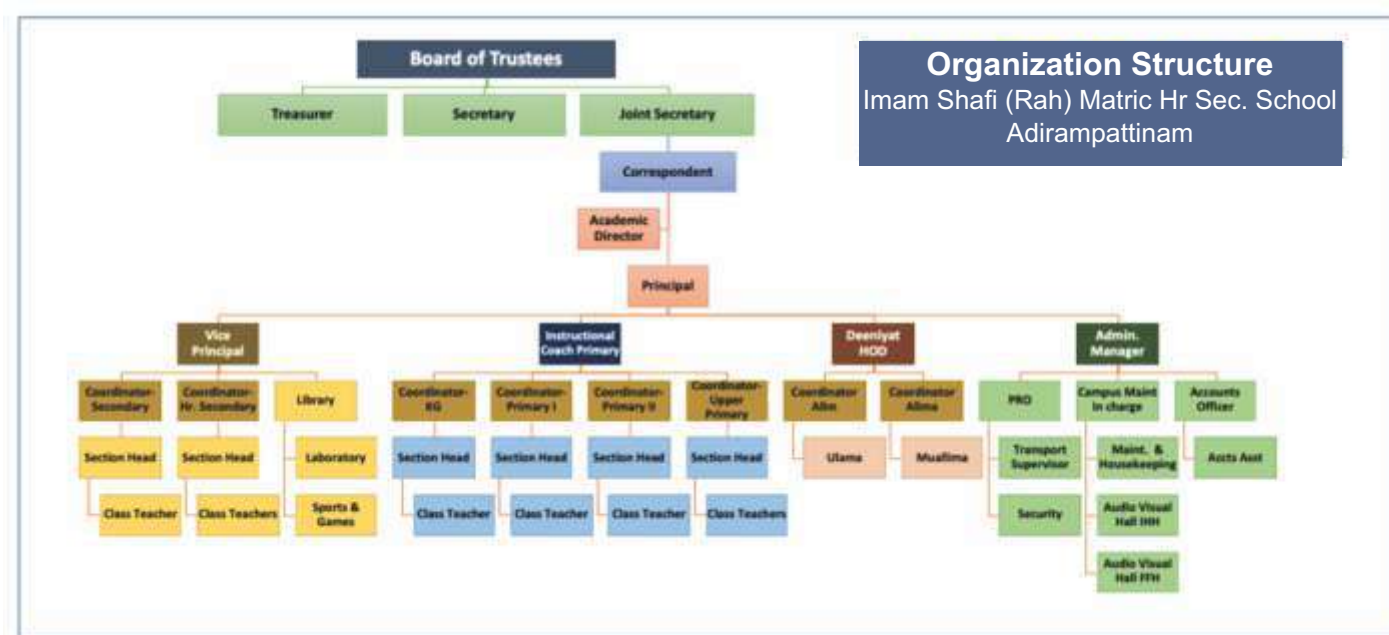
A board of trustees is an appointed or elected group of individuals, whose responsibility is to manage the school effectively. The board of trustees is typically the governing body of the school and seeks to ensure the best interest of stakeholders in all types of management decisions. In your school's operations manual include a table like this and update the same with the list of managing trustees. The table below is given as a specimen. You may change the content of the table as appropriate.

S.No.	Name	Designation	Qualification	Address	Phone No. Email ID

1.5 Organization Structure

An organizational structure is “a system that defines a hierarchy within an organization. It identifies each job, its function and where it reports to within the organization.” A structure is then developed to establish how the organization operates to execute its goals. A good organization structure results in better coordination of activities and desired results could be achieved. A poor organizational design and structure results in a bewildering morass of contradictions, confusion within roles, a lack of coordination among functions, failure to share ideas, and slow decision-making process that leads to unnecessary complexity, stress and conflict,”

A Sample Organization Structure



Teaching and Non-Teaching Staff

The school manual to include the list of faculty members and details of all administrative and support staff. This gives them a feeling of belonging to the organization.

TEACHING STAFF			
Sl. No.	Name	Qualification	Designation

NON-TEACHING STAFF			
Sl. No.	Name	Qualification	Designation

1.6 Statutory Compliance

The word statutory means “of or related to statutes”- rules and regulations. ... Thus, statutory compliance means adhering to rules and regulations. Statutory compliance in HR refers to the legal framework that an organization should adhere to in dealing with its employees. Similarly, there are other compliance requirements for an institution. We have two fold responsibilities. First of all we are answerable to the government and above all we are answerable to the Almighty. Following the rule of the land is also a part of our deen, provided it is in line with religious value systems. Our schools and organisations will not evade taxes and never indulge in unfair means. Let's be role models to others.

Before starting a school a trust/society/section 8 company is to be formed because as an individual you can't run institutions. Only a trust/society/section 8 company can do this. Therefore consult an advocate or an auditor who deals with educational institutions to help you in this part. Be very particular right from the beginning to file the IT returns on time. The trustees/members of the society are to be aware of the tax rebates and exemptions that are applicable to them. Above all, we should remember that we are dealing with AMAANAH. Let's first understand what a Trust/Society/Section 8 company is?

1.7 Trust / Society / Section 8 Company

Trusts, Societies and Section 8 companies are non-profit organizations, which means that they are set up to provide service to the community and not with a profit motive. In India, educational institutions are mandatorily established by a Trust or Society or a Section 8 company. This rule obviously applies to all K-12 schools established within the territory of India.

It must be remembered that the Trust or Society or Section 8 Company is not formed exclusively for the purpose of starting or running a school. They have a defined purpose which may include, among other things, running a school.

What is a Trust?

Trust is a legal entity, formed by one party, in which assets are entrusted to the second party by the first party, for the benefit of the third party.

Herein, the first party implies the author of the trust or the Trustor; the second party is called the Trustee. The Trustor entrusts the assets to the Trustee on the beneficiary's (third party's) behalf.

The subject matter of the trust is known as Trust Property, and the document detailing the terms and conditions is called Trust Deed. Trusts are governed by the Indian Trusts Act, 1882 applicable throughout the country with the exception of the state of Jammu & Kashmir.

What is a Society?

Society is a group of persons who are mutually associated for the fulfillment of a common goal or for serving a shared purpose, such goal or purpose may pertain to the advancement of any literary, charitable or scientific work.

Incorporation of a Society requires an association of a minimum of seven persons. The association is formalized by the signing of a Memorandum of Association (MoA) which is filed to the Registrar of Companies (ROC). In this way, the society is legally formed under the Societies Registration Act, 1860.

The MoA contains the name and the stated objective of the Society. In addition, it also details the names, addresses and professions of the members of the governing body which is formed by governors, directors, council, and trustees among others.

What is Section 8 Company?

Section 8 company is, in effect, a trust corporation. It is established for a charitable purpose as an adjunct to the commercial business. Established under Companies Act 2013, Section 8 Company requires 2 people for its establishment. The instruments that establish the Section 8 Company are the memorandum and articles of association filed on non-stamp paper. These are filed before the registrar of companies. Advantages include the freedom to take up a wider range of activities. Objectives of the company can be modified though the procedure has its complexities.

What is the Distinction between a Trust, a Society and Section 8 Company?

It must be clear that though Trust, Society and Section 8 Company are non-proprietary organizations there are substantial differences in their methods of formation and operation.

A trust is an agreement between parties, whereby one party holds an asset for the benefit of another party. Society is a collection of persons, who come together for the initiating any literary, scientific or charitable purpose. A Section 8 Company is a non-profit enterprise associated with a commercial venture, also established for furtherance of goals similar to a trust or society.

- A Trust has a minimum of two members, while a Society has a minimum of seven members. A Section 8 company requires two members to set up.
- The root document in case of a Trust is the Trust Deed while in the case of the Society and Section 8 Company the defining document is the Memorandum of Association and Rules & Regulations.
- The board of management of a trust comprises trustees, while in a society, there is a governing body which includes the committee, trustees, council, directors, governors, etc.
- The control of a single man may prevail in a trust, but a society is relatively more democratic, and consensus is needed for a resolution to pass. Section 8 company has board of directors and prevention of takeovers is easier than in a society.
- The geographical area of operation of a Trust and company is all India by default whereas the Society requires an all India registration to assume country-wide operations.

- Amendments can be done, in case of a Trust, via a supplementary Trust deed whereas in case of Society amendments must be made in the MoA and the Rules and Regulations. Amendments in section 8 companies must follow the directions given under companies act 2013.
- Bank account operations in a Trust are controlled by one person, while in a society two persons which include the President with, either the Secretary or the Treasurer controls the bank operations.
- Trustees may hold office for lifetime, whereas the members of the Society hold office for a given period and can resume after re-elections.
- A Trust cannot be wound up and is thus irrevocable whereas a society can be dissolved if 3/5 of the members so desire.
- Members of one family can become the Trustees of a Trust, while the Registrar objects if multiple members of one family are included in the governing body of a society.
- The stated objectives of a Society have to be very specific, a Trust, on the other hand may have general stated objectives.

1.8 School Affiliation

Affiliation of a school with an educational board is mandatory. The need of mandatory affiliation for primary school varies from state to state. In Tamilnadu, even a play school needs to be recognised by the statutory authorities. Whereas there are few states wherein schools up to 7th Std. do not need any recognition process. With the implementation of NEP 2020, it would become mandatory in all the Indian states to get recognition from the respective educational department for all levels of schools.

Every education board whether Central or State has a set of affiliation bye laws which could be downloaded from their respective websites and total compliance of the same is needed to get affiliated. For CBSE affiliation bye laws, refer the below mentioned weblink.

http://cbseaff.nic.in/cbse_aff/attachment/onlineservices/affiliation-Bye-Laws.pdf

There are 4 mandatory (statutory) certificates, which are very much essential to get the school affiliation order. Every central or state educational board will emphasise on all these certificates.

Building Stability Certificate (Form A, B and C)

This certificate is issued by PWD or empaneled structural engineers. This ascertains the strength of the building, its suitability to be used as a school building and safety measures such as corridors, staircases etc., This also mentions the authorised strength (number of students) that the building can accommodate. Thumb rule is 10 sq feet per student. It can be checked in the affiliation bye laws. This certificate is generally issued with a validity of 3 years.

NOC from Fire and Rescue Department

Fire and rescue department issues NOC after inspecting the building for its safety, location (whether fire tenders can reach in case of an emergency etc.), staircases (at least 2 staircases to reach a floor) Width of the staircase is also a matter of importance. Fire extinguishers, electrical safety, lifts and other safety measures as specified in their laid out standards will be checked. This certificate is generally issued for a period of 1 year.

Sanitary Certificate

This certificate is given by the Health department after ascertaining sanitary conditions, hygienic drinking water facility, ventilation, lighting, position of doors(to open outwards from a class) and availability of adequate number of toilets for boys, girls and staff separately. Being an Islamic school (though it is not mandatory for statutory requirements) make provision for wudu.

Public Building License

This license is issued by the area Tehsildar, after verifying the above certificates and also the approved building plan of the premises. Without this license, assembly of general public in those premises is not permitted. This is a mandatory to run a school and generally it has a validity depending on the structural stability certificate's validity.

Affiliation orders from the Education Board

Along with all the above certificates, an application to the respective education department with additional documents as mentioned in their affiliation bye laws, will be submitted to obtain the recognition of the school. Generally 2 sets of attested documents need to be submitted to the education department. Concerned District Educational Officers will personally visit and inspect the premises, verify the original certificates and recommend for recognition of the school by the educational department. CBSE has an online application process for affiliation. The affiliation with the education department is generally given for 3 years and it goes with the validity of the stability certificate/building license.

Land Requirements

The minimum land requirement for a particular type of school is mentioned in the affiliation bye laws. Land requirement depends on the location of the school, whether it is in metro city, town panchayat or village panchayat etc., As a thumb rule for a senior secondary school you need to have a minimum of 1.5 Acre land in rural area and 1 acre in urban area. In village areas TN government emphasises availability of 3 Acre of land and for a residential school a minimum of 5 Acre land is needed. The land could be owned or taken on lease for a period of 15 years to 30 years Refer the current affiliation document/GOs for latest information on this.

Location and Building Infrastructure

The selection of location is also of prime importance. The infrastructure also needs to be developed as per the stated requirements, with sufficient lighting, space, ventilation, corridors, double doors for each classroom, laboratories, toilets as per the public building norms. Always choose a good architect who is experienced in designing a school for any of your school designing assignments.

1.9. Constitutional Provisions and Rights

India is a secular country. Indian constitution has also adopted the four fold ideal of justice, liberty, equality and fraternity. Every citizen is equal before law and justice should not be denied to anybody. Everyone has the liberty of thought and expression. Some of the major constitutional provisions on education in India are as follows:

Different Articles of the Constitution of India that Deal with Education

Article 15 (1) in The Constitution of India 1949

The State shall not discriminate against any citizen on grounds only of religion, race, caste, sex, place of birth or any of them

Article 15 (3) reads: "Nothing in this article shall prevent the State from making any special provision for women and children."

Article 15, 17, 46 safeguard the educational interests of the weaker sections of the Indian Community, that is, socially and educationally backward classes of citizens and scheduled castes and scheduled tribes.

Article 25 (1) of the Constitution guarantees all the citizens the right to have freedom of conscience and the right to profess, practice and propagate religion.

Article 26 in The Constitution Of India 1949

Freedom to manage religious affairs Subject to public order, morality and health, every religious denomination or any section thereof shall have the right

- (a) to establish and maintain institutions for religious and charitable purposes;
- (b) to manage its own affairs in matters of religion;
- (c) to own and acquire movable and immovable property; and
- (d) to administer such property in accordance with law

Article 28 (1) states, "No religious instruction shall be provided in any educational institution if wholly maintained out of state fund."

Article 28 (2) states, "Nothing in clause (1) shall apply to an educational institution which is administered by the State but has been established under any endowment or Trust which requires that religious instruction shall be imparted to such institution."

Article 28 (3) states, "No person attending any educational institution by the state or receiving aid out of state funds, shall be required to take part in any religious instruction that may be imparted in such institutions or to attend any religious worship that may be conducted in such institution or in any premises attached thereto unless such person or, if such person a minor, his guardian has given his consent thereto."

Article 29(1) in The Constitution Of India 1949

Any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same

Article 30 in The Constitution Of India 1949

Right of minorities to establish and administer educational institutions

(1) All minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice

(1 A) In making any law providing for the compulsory acquisition of any property of an educational institution established and administered by a minority, referred to in clause (1), the State shall ensure that the amount fixed by or determined under such law for the acquisition of such property is such as would not restrict or abrogate the right guaranteed under that clause

(2) The state shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language

Article 45: Free and Compulsory Education (RTE): “The state shall endeavour to provide free and compulsory Education for all children until they complete the age of fourteen years.”

Parliament has the exclusive rights to enact legislation in respect of institutions and Union Agencies mentioned in entries 63, 64, 65, and 66 of List. The entries which give authority to the Government of India in education are mentioned below:

Article 350 A directs, “It shall be endeavour of every state and every local authority to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups.”

Article 350 B provides for the appointment of special officers for linguistic minorities to investigate into all matters relating to safeguards provided for linguistic minorities under the Constitution.

Academics



- 2.1 Curriculum
- 2.2 Objectives of Curriculum Design
- 2.3 Pedagogy and Blended Learning
- 2.4 Assessment/Evaluation
- 2.5 Examination and Promotion
- 2.6 Homework
- 2.7 Religious Education
- 2.8 Working Days/Hours
- 2.9. Records to be Maintained by the HM/Teachers

2.1 Curriculum

Curriculum is the sum total of all learning experience a child undergoes including academics, activities, learning environment, assessment and interaction with teachers, students, parents all together from the moment a child walks in the school until he/she steps out.

In the race for success, schools are gradually moving towards fast paced methods, aiming at instant results. However, Schooling should be natural and balanced, the way a tree grows taking its time to nurture appropriately with nourishment through education and experience, concepts and values, confidence, character and career thus shaping an all round personality.

MFERD has designed a value based curriculum “HAUNA” for pre-primary and is in the process of designing curriculum for higher classes in accordance with National Curriculum Framework and International standards to focus on all round development of the children so that they identify their inner potential, realize the need and become leaders of tomorrow

Curriculum consists of: Objectives, Syllabus, Methodology, Resources, Assessment, Activities, Scheduling, Observation, Feedback and Research.

2.2 Objectives of Curriculum Design

Objectives lay the purpose behind any action or decision that we take in regards to Curriculum. The outcome of our efforts should be practicing Muslims who are leaders in any field they choose to excel. We intend to impart a value based curriculum that:

- Cultivates Faith
- Imbibes Values
- Encourages Analytic Thinking and Reasoning
- Develops Linguistics
- Enhances understanding of Quran and Hadith
- Teaches Mathematics
- Explains Science
- Imparts Experiment based Learning
- Keeps abreast with Technology
- Provides Physical Education
- Reviews Child Psychology
- Builds Character and Personality
- Focuses on All round Development
- Promotes National Integrity
- Inculcates Patriotism
- Influences Social Behaviour
- Reminds Consequences of Actions in this world and the Hereafter

Therefore, we have designed our curriculum with 4 main inputs as per the growth and development in relevant age group

1. Psychology of the Child
2. Modern Education Objectives
3. Islamic Objectives and requirements
4. Stakeholders' expectations (Parents, Management, Society)

Islamic Objectives

1. Faith
 - a. Belief (Aqaid)
 - b. Faith (Imaan)
 - c. Prayers (Ibaadat)
2. Family and Social Behaviour
 - a. Social Life (Muaasharah)
 - b. Transaction/Business (Muamilah)
3. Etiquette
 - a. Culture
 - b. Etiquettes (Akhlaaq)
 - c. Grooming (Tarbiyah)
4. Seerah
 - a. Prophets (Ambiya) (ﷺ)
 - b. Prophet Muhammed (ﷺ)
 - c. Prophet's Companions (رضي الله عنه)
 - d. Nobles and Role Models (Aulia) (رضي الله عنه)
5. National Integrity
 - a. National Heroes
 - b. Religious Tolerance
 - c. Patriotism
6. Islamic History
 - a. First Man
 - b. History of Civilizations
 - c. Muslim Contribution

Psychological Objectives

Each child is different and so are its needs. However, one to one education is not practical besides Imam Ghazali (رحمه الله) always advocated healthy competition between students of the same age group. That's how the system of Elementary School (Maktab), High School (Madrasa) or modern-day education system was set up. Therefore, psychological objectives are mapped as per growth and development of the students to the curriculum so that it makes sense to each student and learning happens. We need to consider these objectives while planning any lesson and is taught. The areas of development considered are:

- Cognitive Development
- Intellectual Development
- Behavioural Development
- Emotional Development
- Spiritual Development

- Physical Development
- Communication Development
- Aesthetic Development and
- Leadership Development

Subject Objectives

Each subject has its own objective which is based on the development it is aspired to achieve and the personality trait it aims to work on. For example, Mathematics works on Analytical and Reasoning abilities to accomplish Cognitive Development. Science works on Knowledge, Understanding, Skills and Application (KUSA) to accomplish Intellectual development and English works on Listening, Speaking, Reading and Writing (LSRW) to ensure Communication Development.

2.3 Pedagogy and Blended Learning

Pedagogy is a teacher-led learning wherein the institution and the teacher decide what the student will learn and how they will learn it. The teacher should consider the most effective means of content delivery based on students' needs.

Pedagogy concentrates on the different learning styles of students. The teacher should know that no two students are alike and identifying the learning style of a student helps the teacher to create lessons that help him/her learn in the way he/she learns the best.

According to Gardner's theory of Multiple Intelligences, there are 8 ways in which people learn. The list includes the following learning styles.

- Visual-Spatial: These people are good at puzzles, maps, and directions.
- Linguistic-Verbal: They are good with words, both spoken and written.
- Interpersonal: This type of learner is very intuitive and is good at relationships.
- Intrapersonal: This learner is very reflective and self-evaluative.
- Logical-Mathematical: This type of learner is good with numbers and problem solving.
- Musical-This learner has a knack for rhythm and music
- Bodily-Kinesthetic: This learner is very hands-on and has great hand-eye coordination
- Naturalistic: This learner is in tune with nature and their environment.

Gardner's research looked at each learning style and helped determine possible vocations as well as strengths and weaknesses for each type of learner.

Blended Learning

With Covid 19 lockdown and subsequent closure of schools, the schools had no option but to go for online classes. This blended learning concept is widely used now by all the schools. The concept of learning combines the best of two teaching environments—traditional face-to-face classroom teaching and high-tech eLearning. With this methodology you can engage all types of learners—those who learn better in a structured environment that includes face-to-face interaction with an instructor, and independent types who learn better with semi-autonomous, computer-based training. Blended learning opens up online and offline modes of knowledge acquisition. Lesson plans are slowly transforming into lesson designs wherein the student is able to access activities and upload them by their own in online mode.

2.4 Assessment/Evaluation

In education, the term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. Examophobia, the fear of exams is the most common stress in students today. Therefore, we should implement the Continuous Comprehensive Evaluation system that evaluates the actual learning and skills of the students rather than measuring what they have memorized by rote learning. This is done through day-to-day observation, Oral work, Hands on experiments, Research, Projects, Class Participation, Individual and Group Activities, Quizzes, Debates, Informal tests, Classwork / Homework, Peer evaluation and more. There are different types of Assessments available to ensure that the skills are imparted and learning is achieved.

Evaluation is the feedback given by the teacher to the student about their learning. We can use different methods and measures to judge the students learning and understanding of the material for purposes of grading and reporting.

The teacher can adopt different ways to evaluate student progress. It is always a good practice to give due weightage for students' assignments, tests, quizzes, and exams conducted over the term while calculating a final grade for report cards. Assessments could be of many types. Few are given below for your reference and understanding:

Formative Assessment

It is the Assessment for Learning. It is organized 4 times a year. However, it is not a one-time test, but various techniques and activities with which a student is assessed and rated. Some activities incorporated are Class participation, Attendance, Class and homework, Oral test, Quiz, Project work, Surprise test, Lab work, etc.

Summative Assessment

It is the Assessment of Learning. It is organized twice a year as per the term/semester. Generally, a written exam is used to assess the students. We do not apply a common approach of expected questions and answers, instead we make the students' understand the concept and learn to apply. This exam ensures the real assessment of learning as he/she is made to relate the concepts learnt and solve the questions accordingly.

Co-scholastic Assessment

It is a unique method of observation based on daily participation of students in various activities. This helps us assess him/her with respect to holistic development, multiple intelligences, life skills and attitude.

Behavioural Assessment

While teaching Islamic Studies, we ensure that it is practical and relevant to the students and impart good conduct, values and discipline. Student is rated by the Islamic Studies teacher based on his/her overall behaviour in school and at home. His/her adherence to Islamic obligations is also monitored and encouraged using a Tarbiyah chart, which is a sort of self-assessment tool. Character Building Chart / Akhlaq Chart is also used to imbibe values and life skills among the children. Age appropriate activities covering various aspects of life and virtues are covered in this.

Long term Assessment

This is about evaluating the growth of a child over the time so that we analyze trends in his/her performance and intervene. Schools can maintain a journal of students right from KG classes where the special attributes, interests and talents of students are recorded. This also helps in calculating the growth variance and forms the basis of teacher performance appraisal. This data could also be used for career planning of the student.

Ipsative Assessment

In education, ipsative assessment is the practice of assessing present performance against the prior performance of the student being assessed. One place where this might be implemented is, in reference to tests used with higher classes.

Ipsative assessment is used in everyday life and features heavily in physical education and in computer games. Encouraging pupils to beat their previous scores can take peer pressure out of situations and eliminates the competitive element associated with norm-based referencing. It can be particularly useful for children with learning disabilities and can improve motivation.

2.5 Examinations and Promotions

The below criteria and rules is only a sample policy, for the exact policy of your respective school, please refer to your school board policy document.

80% of attendance is essential for appearing in the final examination.

Exam Schedule: (Subject to changes)

- 1st Term Exam Jul-Aug
- 2nd Term Exam October
- Final Exam Mar - Apr
- Unit Test July, November, January & February

General Examination Rules

- i. Application for the verification of marks in special cases, may be considered at the discretion of the Principal.
- ii. Promotion criteria will be on the basis of the average 10% marks obtained in the monthly and 10% terminal examinations plus 80% marks obtained in the final examination. (Check the policies of state education board)
- iii. To be eligible for promotion, a student must secure at least 40% marks in each subject.
- iv. Grace marks, not exceeding 10 marks may be awarded at the discretion of the management.
- v. It is compulsory that a student should appear for the final exam. In case of illness, the Principal should be notified immediately and a medical certificate must be presented.
- vi. Answer paper of the monthly Unit test will be sent home to be signed by the parents and should be returned to the school.
- vii. The parent can apply for photocopy of final examination paper.
- viii. Absence from school exams disqualifies the student from being promoted.

Promotion

i. Promotion to the next higher class should be based on competence. But the socio-economic status of our students is not healthy in most of the cases. Most of our students do not get support for their studies at home. The government also emphasises 'no retention policy' up to 5th Std. (In some states of India it is even up to IX std.) This is just to give psychological support to the students, so that they do not dropout from schools. Therefore, our responsibility grows two-fold.

ii. We need to pay special attention to the knowledge transactions, conceptual development and basic reading skills, comprehension, and basic arithmetic skills. In primary sections, we suggest you have the best teachers. Follow the yearlong assessment practices discussed above and based on the same and attendance (minimum 80%) we can consider promoting the students to the next higher class. Once the government has issued orders with respect to the above, retaining a student in the same class for poor performance in studies is out of question. But such information is not to be discussed with the students.

iii. Remember that every student is not blessed with the same level of intelligence, but everyone possesses some unique talent. If efforts are taken to identify these talents and nurture them, they will excel in their field of specialisation. With the above mindset if you look at your students you will not expect a 100% score from every student in the written exams. It is the arrangement of the Creator to take care of this world as we need different professionals at all levels with diversified skills. To nurture the innate qualities of a child, and focus on all round development, one of our member schools came up with a novel idea of Book Free Tuesdays (BFT) which will be discussed in the following section.

2.6 Homework

Homework is important to student learning at school. The purpose of this homework policy is to guide teachers, parents and students in ensuring that homework is meaningful and supports the learning experience for all students.

Homework is any activity or assignment directed by the teacher to be performed outside the classroom that may include practicing skills learned in class, reading, studying, projects, or completion of assignments.

2.6.1 Rules for Homework

1. Activities or assignments that students can complete independently. Carefully constructed as to be completed within a reasonable time allotment, with minimal adult help.
2. Connected to grade level or subject matter curriculum.
3. Connected to class instruction.
4. Engaging, purposeful and relevant.
5. Consideration shall be given to quality over quantity.

2.6.2 Scheduling Time and Parameters

Example: For Middle School

Assignments shall be designed so that the typical student can complete all homework, including time for studying and preparing for exams, in the average minutes shown.

1. Grade 6 – 70 minutes daily
2. Grade 7 – 80 minutes daily

3. Grade 8 – 90 minutes daily
4. In addition, students shall be encouraged to allot time to read for pleasure. Reading for pleasure is not included in the time parameters shown above.

2.6.3 Student Guidelines

1. Complete homework as assigned.
2. Record homework when assigned in class by the teacher.
3. Seek clarification from teachers when unclear about homework.
4. Use class time provided for completing classwork and/or starting homework.
5. Seek assistance from teachers when demonstrating an inability to complete homework.

2.6.4 Homework - Teacher Guidelines

1. Review, discuss and return, if collected, homework in a timely manner. Whenever possible, communicate and coordinate assignments so that students do not receive an overload of homework.
2. Explain homework assignments to the students prior to the assignment. Teachers shall communicate homework assignments in at least one of the following ways: send a packet home, write assignment on the board, require students to record it, and/or make available through emails, websites or hotlines. The use of a variety of strategies is encouraged.
3. The teacher will (also) consider a student's Individualized Education Plan.
4. Teach techniques that can help students allocate their time wisely, meet their deadlines, and develop good personal study habits.
5. Identify the access that students will have to materials for projects and other homework assignments – taking into account affordability, resource materials from the library media center, assistance and tutoring opportunities, and technology resources.
6. Communicate with parents to inform them about homework expectations, policies, and procedures.
7. Communicate the extent to which homework influences the student's overall grades. Communicate ways in which parents can best assist their children in doing homework independently.
8. Communicate with parents at the earliest possible opportunity once the student has demonstrated consistent inability to complete homework.

2.6.5 Home Work - Parent Guidelines

1. Provide a quiet space and basic materials for homework completion.
2. Teach techniques that can help children allocate their time wisely, meet their deadlines, and develop good personal study habits.
3. Monitor time management and productivity.
4. Review school provided materials (for example Binder Reminder, class handouts, and/or online resources).
5. Communicate with teachers at the earliest possible opportunity once the child has demonstrated consistent inability to complete homework. If necessary, parents shall attempt to reach accommodation with their child's teachers regarding homework.

6. Contact the grade level counselor, assistant principal and then the principal if a solution cannot be reached with a teacher regarding homework

2.7 Religious Education

- i. Islam is a natural religion which provides complete code of life. It guides humankind in every aspect of life; whether it may concern personal, social, religious, political, administrative ; it leaves no aspect unguided.
- ii. Every human can become successful if he follow the guidance of Islam in his day to day life, if he practices it in all his actions. Hence our beloved prophet SAW, made it obligatory to acquire knowledge so that one should at least learn the required knowledge of Islam to practice in day to day life.
- iii. Islam has given great importance to the process of seeking knowledge. If we look at the first five verses revealed from the Holy Qur'an, it starts with the word 'IQRA' The prophet Muhammad (SAW) commanded knowledge upon all Muslims, and urged them to seek knowledge as far they could reach, and also to seek it all times.
- iv. Another narration reflects the significance of the scholar who learned the Quran and made others learn the Quran. Similarly Prophet SAW gave the responsibility to the learned to teach who do not know.
- v. History witnesses that the companions of the prophet , Scholars (Ulama), Reformers (Musliheen), always spread knowledge to the people (Ummah) May Allah reward them the best (Aameen).
- vi. In this present times, it is our turn to safeguard and spread the Islam and its teaching in our children /generations who are always engaged in seeking contemporary education in school and colleges; left with no time to learn Deen. We need to modify the teaching techniques and design the deeniyat curriculum in such a way that it should become convenient to learn deen along with their modern education.
- vii. The simplest way to strengthen the belief, and build their character is to arrange the system of learning deen in their school and college so that they can become a true and strong believer and a great Humanbeing besides being a good Muslim. With this vision MFERD has designed a deeniyat Curriculum
- viii. ' بنیان مرسوم ' for schools and Makatib separately.
- ix. The content in these books is less, yet rich to fit the busy schedule and short time factor and fulfils the need. The language is simple and lucid with basic fundamentals of Qawaid, Tajweed, Nazera, and selected Hifz e sura. The Basic and regular supplications, 40 hadith, Basic aqaid (belief), Masail. Selected parts, Seerah of prophet SAW are also included. The syllabus has been designed in such a way that 40 minutes of regular working days would be sufficient to complete the syllabus.

Curriculum (Description of each header will be mentioned in Manual) The curriculum is divided into five core chapters. The content has the following:

<u>Hamd wa Naat</u>	<u>Dua</u>	<u>Aqaid</u>	<u>Masail</u>
Quran	<u>Nazera</u>	Hifz e Surah	Asma e Husna
Hadeeth	Hifz e hadith	<u>Sunnat</u>	<u>Seerat</u>
<u>Namaz</u>	<u>Islami Tarbiyat</u>	<u>Islami Ma'lumat</u>	Bayan
<u>Zaban-Urdu</u>	<u>Zaban - Arabic</u>	<u>Aasaan Deen</u>	<u>Akhlaq</u>

2.8 Working days and Working hours

According to point number four of the schedule, under sections 19 and 25 of the RTE Act on “norms and standards for a school”, the minimum working for teachers should be 45 hours per week, including preparation time — six-and-a-half hours per day for a working week of six days

As the grade increases the number of working days reduces. In college the working days are 180 days and in school the working days are 220.

2.9 Records to be Maintained by the HM/Teachers

Records to be maintained by HM

Sl. No.	Details of the Record	Description
1	Attendance Register (Teaching and Non Teaching)	Daily attendance of the staff has to be marked; their signature & time, leaves & absent has to be filled in by the HM (Green pen). The register has to be checked & signed by the HM at the end of the day.
2	Student's Attendance Diary	Total attendance of each class with demarcation of boys & girls has to be filled in. It has to be completed with the class teacher's signature.
3	Master Notes	One set of Master Notes has to be retained by the HM for her own reference & discussion with teachers & to mark the changes, if any.
4	CL Availment Register	Month wise entry of CL availed by every individual teacher.
5	Movement Register	It is the register for maintaining the movement of staff with their purpose of going out during school hours for their personal reasons, with time out- time in, signature, exact duration, verified by HM's signature.
6	Notice Register	It's a record of various messages being sent by HM to the teachers time to time.

Sl. No.	Details of the Record	Description
7	Circular Register	It's a record of all the circulars received by the Academic Cell.
8	Substitution Diary	A substitution period being given to a teacher by the HM with the signature of the teacher (for the acknowledgement) who has to be sent to the class to take the substitute period in case, the concerned teacher is absent.
9	PTM record file	Attendance of the parents on each PTM has to be maintained on a sheet & filed.
10	Scholastic Registers & Syllabus Registers	These records have to be maintained, being filled by the teachers have to be kept by the HM.
11	Field trip file	A record with reports by every teacher about the various field trips they have taken the students to has to be maintained by the HM.
12	Statement of staff's monthly attendance	A statement of Attendance of Teaching, Non- teaching & menial staff for every month.
13	Syllabus file	Copy of syllabus to be sent to the respective branches from the Head branch for ATs, UTs, Quarterly's, half yearly's & final examination. One copy has to be given to the respective class teachers and original to be maintained by the HM.
14	Pre-Primary syllabus file	Day plans, term plans, week plans, month plans & the assignment sheets have to be filed & maintained for pre-primary sections.
15	Competition record file	It has the record of competitions being attended & awards won.
16	Time-table file	General time-table of the school & of individual teachers has to be filed. If any changes have been made during the year then it has to be updated right away.
17	Staff detail file	Addresses & contact details of staff members including the menial staff has to be recorded in a file & being updated from time to time, if any changes occur.
18	Exam Paper record file	Compilation & maintenance of ATs, UTs, Qtly's, Half-yearly's & final examination's original copy. It has to be filed by the HM after the completion of the respective examination.

Records Maintained By the Teachers of Pre-Primary Sections

Sl. No.	Details of the Record	Description
19	Attendance Register	To take daily attendance of students & to maintain the full information about every individual. Black pen is used to mark (P) as Present & Red pen is used to mark (A) as Absent.
20	Observation File	To keep the whole record of each child being enrolled i.e. present information of the child, Call record, Monthly Attendance, PTM Record, Examination Marks, Material Issued to Teacher, Activities done by students, Keen observation about the child has to be written down & detail of each child has to be updated time to time.
21	Text books	Every teacher has to be allotted a set of textbooks for the class he/she teaches to prepare for the lesson to be taught in the class & to make notes.
22	Assignment Register: (Student File)	All the activity sheets done in the classroom have to be recorded in this file. It is an individual file being allotted to each student.
23	Scholastic Register	The marks of all the examinations i.e.; Quarterly, Half-yearly & final examination have to be maintained in this record. It also includes the monthly attendance of the students being prepared by the class teacher & checked and signed by the Pre-primary incharge first & then gets submitted to the Head of the Institution.
24	Student Diary	The first page of the diary records the personal details of the student. This has to be filled in & signed by the parents only. Home work for the day has to be given in the diary daily. Any notices, circulars or messages to the parent have to be sent in the diary only. This is the basic means of communication between the parents & the teacher. It has to be signed daily by the Class teacher & parents. HM to check the diary at frequent intervals.
25	Circulars	Circulars have to be sent to the parents in diary either in printed, hand written or stamp form regarding PTM, Day plans, field trips, syllabus, holidays, fee payment etc
26	PTM File	This is a record of Parent's Attendance, their arrival timings & the material being given to the parents on the day of the PTM, if any.
27	Health Card	Student's health record has to be recorded in it by the doctor on the health check up day.
28	Report Card Key to GRADES	A - Excellent B - Very Good C - Satisfactory

Sl. No.	Details of the Record	Description
	<p>Schools should have different Progress Report cards for the purpose of evaluation:</p> <ul style="list-style-type: none"> For PLAY GROUP & NURSERY For PPI & PPII & For Primary For Middle For High School 	
	<p>Play Group & Nursery: (Maintained Term wise)</p> <p>Only Grades have to be awarded to these students as its all oral work & motor-skills development based learning. It includes language development, number work, physical development, work habits, general knowledge, social behaviour & general habits with respective sub- headings.</p> <p>It also includes details like, Handedness (Left or Right handed) & learning disability problem mentioned therein. Attendance, final grades, signature of Class teacher (Black pen), HM (Green pen) and signature of the Parents have also being given.</p>	
	<p>PPI & PPII: (Maintained Term wise)</p> <p>Marks have to be given in individual subject with the demarcation of sub-topics i.e., Reading, story-telling, conversation, orals, awareness, class activity etc. Maximum marks in the Class has to be marked by Red pen, Marks Obtained has to be marked by Black pen & the Grand total has to be marked by a Red pen. Grades to be given for Non- Scholastic subjects like Deeniyath, computers etc. Short Remarks have to be given to the students.</p> <p>General habits should also to be taken into consideration for the purpose of awarding grades. Total Attendance for the months covered is also mentioned. This has to be signed by the Class teacher (Black pen), HM (Green pen) & parents</p>	
29	Result Analysis sheet	<p>Result Analysis sheet has to be prepared to compare the final result of all the subjects after every test or exam.</p> <p>This has to be prepared by respective teachers & rechecked and filed by the HM.</p>

Records Maintained By Teachers Of Primary Sections

Sl. No.	Details of the Record	Description
30	Attendance Register	<p>To take daily attendance of students & to maintain the full information about every individual.</p> <p>Black pen is used to mark (P) as Present & Red pen is used to mark (A) as Absent.</p>

31	Student's Diary	The first page of the diary records the personal details of the student. This has to be filled and signed by the parents only. Home work for the day has to be given in the diary daily. Any notices, circulars or messages to the parents have to be sent in diary only. This is the basic means of communication between the parents and the teacher. It has to be signed daily by the Class teacher and parents. HM has to check the diary at frequent intervals.
32	Text books	Every teacher has to be allotted a set of textbooks for the class he/she teaches to prepare for the lesson to be taught in the class and to make notes.
33	Master Notes	These are the solved exercises of the whole syllabus in notes form. Teacher teaches referring to these notes only. These notes help in making the uniformity in following the syllabus in every school.
34	Syllabus Register	This is the record of portion allotted to the teacher for the month for every subject. It has to be signed by the HM by the end of the month after checking whether the given portion has been completed or not.
35	Circulars	Circulars have to be sent to the parents either in printed, hand written or stamp form regarding PTM, Day plans, field trips, syllabus, holidays, fee payments, etc.
36	Lesson Plan	Lessons that have to be taught are planned first. It needs to be done one week early. It includes number of periods in a week that has to be given to the subject; its units and sub-units that have to be covered for the given lesson.
37	Scholastic Register	The marks of all the examinations i.e., ATs, UTs, Quarterly, Half-yearly and final examination have to be maintained in this record. It also includes the monthly attendance of the students. Being prepared by the class teacher & checked and signed by the Head of the Institution.
38	PTM File	This is a record of Parent's Attendance, their arrival timings and the material being given to the parents on the day of the PTM, if any.
39	Revision Papers	Revision sheets have to be given to students for the purpose of doing better recapitulation of the subjects and the portion being covered for the exam.
40	Report Card Key to GRADES	A- Excellent B- Very Good C- Satisfactory

<p>PRIMARY: (Maintained right from the first AT till Final Examination)</p> <p>The first page of the report card has to be awarded with Grades for study and social habits of the student.</p> <p>Subject wise marks for ATs, UTs, Quarterly's, Half Yearly's and final examination have been given. Total of marks has to be marked with a (Red pen) and individual marks for each subject of ATs, UTs, Qtly's, Half- yearly and final examination has to be marked by (Black pen) only.</p> <p>Remarks have to be given subject wise with a (Black pen) Non-scholastic subjects have to be awarded with Grades and attendance to be given.</p> <p>The report card has to be signed by the Class teacher (Black pen) HM (Green Pen) and the parents.</p>		
41	Health Card	Student's health record has to be recorded by the doctor on the health check up day.
42	Analysis sheet	<p>Analysis sheet has to be prepared to compare the final result of all the subjects after every test or exam. This has to be prepared by respective teachers and rechecked and filed by the HM.</p> <p>Subject wise Mark sheet</p> <p>Entry of marks for each class at the end of every evaluation has to be maintained and it has to be retained by the HM.</p>

Best Practices



- 3.1 Book Free Day (B F D)
- 3.2 Character Building Chart
- 3.3 Field Trips
- 3.4 Honesty Shop
- 3.5 School Library
- 3.6 Mock Parliament
- 3.7 Co-Curricular / Extra Curricular Activities & Competitions
- 3.8 Annual Master Plan
- 3.9 School Functions & Celebrations
- 3.10 Physical Education
- 3.11 Community Outreach Programme

3.1 Book Free Day (BFD)

Education, as we know, is undergoing a paradigm shift. There is an immense ongoing transformation in all of its facets including the teaching-learning process and the actual teaching content. The need has always been felt to include activities, projects, competitions, sports, personality development and also various skills. But time and again the reason given for non-introduction of the above is lack of time and place. The issue is compounded by the various levels of students in multiple sections.

Huda Public School, Mysore ventured to sort out the issues and implemented a program from the academic year 2019-20 called the BOOK FREE DAY. The credit for the idea goes to one of our mentors in MFERD (Millat Foundation for Education Research and Development), Mr. Mohammed Azam who presented their concept of Book Free Tuesday in one of the MFERD annual conferences.

The Concept:

As the name suggests children will come without their books on a particular day of the week. This program was implemented for classes from 3rd to 8th Std. During the entire day the students will be engaged in different activities in 4 domains. The domains are:

- Academics – Group / Individual activities and projects
- Sports
- Skill Development
- Co-Curricular Competitions

A BFD coordinator, who is one of our teachers is responsible to plan, coordinate and supervise the implementation of the program.

Here we give the entire process of organising the BFD programme: You may take this as a reference and customised to your need as per your student strength, school timings and on a convenient day or spread across the week (for different classes on different days).

Let's say each class from class III to VIII has approximately 40 students and if there are 2 sections in each class viz 3A, 3B, 4A, 4B and so on... In such case the schedule will be:

Tuesday	–	Classes 3A, 4A and 5A
Wednesday	–	Classes 3B, 4B and 5B
Thursday	–	Classes 6A, 7A and 8A
Friday	–	Classes 6B, 7B and 8B

Saturday and Monday – Planning and discussion with BFD coordinator

Details of the schedule for a typical Tuesday (Example):

Class	9.30-11.00	11.00 - 12.30	12.30 - 1.15	1.15 - 2.45	2.45 - 4.15
3A	Project	Sports	LUNCH BREAK	Skill Lab	CCA
4A	CCA	Project		Sports	Skill Lab
5A	Skill Lab	CCA		Project	Sports

Programs in Brief:

Each program slot is approximately 90 minutes (includes transit and settling time)

A. Academic Projects / Activities

a. Four activities / projects were selected / designed for each subject and language including deeniyath (total 25 projects for each class in one year)

- b. The activities were matched to their respective syllabi and were supervised by the respective subject teachers
- c. All material required was procured by the coordinator well in advance
- d. Marks were allotted for the projects and were reflected in the marks card under the skill competency of each subject

B. Sports

- a. Students were given option of selecting one out of the three options
 - i. Swimming
 - ii. Karate
 - iii. General Sports

(Football, Volleyball, Cricket, Basketball for boys)
(Throwball, kho-kho, Basketball for girls)

Swimming and karate were outsourced (and hence additional fee was collected for the same). Children in batches of 20 were taken to a nearby swimming pool for classes. Karate was conducted in the school by a licensed academy.

C. CCA (Co-curricular activities)

- a. Competitions – Intra-class competitions were conducted covering elocution,, literary, arts, deeniyath, quiz etc.
- b. Judging was done by the teachers

D. Skill Lab

Introduction to skill training at a young age will by all means give the student an opportunity to explore various options and accordingly, narrow down on a vocation of his/her liking. If a student opts for motor repair as a skill development course while in school, at a later stage, he can opt for a diploma or degree in automobile engineering.

- a. A basic skill lab can be set up in a suitable hall to impart basic skills in:
 - i. Carpentry, plumbing, electrical and appliances for boys
 - ii. Electrical, appliances, cooking and stitching for girls
- b. When a batch of 40 goes to the skill lab, they can be sub-grouped into 4 batches of 10 each and assigned in one area of skill development as mentioned above.
- c. Skill labs to be supervised by ITI trained personnel

Note: Each working day has approximately 8 periods. Since one complete day is utilized for BFD every week, 8 periods per week are adjusted as follows:

- a. One period from Art/Craft - 1
- b. One period from each language – 3
- c. Two periods from 'games' - 2
- d. Two periods of mass PT – 2

3.2 Character building Chart / Akhlaq Chart

Imam Tirmidhi (rahimahullah) and others have recorded the following narration:

Prophet Muhammad (ﷺ) is reported to have said, " There is no gift that a father gives his child more virtuous than good manners." (Sunan Tirmidhi, Hadith: 1952)

If our schools help parents in nurturing their children with good characters, our schools would become the most sought out destination for their educational needs. More over all the children are handed over to us an amaanah. It is not the degree in education which will make one's life successful, but his/her character.

Character Building Concept

Every academic month has a theme on which, age appropriate activities could be planned for all classes, which are generally considered important but ignored. Say making one's bed in the morning, keeping places in its place after use etc., They are simple activities, but if practiced it becomes a habit and once it is a habit, it is very difficult to change. This is how the table with various activities for classes from LKG to XII is made. (Please refer the tables below)

AKHLAQ CHART CHARACTER BUILDING

Classes from LKG to V STD

CLASS	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DEC	JANUARY	FEBRUARY	MARCH	APRIL
	DISCIPLINE & SAFETY	CARING	CHARITY	IBADAH	SUNNAH	COURTESY	REVISION OF ALL THE VIRTUES				
LKG	Good Turnout Smile Take your seat Say salam	Keeping in Place: School Bag, Water Bottle, Shoes & Tiffin Carrier	Every week on a specific day donates money in the school's charity box	The pillars of Islam + Poster making activity	Etiquettes of Eating & Drinking (demonstration)	Magic words Please Thank you Sorry		Keep books & notebooks clean, no scribbling in notebooks & on walls	Inculcate a habit of early to bed and early to rise Discuss its benefits	My Name My Religion My Lord	The name of my country I am an Indian Muslim
UKG	All the above + Be friendly Take Turns Observe silence	All the above + Keep soiled clothes in laundry basket	Every week on a specific day donates money in the school's charity box	Iman e Majmal Iman e Mufassal + Poster making activity	Etiquettes of Clothing & Sleeping (demonstration)	Using magic words frequently, show respect and kindness to everyone		Do homework / other projects regularly. Fix a time for that	All the above + reach school on time	My place of worship My holy book My festivals	Our national animal, bird, father of our nation+ Poster making activity
I STD	All the above + Use things properly No play with electrical fittings	All the above + Brush teeth Brush shoes Comb hair	Parents to encourage their wards to give charity to poor (@home/masjid)	Salah and its Timings Fajr to Isha + Poster making activity	Etiquettes of Attending Natural Calls, yawning & sneezing	Be friendly, no quarrels, share things, respect elders		Take care of personal belongings, seek permission to use other's belongings	All the above + fix a schedule for play and homework	Names of other religions, their festivals, and their places of worship	Sing National anthem Draw national flag + Poster making activity
II STD	All the above + Importance of punctuality Safety on stairs	All the above + arrange books as per timetable, Tie shoelace	Parents to encourage their wards to give charity to poor (@home/masjid)	Wudu & Tayammum complete procedure with demonstration	Etiquettes for day-to-day life Rising up, Miswak	Personal hygiene & Table manners + Poster making activity		Concept of aamaanah (Trust) Taking care of classroom objects	All the above + fix a schedule for food and sleep	My favourite food and food consumed by people of different regions	National Festivals and capital of India+ Poster making activity
III STD	All the above + safety in playground + Poster making activity	All the above + Bath Independently Wash Inner garments	Parents to encourage their wards to give charity to poor (@home/masjid)	Arkaan e salah, demonstration, memorizing tasha'ud&qunut	Sunnah in wudu & Tayammum + Poster making activity	Set classroom rules collectively, display a poster & ensure compliance		Help your mother in cleaning and organizing the kitchen	All the above + be punctual in submitting assignments	Do's and don'ts with your friends of other faith Respect each other	Who is the President and prime minister of our country
IV STD	All the above + safety at home+ Poster making activity	All the above + +Help mother in performing simple domestic tasks	Give used clothes (in good condition) in charity	Fard, wajibah, sunnah in Salah and sahooh saidah details	Etiquettes of Eating & Drinking + Poster making activity	Set playground rules collectively, display a poster & ensure compliance		Make a monthly maint. schedule for your home in consultation with your mother	All the above + pray asr, magrib and isha prayers on time (Boys in jam'at)	Try to understand food habits, religious books of other faiths	Learn about different states, Union territories and their capitals+ Poster making activity
V STD	All the above + Safety while travelling + Poster making activity	All the above + +Make petty purchases for Home	Give used clothes (in good condition) in charity	Purpose and benefits of salah to be explained in detail.	Etiquettes of Clothing & Sleeping + Poster making activity	Discuss etiquettes to be followed in a gathering		Make a weekly purchase plan for your home in consultation with your parents	All the above + make a model with clocks depicting salah timings	Name 10 countries with majority population of a particular religion	Learn about different languages and cultures of Indian states+ Poster making activity

AKHLAQ CHART CHARACTER BUILDING

Classes from VI to XII STD

CLASS	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DEC	JANUARY	FEBRUARY	MARCH	APRIL
	DISCIPLINE & SAFETY	CARING	CHARITY	IBADAH	SUNNAH	COURTESY	REVISION OF ALL THE VIRTUES				
VI STD	All the above + schedule & perform super clean class activity, twice a week	All the above + learn hand stitches and how to stitch a button	Visit a hospital and give fruits to poor inpatients and pray for them	How to lead salah and rules for masbuq	Hadith in connection with leading salah	Etiquettes while traveling		Fixing a time for extra reading and following the same	Punctual to school and understand time wasters	Know about our country, its states and population profile	Rulers of India and British rule
VII STD	All the above + schedule & perform super clean home weekend activity	All the above + learn about fabrics & temperature setting for ironing	Arrange a set of new cloths for an orphan	Juma and Eid salah details what are its conditions	Sunnah on the day of Jumu'ah	Etiquettes while in a function, celebrations etc.,		Knowing about concept of savings and understand money transactions	All the above + Not being late in any programmes, know what procrastination is?	Understand the reasons for conflicts among various faiths	Learn about freedom struggle and contribution of Muslims in this struggle
VIII STD	All the above + schedule & perform super clean surroundings weekend campaign	All the above + learn to clean a sink and try making a cup of tea	Know about zakat and encourage parents to give zakat	Salathus Safar (Qasr) & Salath ul janazah and how to lead one	Sunnah in Salathus Safar (Qasr) and salathul janazah	Safeguarding one's eyes, tongue & ears		Railways reservations in counter/through internet, visiting ration shops	All the above + doing an analysis of effective time management	Learn how prophet (saw) behaved with people of other faiths	Independence/ partition and ill effects of this. Indian democracy
IX STD	All the above + how to maintain the school clean + a month end clean school drive	All the above + learn dish washing and help your mother. Try making light refreshments	Learn calculation of zakat and know who is eligible to receive zakat	Ghusl and its faraidh and when it is obligatory & acts forbidden before ghusl	Dressing etiquettes, modesty, Sunnah of ghusl	Prioritizing others' needs before ours		Collection of information about public offices & their services	All the above + Making a daily routine timetable for self and abiding by that objectively	Communal harmony and Gandhiji, communal harmony and Muslim kings	Parliament, state assemblies, elections and voting as a responsibility
X STD	All the above + design a format to monitor the above and report every week	All the above + visit a sick and pray for him, & help in organizing a feast	Speech on importance of charity & zakat in school	Ghusl of a janaza	Sunnah in ghusl of a janaza	Etiquettes while dealing with guests & how to behave as a guest		Collection of information about various hospitals and medical specialists	All the above + Making a daily routine timetable for self and abiding by that objectively	Analyse the reasons for communal conflicts and suggest solutions for peaceful co-existence	Responsibilities and rights of a citizen Important documents for a citizen
XI STD	All the above + convene a meeting every week to execute the above	All the above + visit an orphanage and extend help	Organize funds to help the poor students	Burial of a janaza	Sunnah in burial of a dead body	Etiquettes while in a gathering of elders, ulamas, teachers etc.,		Attending minor repairs in houses & booking gas cylinder	All the above + Implementation of the theme in all the classes and its monitoring	Organise a feast for your friends of other faiths	Constitution, legislation, bureaucracy, judiciary
XII STD	All the above + lectures on discipline and safety	All the above + organize some social work, literacy drive etc.,	Organize zakat camp in school	Giving lectures on the above topics	Giving lectures on the above topics	Giving lectures on the above topics		Giving lectures on the above topics and conduct school elections	All the above + delivering lectures on the topics.	Give lectures on scholars such as Ali Miyan Nadwi Rah and Payam-e- Insaniyath	Lectures on the above topics and great leaders of India

Implementation

The activities for an academic month are explained to the students, and a note on the activities are sent to the parents as well. A corner of the classroom is identified as “Akhlaq Corner” where in the month's activities and a marking sheet are placed on the pin board. On every working day, the class teacher ensures to mark the sheet and gives stars to the performers. In the month end, the top scorers are felicitated.

3.3 Field Trips

Education and learning processes should not only be limited to the classroom environment. The real-world connection and hands-on experience are proven methods of better learning.

Theoretical knowledge in the books is not always enough to furnish the essential information to the students. The retention of a concept is better when the student experiences it practically. Field trips act as a significant help in this area. Teachers also get to analyze and observe the students in real-life scenarios.

Benefits of Field Trips

Field trips have several advantages connected to it. It is not just a fun picnic. It is stress- reliever and mood lifter. Here are a few benefits attached to the field trips in schools:-

- Field trips act as a tremendous refreshing activity that breaks the monotony of the classroom.
- Students get various opportunities to apply their theoretical knowledge in different places.
- Students can form bonds with other classmates.
- Communication and interaction skills of the students get enhanced in the process.
- In a new environment, students get further opportunities to discover their potential and explore new things.

Students get to explore the local area and gain information about their traditions and religion.

From a teacher's point of view, the field trip is a very beneficial activity. Teachers get new resources, and they can get creative with the learning process. Teachers can also include their personal experiences and help the students understand their surroundings and nature in a better manner.

Things to Consider for a Successful Field Trip

To ensure a successful field trip, the teacher should keep the following things in mind:-

- Make sure that you inform the parents before-hand to get the necessary permissions. Make a list of the parent's contact info and keep it handy.
- Make a back-plan for uncertain events. If anything goes wrong like bad weather or traffic flux increases, stay calm. Postpone the game if necessary.
- Provide the instructions required for the children and help them plan ahead. Ensure that they carry all the essential utilities.
- Instruct the students about their behaviour and conduct.
- Take the help of adult volunteers. More adults will do better.
- Be prepared for emergencies. Students can be allowed to carry their cell phones for these trips.
- First-aid kit is a necessity for every field trip.
- Detailed copy of the information of the kids should be practiced.
- Make sure that the roll count is done regularly.

At least two field visits are planned per class per year and the areas/activities covered include:

- i. Historical places
- ii. Public offices (collectorate, post office, bank, railway station, hospitals, etc.)
- iii. Nature watch - Parks / Museums / bird sanctuary
- iv. Serve Humanity – Slums, orphanages, etc.

3.4 Honesty Shop

The honesty shop is a concept where in the essential items for students such as stationary, charts, maps, masks, sanitizers, snacks are placed with their prices indicated appropriately in an unmanned shop. The cash box is also placed appropriately. The items are sold at a subsidised price.

This initiative imbibes great values such as honesty, waiting for their turn, and the concept of amaanah. This also reduces the burden of parents from petty shoppings for their children's needs.

The school will not incur any loss, though initially there may be some cases, but gradually that gets streamlined. because of this initiative. Initially it requires supervision and subsequently the children get used to this concept. Sometimes the children might take items and pay on the next day if they don't have money on that particular day. BFT coordinators also arrange to place items needed for various art works in the Honesty shop. Even a demand register can be placed to log in demands and place orders on popular demands. One office staff takes care of the accounting / purchases of the honesty shop.

3.5 School Library

School libraries help every member of the school community — students, staff and families gain new knowledge, skills, and dispositions for learning and personal development that they will use throughout their lives. Hence school libraries are to be established not as a matter of compliance requirement of the educational department, but a place where the children love to visit.

Make the libraries colourful, well maintained with every inch of the walls talking to the occupants with some useful information. Libraries are to be adequately stocked with quality books and made a place of joyful learning. The librarian deployed should be the one who always encourages learning and suggests suitable books for the children appropriate to their grades and interests.



An effective school library

- improves student outcomes
- welcomes people in (not kept closed)
- brings people and information together
- gives independence to choose their own reading, and to find resources
- that help them develop their interests and strengths at their own pace
- helps close the education gap — can provide access to the stories, information, and technology they need.

Good number of daily newspapers and student magazines are to be subscribed. Eg., Indian Express, The Hindu, Mentor, competition success review, etc. For KG Kids, book series like, “The Lady Bird” could be purchased.

3.6 Mock Parliament

What is a Mock Parliament? (Ref: <https://educis.com/mock-parliament/>)

A Mock Parliament is a simulation of legislative proceedings in a parliamentary democracy. In a mock parliament, participants role-play members of parliament and discuss an entire spectrum of real-world social, geopolitical and economic issues such as GST, Doklam or industrial emissions. Each participant has to balance their personal views, their party's views, their constituency's views, existing national policies, and the constitution of their country.

There are many models and a mock parliament may simulate either real-world legislatures or fictional ones. The most common mock parliaments are based upon the Westminster Parliamentary system and the Indian Parliamentary system.

Why conduct Mock Parliaments?

Mock Parliaments promotes a series of skills that, with proper teaching and guidance, are very important in the holistic development of an individual. This activity exposes participants to current events and local political and economic issues.

The purposes of Mock Parliament are as follows:

1. To make students understand the parliamentary procedure.
2. To develop in students an insight into the working of parliament
3. To make students consider public issues and form their opinion on them.
4. To train students in the technique of group discussion
5. To develop in students an ability to arrive at a decision after group discussion.
6. To develop them in them respect and tolerance for the views of others.
7. To develop in them an understanding that respect for rules is essential for conducting any discussion systematically and effectively.
8. To train students in group behaviour.
9. To make students aware of various problems facing our society and the country.
10. To develop in students the quality of leadership.
11. To make students understand the common man's point of view and express it in an articulated manner.

3.7 Co-Curricular / Extra Curricular Activities & Competitions

Competitions help students to gain all round development and better understanding on dealing with conflicting opinions and ideas. They learn how to collaborate with widely differing personalities and also learn to manage subjectivity in their lives. They learn to better gauge and evaluate risks. This also develops in them a skill to appreciate the victory of fellow students and also boldly accept defeats in a sportive manner. Competitions also build self confidence and make the students strive to excel in future.

The competitions should not be conducted for the sake of conducting. The objectives and outcome of any activity is to be borne in mind before organising the same. All round development of the students should be aimed at and the products of such activities (especially art & craft works) should not go waste after the programme. The activities should be selected based on the usefulness, utility and also their learning outcomes.

The standard of the products selected for art and crafts should be of high order and not cheaper ones. At the same time israaf is to be avoided. Shariah compliance is to be paid utmost attention while selecting the activity. The items needed for such activities could be procured by the school and kept in the school's Honesty Shop. You may consider selecting few competitions from the list given below for an academic year:

Sl. No.	Special Days and Weeks	List of Competitions/Activities	Applicable to classes
1	Independence Day	Quiz or Elocution or Lectures on: <ul style="list-style-type: none"> ● Freedom struggle and our national leaders ● Places of importance (freedom struggle) ● Rights and responsibilities of a citizen 	Middle School High School
2	Teacher's Day	Elocutions or Essay writing on: <ul style="list-style-type: none"> ● Role and importance of teachers and the respect they command ● Best teachers and teaching practices awards: ● Honouring teachers/best teacher awards 	Higher Sec. High School
3	Children's Day	Elocution or Quiz Competitions: <ul style="list-style-type: none"> ● Best student selection and awards ● Inter school tournaments competition 	Middle and Primary Classes
4	Republic Day	<ul style="list-style-type: none"> ● Citizenship training ● History and contributions of Muslims in Freedom Struggle 	Higher Sec. High School
5	Earth Day	Conducting Campaigns <ul style="list-style-type: none"> ● Sapling distribution and tree plantation ● Water conservation ● Clean Campus drive ● Plastic Free Campaign ● Social projects 	Whole School
6	Education Day	<ul style="list-style-type: none"> ● Contribution of Muslims for Educational Upliftment in India and the world ● Higher Education & Career counseling 	Higher Sec. High School

Sl. No.	Special Days and Weeks	List of Competitions/Activities	Applicable to classes
7	STEM (Science, Technology, Engineering, Mathematics) Week	<ul style="list-style-type: none"> ● Science Fairs <ul style="list-style-type: none"> ○ Research based projects competition ● Math Puzzles ● Skill Lab Activities ● Science Quiz 	All except KG classes
8	Literacy Week	Each One Teach One (teach one member of the family or neighborhood)	Higher Sec. High School
9	Literary Week (Development of Communication Skills in English and Regional L)	<p>Types of competitions that could be conducted:</p> <ul style="list-style-type: none"> ● Elocution ● Word building ● Spell bee ● Recitation ● Handwriting ● Storytelling ● Sentence Making with Flash Cards ● Show & Tell ● Storyboarding ● Debate ● JAM Sessions (Just a Minute) (For example) <ul style="list-style-type: none"> ○ When I grow up. I want to be ○ How I Spent My Summer Holidays 	Whole school, appropriate to their levels
10	Healthy Living	<ul style="list-style-type: none"> ● Importance of exercise, ● Health and hygiene, ● Diet <ul style="list-style-type: none"> ○ Salad Making ○ Balanced diet ● Medical / Dental check - up 	Whole school, appropriate to their levels

11	Milad Week	<ul style="list-style-type: none"> ● Qirat / Azan / Hifz Competition ● Charity Campaign ● Bayaan Competition ● Orphan care, etc. ● Sharing is Caring 	Whole school, appropriate to their levels
12	School Club Activities	<ul style="list-style-type: none"> ● Art club ● Language club ● Sports club ● Environment club ● Charity club 	These club activities are to be aligned with the special weeks.
13	Mock Parliament/UNO	Refer: https://educis.com/mock-parliament/	Middle & High School and Higher Secondary
ART & CRAFT ACTIVITIES - FEW SUGGESTIONS			
14	Clay modeling	Plastilina (oil-based clay) Self-hardening clay Ceramic/pottery clay, Wax or other polymer-based material.	Whole school Especially for KG Sections
15	Wealth out of Waste	Few suggested activities/ Ideas <ul style="list-style-type: none"> ● Popsicle photo frame ● Shoebox for storage ● Spoon vase ● Paper cup lights ● Flower vase ● Paper Lantern making ● Greeting card making 	Whole School
16	Origami Activity	<ul style="list-style-type: none"> ● Making Paper Boats 	KG, Primary and High School
17	Seed Sowing Activity		KG & Primary Classes
18	Colours and Shapes Activity	Blow painting Salt painting	KG and Primary Classes

3.8 Annual Master Plan (AMP)

It is always a good idea to make an Annual Master Plan for the complete academic year. This has the schedule for all the events (curricular and co-curricular activities). If this is done, it becomes easy to do monthly plannings well in advance and organise things well.

It is easy to see the whole year's activity at a glance. Do remember that one size doesn't fit all. By looking at the sample annual master plan given below you may customise your own. Generally 3rd week of every academic month you may use this AMP in the mashwara, for planning the events of the following month.

A sample Annual Master Plan for an Academic Year

ANNUAL MASTER PLAN 2019-2020														
S.No	Activity	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Total No. of Working Days
1	Staff Meeting	20	18	22	19	17	21	19	23	20	19	16		
2	Test / Examination		14-18	18-22	16-24		17-21	16-23		16-20		16-20		
3	Functions		15			24	14		9,30					
4	Vacations				25-2			24-1						
5	BFT	11,18,25	2,9,23,30	6,13,27	3	8,22,29	5,12,26	3,10	7,14,21,28	4,11,25	3,10,17,24			
6	Special Activities	6,8,10,11,12	4,31	2,8,15		3,13,15	7	5	2,9,14	6	5	2		
7	Working Saturdays	8,22	6,20	3,17,31	7,14,21	5,9	2,16,30	7,21	4,18,25	1,15,29	7,21			
8	Government Holidays	5		11,12,15,24	2,10	2,6,7,27	10	25	1,15,16,17,26					
9	Open day					9			8					
10	Fees Remainder				4		28	4,5			8			
11	Question Papers		4	8	1		7	1		6	26			
12	Co ordinator Meet	5,12,19,26	3,10,17,24	7,14,21,28	4,11,18	16,23,30	6,13,20,27	4,11,18	8,22,29	5,12,19,26	4,11,18,25	1,8,15,22,29		
13	Competitions	11,18,25	2,9,23,30	6,13,27	3	8,22,29	5,12,26	3,10						
	No. of Working Days	18	25	22	18	21	22	19	22	23	25	16		231

3.9 School Functions and Celebrations

To nurture social skills, all round development of the students, such functions are conducted. This leads to self confidence among children. Here are few general guidelines. All the functions and celebrations in schools are to be planned in such a way that:

- They are shariah compliant with respect to content, music, arrangements, dressing and activities (movements during presentation).
- Pl note: Sometimes a Haj or tawaf activity is enacted with a model of Ka'ba which needs ulama's consultation.
- They address social issues and always ensure that there are takeaway messages from every programme. It is even better to explain the takeaway message to the audience at the beginning or end of every programme.
- It is recommended that the children's programmes are limited to a maximum of 1 hour.
- Selection of the Chief Guest is of utmost importance. He should be a person of eminence and a personality who appreciates Islamic practices. Select a person whom your students could emulate and learn from him.
- Avoid big lecturing sessions during annual days. The messages to the audience should be short and crisp.
- Have a variety of programmes. Don't just fill the whole event with bayan, nasheed and qirath.
- Try to give away a small compliment to all students as every parent wants to see their wards on the stage. If the strength of the school is large, split the annual day program into multiple sessions (Primary session, secondary session etc., where you could manage it well).
- Hire the best Audio system operator. If that flops, the whole effort goes waste.

- Have at least one skit on Akhlaq and communal harmony
- We can celebrate Akhlaaq show which can help students develop and inculcate values and ethics in them. The Akhlaaq show can have different themes where the students can share their views and perform a stage show by enacting skits to convey valuable messages to the audience. Felicitation programs can also be conducted to felicitate students to appreciate the efforts they have put in to acquire good ranks.

3.10 Physical Education

Physical education plays an important role in all round development of the students. Few benefits of physical education are:

- Physical fitness is the key ingredient for a healthy lifestyle. Regular physical activities help in better absorption of nutrients in the body and also helps in improving cardiovascular health and developing muscular strength.
- It teaches ethical traits that students need to thrive in this competitive world. The main ethics that they learn from physical education are perseverance, appreciating others victory, accepting failures, and working hard.
- Improvement in Academic Performance: There's immense academic pressure on kids. Most schools give importance to core subjects and students are under tremendous pressure to perform better in these subjects. Even after spending several hours in the school, they are assigned homework. This monotony breaks due to involvement in physical exercises.
- Apart from the classroom, physical education is the only time when students can meet and interact with their classmates and other schoolmates. It helps improve their social behaviour.
- The students learn the importance of staying healthy and the way to its achievement.
- Physical Education allows the body to maintain a balance between physical and mental health.

Please Note:

The physical education periods are to be effectively used under supervision of able physical directors. Indiscipline among students could be corrected by denying them PET periods as they like this period very much.

Conduct sports talent search at a younger age. (say 6th Std.) With suitable physical activities (spot jump, 25m sprint, long jump, high jump) With this we can screen students and select our sports talents. These students are to be specially trained for the school track and field teams.

Conduct school level (under 12 years) tournaments on popular games played in the state, say football in Kerala and WB. This will help us to nurture national level players.

3.11 Community Outreach Programmes

The purpose of these programmes is to inculcate values and developing cross cultural awareness.

General Guidelines: The areas would include health and hygiene, food, shelter, clothing, recreation and community service.

- The competencies to be developed in this field shall include knowledge, understanding, practical skills and values through need based life activities.
- These programmes give full freedom and support to the students to initiate social service of their choice by leading awareness campaigns, visits to old age homes, orphanages, eco-sustainability drives such as plastic free environment, tree plantation etc.
- Our students learn early on, the importance of developing the spirit of giving back to society and reaching out to the less privileged and marginalized.
- Community Outreach activities aim to develop leadership, resilience, empathy and service-mindedness among students. Our school regularly can associate with NGOs, social workers and causes, to provide our students bigger platforms to make a real difference in the society.

Student Related



- 4.1 Admission
- 4.2 Fees
- 4.3 Withdrawal
- 4.4 Uniform
- 4.5 Discipline Policy
- 4.6 Student Empowerment

Introduction

The prime stakeholder of any educational institution is the student. It is he/she because of whom the organisation exists, many get employed and societies get reformed. With the word “Iqra”, wahi started and the importance of learning is emphasised in Islam right from the beginning. We as management of schools, head of the institutions, teachers have to consider the students as an 'Amaanah' handed over to us and strive to deliver the best of education, learning environment, nurture good character so on ... The following paragraphs deal with the aspects pertaining to students in particular.

4.1. Admission

To take admission in school, the parent must first fill an application form that should be available at the Front Office of the school.

- i. The parents can meet the counsellor and the counsellor should explain the admission process, curriculum, books, fee structure, uniform, and other activities held in the school
- ii. The counsellor later on should share the application form with the parent so that they can fill and submit it.
- iii. The counsellor should also explain about the entrance test that will be conducted by the school prior to the admission of the students, so as to check the students previous knowledge**
- iv. For entrance test, the school should prepare their own syllabus wherein the syllabus should contain all questions from all the boards and it should be student friendly. For example: If a student approaches the school for admission and he/she belongs to CBSE and the school follows state board, then the syllabus provided to the parents will help them to prepare the child
- v. The parents will get an idea about what is the syllabus for the entrance test and the school can also decide on the students' knowledge

General Admission Guidelines

A student seeking admission to any class in a School will be eligible for admission to that class only if he/she:-

- i. Has been studying in a school recognized by or affiliated to the CBSE Board or any other recognized Board of Secondary Education in India.
- ii. Has passed qualifying or equivalent qualifying examination making him/her eligible for admission to that class.
- iii. Satisfies the requirements of age limits (minimum & maximum) as determined by the affiliated educational board.
- iv. produces:-
 - a. The School Leaving Certificate/Transfer Certificate signed by the Head of the Institution last attended and countersigned by the district education officer/CBSE regional office. If the admission is for Pre-primary classes, birth certificate is to be submitted
 - b. Documents(s) in support of his/her have passed the qualifying or equivalent qualifying examination.
 - c. community certificate

Please Note:

No student migrating from a school in a foreign country other than the school affiliated to CBSE Board, shall be eligible for admission unless an eligibility certificate in respect of such a student has been obtained from the educational board. For obtaining eligibility certificate from the Board, the Principal will submit to the Board full details of the case and relevant documents with his/her own remarks/recommendations. The eligibility certificate will be issued by the Board only after the Board is satisfied that the course of study undergone and examination passed is equivalent to the corresponding class of this Board.

- a) No student who is under the sentence of rustication or is expelled from any Board/School or is debarred from appearing in the examination for whatever reason by any Board/School shall be admitted.
- b) No student shall be admitted or promoted to any subsequent higher class unless he/she has completed the regular course of study of the class to which he/she was admitted at the beginning of the academic session and has passed the examination, at the end of the concerned academic session. The attendance as prescribed is mandatory for promotion.

Admission: Specific Requirements

- i. Admission up to Class VIII (i.e. class VIII and below) shall be regulated by the rules, regulations, orders of the State Government.
- ii. Admission to class IX in a school shall be opened only to such a student who has passed class VIII examination from an institution affiliated to the CBSE Board or to any recognized Board or is recognized by the Education Department of the State.
- iii. Admission to class X in a school shall be opened only to such a student who :–
- iv. Has completed a regular course of studies for class IX and;
- v. Has passed class IX examination from an institution affiliated to the CBSE Board or to any recognized Board or is recognized by the Education Department of the state

Admission Procedure

- i. Admission register in the form prescribed by the State Government shall be maintained by the Schools where the name of every student joining “the School” shall be entered successive numbers must be allotted to students on their admission and each student should retain this number throughout their whole career at the School. A student returning to the school after absence of any duration shall resume his original admission number.
- ii. If a student applying for admission to a school, has attended any other school, an authenticated copy of the Transfer Certificate in the format given in Exam bye-laws from his/her last school must be produced before his/her name can be entered in the Admission register.
- iii. In no case shall a student be admitted into a class higher than that for which he/she is entitled according to the Transfer Certificate.
- iv. A student shall not be allowed to migrate from the School to another school during the session after his name has been sent up for the examination of the Board. This condition may be waived only in special circumstances by the Correspondent.

- v. A student leaving his/her school at the end of a session or who is permitted to leave his/her school during the session shall on payment of all dues, receive an authenticated copy of the Transfer Certificate up to date. A duplicate copy may be issued if the head of the institution is satisfied that the original is lost but it shall always be so marked.
- vi. In case of student from an institution not affiliated to the CBSE Board seeks admission, such a student shall produce a transfer certificate duly countersigned by an authority as indicated in the format given in Examination

Bye-Law on Misrepresentation of Facts:

If the statement made by the parent or guardian of a student or by the student himself/herself if he/she was major at the time of his/her admission to the School, is found to contain any wilful misrepresentation of facts, regarding the student's career, the Principal may punish him/her as per provision of the Education Act of the State as the case may be respectively and report the matter to the board.

4.2 Fees

- i. Fee cards with all information concerning dates of quarterly payment are issued at the beginning of the Academic year.
- ii. All the rules on the Fee card should be carefully read and followed.
- iii. School fees should be paid at the School Fee Counter; a valid receipt should be sought from the Accountant.
- iv. In case, Fee card is misplaced or lost, a new one can be purchased at a cost of _____ from the School Accounts Office.
- v. If the child is withdrawn from school in the middle of a quarter, full fees for that quarter will have to be paid.
- vi. Any change in criteria of fee payment should be intimated by a fresh circular
- vii. If any student is unable to pay the fees due to financial issues in the family, the management should do a background check of the family (visit them and have a word regarding the finance), later discuss the issue in a management meeting and be considerate in the fee matter.

4.3 Withdrawal

- i. Those parents who wish to withdraw their wards from the school must submit a written application at the Front Office on a working day during school hours.
- ii. A month's notice must be given before withdrawal
- iii. Students who leave the school without notice and without clearing their dues will not be entitled to any sort of testimonials (Transfer Certificate, Character Certificate, Bonafide Certificate, Date of Birth Certificate, etc.,) from the school.
- iv. Application for school leaving/ transfer certificate must be submitted within six months of student's leaving the school. No transfer/school leaving certificate will be granted under any circumstances after that date

4.4 Uniform

All students are expected to adhere to the standards of dress and appearance that are compatible with school.

General Guidelines:

- I. Students shall practice good personal hygiene, wear attire that is clean and in good repair and present a professional image.
- ii. Students should be in the proper uniform as prescribed. Proper length of salwar suit and pants/pajama must be adhered to. Black shoes must be as defined in the uniform.
- iii. Dress code for ladies (Staff)
 - a. Traditional shalwar kameez with dupatta/Makkanna
 - b. Well-coordinated footwear
 - c. Dress should be worn neatly and appropriately keeping in view the Hijab conditions
 - d. Muslim ladies should wear simple Burqas.
- i. Dress code for gents (Staff)
 - a. Full sleeved, well fitted, buttoned and ironed formal shirts.
 - b. Formal trousers
 - c. Well pressed Kurta Pyjamas with a clean Cap.
 - d. Belts should be sober.
 - e. Formal leather shoes/sandals.
 - f. Rubber slippers (flip-flops) are not allowed.
- ii. ID card should be worn as part of the dress code, employees will not be allowed in the school premises without proper ID cards.
- iii. Concerned Headmistress/Head Masters should ensure compliance with the policy within school.
- iv. If found inappropriately dressed a student or staff may be asked to go back home and come back in appropriate dress. Repeated violation of the policy may attract disciplinary proceedings.

Haircut / Personal Grooming

- i. Boys should have short groomed haircut and should compulsorily wear skull cap.
- ii. Girls with long hair should have it tied. Scarf for primary and abaya for middle and high school is must
- iii. All students should have clipped nails. Girls are not permitted to wear nail paint.
- iv. Students are not permitted to wear expensive or flashy jewellery, watches and other accessories

4.5 Discipline Policy

All students have the right to an education in a positive environment free from disruptions which interfere with teaching and learning activities and free from discrimination or harassment based upon gender, race, national origin, religion or disability.

The disciplinary policy at the school recognizes the relationship that students have with their individual teachers. Each classroom has developed its own standards of behaviour consistent with school wide norms. Every effort is made by the teacher and student to work together to resolve any problems.

Recognition is given to those students who demonstrate appropriate behaviour and work with other students to resolve problems. However, if there are infractions of school rules which need further attention, a student may be referred to the principal at which time the following interventions may be applied. These are not necessarily sequential and one or more may be used in a given situation.

Four Level Discipline System

Huda believes that all students should be given a chance to reflect and reform. To support them on this, we follow the four level system. The school has defined unacceptable/ undesirable traits as well as acceptable/desirable traits in the form of golden rules of Huda. Any student who breaks these norms is taken through the four stage discipline system that actually supports him in correcting himself. The names of all students who have been issued with the 'level warnings' will be displayed in the tracker in their respective classes.

Level 1

If a child is found exhibiting these traits or breaks the rules set by the school he will be issued a level 1 warning. When a student is issued Level 1 warning, he will be spoken to by the concerned teacher and he will have to sign the behaviour register. The House that this student belongs to will get a minus point.

Level 2

If a student is found repeating this trait/ or continues breaking the rules set by the school, he will be issued a 'Green Card'. He will also sign the behaviour register maintained by the class teacher. At this stage, he will be monitored by all the teachers for a week- from the time he enters the school till he leaves. All teachers are required to sign the card and write down a small comment describing the students behaviour in class.

Level 3

If a student continues breaking the rules of the school even after given an opportunity to reflect and reform, he will be issued a 'Yellow Card'. At this stage the school prefers to keep the parents in the loop to help support their child in mending his ways. He is required to get the card signed by the parents on an everyday basis for a week.

Level 4

This is the last stage wherein the student is given an opportunity to change his ways. He will be issued a 'Red Card'. At this stage the parents are required to meet the HM/Director/teacher incharge of the vigilance committee on an everyday basis.

All students will be counselled and supported to reform themselves/ perfect their behaviour through our behaviour policy. If a student continues breaching the norms set by the school, and starts influencing other students too, he will be asked to leave the school/ parents will be asked to coach the student at home and he will come to school only to write the exams.

A tracker displaying names of students issued level 1, 2, 3, and 4 warnings have to be displayed in class for other teachers' information.

The following offences are termed as 'Zero tolerance'. A student found exhibiting these traits will be issued a 'Red Card' at the first instance.

- i. Drug abuse
- ii. Indulging in sexually offensive behaviour
- iii. Causing physical harm to a peer or a staff member with a physical object.
- iv. Unauthorized or inappropriate use of the school computers.
- v. Bringing sharp objects like knives to school with the intention of hurting others.

Before issuing the red card, the disciplinary committee needs to investigate and a proper report needs to be prepared before calling in the parents to discuss the issue. To ensure other students do not get influenced the student is suspended from attending the classes for a week or he is made to sit separately and is not allowed to interact with others. The deeniyaath department will have to co-ordinate with the parents to monitor the child on a regular basis.

General School Discipline:

- i. All students must sign in at the office if they enter school after the 8:15 bell.
- ii. Sign out in the office when leaving school grounds during the school day with a designated adult.
- iii. Use the designated student bathrooms properly and help keep them clean.
- iv. Show respect for your school. Help keep the school clean and pick up litter.
- v. School doors are open after school until 4:00 p.m. After 4:00 we will not be able to get forgotten homework, clothing, uniforms, other instruments, etc.
- vi. The office telephone is available only for emergencies.
- vii. Jackets, sweatshirts, lunch boxes and backpacks should have the child's name labelled in case they are lost.

Be Kind to Each other and Respond Appropriately with all School Staff:

- i. All the students should adhere to discipline in the school campus and particularly in the classroom, where they spend major school hours. Below are a few disciplinary aspects which the student should adhere to.
- ii. Attentive Listening: Listen with your ears, eyes and hearts. Pay close attention to one another's words and feelings. Give each other caring, respect and consideration.
- iii. Appreciation – No Put-Downs: Treat others kindly and state appreciation for their unique qualities. Avoid negative remarks, name-calling, hurtful gestures and behaviors.
- iv. Mutual Respect: Be respectful of everyone, and their rights, needs, differences and property. Do not use gossip or negative names.
- v. Use appropriate school language. Swearing is not permitted.
- vi. Playground games are open to all students who are interested in participating.

Be Safe:

- i. Do not verbally or physically hurt other students.
- ii. Walk , do not run, in the hallways and buildings. Stay on the pathways in planted areas.
- iii. No weapons or dangerous items, including pocket knives, near or at school.
- iv. Toys, collections, cards or items that are distracting to the learning process are not to be played with during school hours.
- v. Alcohol, tobacco, drugs or drug paraphernalia are not allowed at school.
- vi. Bicycles must be walked on the school ground and parked in the bike rack and may not be visited during the school day. ALL riders must have and wear a helmet.
- vii. Bats and hard balls may not be brought to school.

Regularity and punctuality

- i. Students must have a minimum attendance of 80% during the academic year in order to take the school examinations.
- ii. In case of missing school, a leave application must be presented to the school duly signed by the parents/guardian.
- iii. In case of absenteeism due to illness, students must present a medical certificate to the school.
- iv. Long leave may only be taken with the prior permission of the Principal.
- v. No Student is permitted to leave school during school hours without a valid permission slip from the Class Teacher/Head Mistress.

- vi. Students are expected to have strict adherence to school timings. Students will not be permitted to enter the school after commencement of school time.
- vii. Students must report to class on time after break or activity periods.

Code of Conduct

- i. Students should respect their teachers, Management and Menial staff and greet whenever they meet them
- ii. The students should not use foul language against any teacher, visitor or guest of the school
- iii. Student should be polite whenever they go and set a good impression about the school
- iv. Students should not damage any school property
- v. Students should not be permitted to bring valuable electronic devices (ipods, tablets, mobiles, etc.,) without the prior permission of the Head Mistress or Principal.

Classroom Conduct

- i. Be on time at the beginning of the day and after lunch or recess breaks.
- ii. The student should come prepared with supplies and completed homework.
- iii. The student should be kind, polite, and courteous to others.
- iv. Be respectful of classmates, teachers, and property.

Individual Reward System:

Huda believes in rewarding students exhibiting exceptionally good behaviour. If a student is caught doing good, he will be issued a golden ticket. Students need to preserve this carefully. Students who collect 15 tickets in a month can choose from any of these rewards.

- i. Lunch with the director/ HM
- ii. Discount in fees
- iii. A story book
- iv. A gift of their choice

4.6. Student Empowerment

National Service Scheme - NSS

The National Service Scheme is an Indian government-sponsored flagship programme for public service conducted by the Ministry of Youth Affairs and Sports of the Government of India. Popularly known as NSS, the scheme was launched in Gandhiji's Centenary year in 1969. It provides opportunity to the student youth of 11th & 12th Class of schools at +2 Board level and student youth of Technical Institution, Graduate & Post Graduate at colleges and University level of India to take part in various government led community service activities & programmes. The sole aim of the NSS is to provide hands on experience to young students in delivering community service



Please refer the website for more details: <https://nss.gov.in/>

National Green Corps - NGC

The main objectives of this programme is to educate children about their immediate environment and impart knowledge about the eco-systems, their inter-dependence and their need for survival, through visits and demonstrations and to mobilize youngsters by instilling in them the spirit of scientific inquiry into environmental problems and involving them in the efforts of environmental preservation.

The Department of Environment is the Nodal Agency for implementing the National Green Corps (NGC) in all the states and UTs. The MoEF&CC, GoI approves a grant of Rs. 5000/- per school for the activities of NGC. Training is given to the teacher coordinators in each district of the State for NGC activities.

The NGC students are engaged in various environmental awareness programmes like celebrating at least six Green Days in schools, school campus cleaning, tree planting, environmental awareness rallies, vermicomposting, enviro-expo, enviro-competitions, anti-plastic campaign, cultural programmes on environmental awareness, nature camps, Swachh Bharat etc

The main objectives of NGC are:

- To make children understand environment and environmental problems
- To provide environmental education opportunities for school children
- To utilize the unique position of school children as conduits for awareness of the society at large
- To facilitate children's participation in decision making in areas related to environment and development
- To bring children into direct contact with the environmental problems facing the society they live in and make them think of solutions
- To involve children in action based programmes related to the environment in their surroundings.

Please refer the website for more details:

<http://moef.gov.in/national-green-corps-ngc/>

National Cadet Corps:

The National Cadet Corps (NCC) is the youth wing of the Indian Armed Forces with its headquarters in New Delh, India. It is open to school and college students on voluntary basis as a Tri-Services Organisation, comprising the Army, the Navy and the Air Wing, engaged in grooming the youth of the country into disciplined and patriotic citizens. The soldier youth foundation is a voluntary organization which recruits cadets from high schools, higher secondary, colleges and universities all over India. The Cadets are given basic military training in small arms and drill.

The officers and cadets have no liability for active military service once they complete their course, but they are given preference in recruitment. NCC 'C' Certificate holders are given the opportunity to attend SSB interview directly without writing CDS examination.

"Unity and Discipline" as motto for the NCC. In living up to its motto, the NCC strives to be and is one of the greatest cohesive forces of the nation, bringing together the youth hailing from different parts of the country and moulding them into united and disciplined citizens of the nation".

Refer the website for enrolment details - <https://indiancc.nic.in/>

You can also try and add other activities such as Scouts & Guides and Junior Red Cross etc.,



Parents Related



- 5.1 Parent Teachers Meeting
- 5.2 Functions
- 5.3 Meeting the Principal/Teachers/Admin Staff - Code of Conduct
- 5.4 Fees and Withdrawal
- 5.5 Emergencies
- 5.6 Parental Engagement

Parents are the first teachers for their children, and they have a key role in shaping up their character. A balance of education at home and school moulds a student's actual learning. Parental encouragement plays a crucial role in successful students. Their role is not limited to home but involvement in school activities too.

Parents' responsibilities include supporting their children's learning by monitoring attendance, homework completion, and use of extracurricular time, volunteering in classrooms, and participating as appropriate in decisions pertaining to their children's education.

Below we have discussed various activities of school which are connected with the parents.

5.1 Parent - Teacher Meetings

General Guidelines

The very purpose of conducting the Parent-Teacher Meetings is -

- i. To understand each other well and to maintain excellent rapport
- ii. To ensure that the Children are getting the best care and attention at Home and at School
- iii. To ensure that the all-round growth, development, progress of the Children are more than satisfactory
- iv. To meet and discuss about common inconveniences faced by the Children, Parents, Guardians and the Teachers).
- v. To realize the fact that it is only through the joint and concerted efforts of the Parents & Guardians at Home and the Teachers at School the safe, secured and bright future of the Children can be ensured and guaranteed.

Parent-Teacher Meeting will be conducted at least once in each term / semester. There may be General and need-based Special and Exclusive PT Meetings.

- i. The Meetings will be held preferably on a Saturday when there will be no classes for Children.
- ii. The Meetings are expected to be interactive in which the Parents/ Guardians can take active part. After some cordial discussion a proper and feasible solution for the common inconvenience - if any - can be found out.
- iii. For all the PT Meetings all the Parents or Guardians are expected to attend without fail and without giving any excuse under any pretext. It is their duty to attend in the best interest of their Children even if their Children face no inconveniences.

Procedure for attending the PT Meetings

- i. All efforts will be taken by the School Authorities to conduct the PT Meets effectively and usefully.
- ii. Generally the meetings will be conducted in an informal way since it is purely a family affair involving Parents, Guardians, Teachers and Management. Yet, some formalities may have to be followed.
- iii. The Meets will be started punctually on time and the Parents and Guardians should be seated in their respective places at least 15 minutes before the Meeting starts. For example, if the Meeting is scheduled to start at 03.30 p.m. all Parents and Guardians should be seated in their seats latest by 03.15 p.m.

- iv. The Parents / Guardians can park their vehicles (bikes, cars etc.) in an orderly manner at the parking place shown by the Security Guard without blocking any other vehicle.
- v. On arrival at the venue of the Meetings the Parents / Guardians should sign in the Attendance, and be seated in the place meant for them.
- vi. Children of any other School or College, visitors, neighbours, friends or relatives of the Parents / Guardians should not be brought or invited to attend these meetings since these meetings are meant for the authorized Parents / Guardians and Teachers to discuss frankly and to find out right solutions. However, the Parents / Guardians can seek the permission of the Principal in case they wish to bring additional grown-up and matured visitors.

5.2 Functions

Successful parent-school partnerships are very important for student and school success. The schools conduct various events, celebrations and functions at the school, and for a few events the parents too are invited. Example: for annual day parents are invited, and for 'parents sports competition' also the parents are invited. The parents should be well integrated with the school's overall mission, thus parents should participate when they are invited to these programs.

Typically, quality programs are developed in collaboration with parents and reflect their needs and interests. These kinds of collaborative events have multiple opportunities to get information from parents. This goes a long way toward expressing a school's genuine interest in parent input.

5.3 Meeting the Principal, Teachers and Admin Staff - Code of Conduct

The parent should follow the given protocol when they visit the school premises for any reason. The guidelines are as follows:

- i. The parent should first take an appointment before meeting the Principal or HM
- ii. The parent should maintain discipline and abide to the school norms
- iii. The parent should involve actively in all the school activities either it may be cultural or educational and help child in completing the tasks before hand
- iv. If any doubt related to fees or other things, the parent should contact the Principal first or the head whoever is approachable and discuss the issue rather than sharing it with others and spreading bad remarks about the school
- v. If any given time, there is a delay in meeting, the parents should be patient and wait for their turn
- vi. The parents should not use bad or offensive language, swearing, cursing, etc.
- vii. The parents should not interfere with the operation of a classroom, office or other areas of school grounds.

Communication of Parents with Admin Staff

General Guidelines

- I. Parents usually approach the school admin staff for either fee or transport related information however; this information is readily available on the school's website which the parents are requested to check regularly.

- ii. Despite the above in case the parents have queries for which they require the assistance of an Admin staff at the school they need to approach the office on any weekdays from 09:00 am to 11:00 am only to discuss their fee or transport related queries/concerns.
- iii. In case the query is not solved then they need to approach the Administration Manager for support and further guidance who in turn will solve their issues.
- iv. In no case should they approach the Vice Principal or Principal's office directly without approaching the Administration Manager.
- v. All parents and Admin staff are required to adhere to the above procedures strictly to maintain discipline and order at the school.

5.4 Fees and Withdrawal

A school fee is an agreed amount of money that parents pay to schools, aimed at improving the quality of education of learners. A school fee can include admission fee, tuition fee.

Collection of Fee by School

- i. In some schools they will also charge for textbooks and notebooks and uniform
- ii. School fees and levies are charged on a term basis during the first two weeks of each term in accordance with the School Fees.
- iii. Fees are due to be paid within 14 days of the issue of the Statement of Fees. The due date will be noted on the statement.
- iv. Where a parent/guardian believes financial circumstances have arisen that will prevent or delay the payment of the school fee account, a variety of options are available

a. Extension of Time

If an extension is required, please contact the school finance secretary prior to the due date.

b. Payment Plans

- I. Payment of the school fee by regular instalments. All payment plans must ensure that the account is cleared by the last day of the school year or as negotiated with the Principal and/or Finance Secretary.

c. Fee Concessions

In cases of financial hardship an application may be made for a fee concession.

- I. **Concession applications are accepted at the commencement of each year or at any point initiated by the family.** Concessions are issued for a maximum period of 12 months within a calendar year. Consideration for a subsequent 12-month period will require a new application.
- II. A compassionate and just approach under the mission and values of School is used when reviewing applications.
- III. Concession application forms are available at the school office.
- IV. All matters are dealt with on a confidential basis.

Recovery of unpaid fees

In fairness to families who pay their school fees regularly and on time, our school will follow up all overdue school fee accounts.

- i. A prominent general reminder notice will appear in the school newsletter after the accounts have been issued.
- ii. A reminder statement/notice/letter will be issued within 7 days to any family who has not settled their school fee account by the due date where a payment plan or other arrangements are not in place.
- iii. If payment or a suitable response is not received within 7 days of the reminder statement, contact with the parent will be made via telephone, mail or email.
- iv. If after 14 days from this second reminder satisfactory arrangements have not been reached, the account may be sent to the school's Debt Collection agency. In serious cases, where there is clear capacity to pay outstanding fees, legal options may be pursued by the school.
- v. Legal costs, direct debit rejection fees and any debt collection costs or other costs incurred will be at the family's expense.

Withdrawal of Enrolment

Fees will be payable for the whole term in which the enrolment is terminated. For a reduction in fees a written request must be made to the Principal at the time of notification and may be granted at the Principal's discretion.

Student textbooks, library books and laptops and all accessories are to be returned to the School. If any fees remain outstanding, they will be payable as per the normal payment terms and where appropriate, any fees in credit will be refunded.

5.5 Emergencies

As a parent, feeling confident in the safety of your child or children at the school they attend is extremely important.

Among the questions you may have about school safety:

- What plans are in place to help kids stay safe?
- How can I talk to my child or respond to their questions or anxiety about school safety?

All schools should have an organized, systematic emergency operations plan in place to reduce risks or prevent, prepare for, respond to, and recover from a crisis situation. These may range from a death or accident affecting a member of the school community to a natural disaster or crisis & affecting a lot of individuals in the school.

What should parents do?

While the school staff has been trained and continues to receive guidance on how best to help students, the best advocate for your child is YOU! Ask your child's teacher about the plans the school has in place for emergencies such as fires, floods, earthquake, threats, and intruders if any. You can also ask how often school officials and safety experts meet to discuss safety procedures. As a parent, make yourself aware of the information available to you.

How are emergencies at schools communicated to parents?

Every school has its own standards for parental involvement in school safety threats. To prevent possibly risking the safety of your child and their classmates, it is important for parents to understand what the school and local law enforcement require of them during these emergency situations.

Misinformation can easily spread if a crisis situation occurs at your child's school. Because of this, it is the responsibility of the school staff to provide parents with timely information on the status of their child's safety. For example, some schools have an emergency communication system in place that notify parents via email, voice, and text messages. Schools typically inform parents of any unusual situation that demands one of the protocols listed above. However, they may not provide prior notice of drills.

At the beginning of the school year, parents can:

- i. Review with their child the [family emergency plan, including reunification and communication options](#).
- ii. Provide the school with information about any unique needs their children may have. This can be accomplished by filling out an [emergency information form and working with school health staff to be sure there is an emergency plan on file for your child that includes information on health issues and what is needed during other school emergencies](#).
- iii. Consider having [back up/extra medication or other items at your child's school in case there is an emergency where they need to remain in the building for a longer period of time](#).
- iv. Provide the school and your child's teacher with up-to-date contact information for family or friends who can pick up and care for your child if you are unavailable. Be sure to update this information as needed throughout the school year.
- v. Learn about the school's plan for emergency response, including parental access during emergencies, school emergency contact information, meet-up locations, and other reunification plans.

Helpful guidelines to keep in mind when talking with children about school safety:

For some children, even participation in a drill may cause some emotional distress, especially if it reminds them of a prior crisis event or if they otherwise are feeling vulnerable or anxious.

As a parent, you are in the best position to help your child cope with trauma they experience during an emergency or safety drill at school. Any conversation with a child must be appropriate for their age and developmental stage.

- i. Young children need brief simple information that should be balanced with reassurance. This includes informing children that their school and home are safe (once these are secure) and that adults are available to protect them. Young children often gauge how threatening or serious an event is by adult reactions. This is why, for example, parents are encouraged not to get overly emotional when saying goodbye on the first day of school. Young children respond well to simple examples of school safety, like reminding them the exterior doors are locked.
- ii. Upper elementary and early middle school children may be more vocal in asking questions about whether they are truly safe and what is being done at their school. They may need assistance separating reality from fantasy. Parents can share the information they have about the school's safety plan and any other relevant communication to ease their child's mind.

- iii. Upper middle school and high school students may have strong and varying opinions about causes of violence in school and society. Parents should stress the role that students have in maintaining safe schools by following the school's safety guidelines (e.g., not providing building access to strangers, reporting strangers on campus, reporting threats to school safety made by students or community members, etc.).

After a crisis

It is important to provide emotional support to a child in the aftermath of a crisis situation. Watch for clues that your child might want to talk, but understand that not all children will want or need to talk about these events. Some children may not express their concerns verbally. Be aware of signs that children might be in distress, such as changes in behaviour, anxiety, sleep problems, acting out, problems at school or with academic work.

If you need assistance, consider talking with your child's doctor, a mental health professional, or the school nurse, counsellor, or social worker at your child's school. See [Helping Your Child Cope](#) for strategies to ensure children's needs are met in emergency situations.

5.6 Parent's Engagement

Parents are the prime educators until the child starts school and remain a significant influence on their children's learning through school and beyond. Parent- school relation is mutually complementary and goes hand in hand together for all-round development of a child.

Parent's Engagement results in:

- i. Awareness of problems a child is confronted with; diagnosis of learning difficulties if any and intervention to curb them and prevention of severe/permanent learning disabilities.**
- ii. Better attendance and academic achievement, higher self-esteem, better adaptability to school, and academic excellence.
- iii. Identification of a child's needs in areas-emotional, social, spiritual, intellectual, etc.**
- iv. Reassurance of the child regarding parental support, no matter what the setting is thereby forging a strong parent-child bond.
- v. Acceptable social behaviour, increased motivation and positive attitude towards school and education.
- vi. Identification of the child's strengths, interests and areas that need refining.
- vii. Collaboration with the school to help children and achieve realistic goals.

On the other hand, the negative impact owing to the lack of parental involvement can result in:

- i. Making the child feel irresponsible and lose interest in studies.**
- ii. Poor academic performance
- iii. Inability to identify problems that hinder the child's progress**
- iv. Lack of a healthy relation with the child and the school

There is a need for the holistic development of children which includes emotional, spiritual, and physical development, for the children to be able to become competent enough. We cannot educate our children without reaching out to their parents. When schools and families work together, children have a far better chance of not only being successful in school but being successful in life as well.

Administration



- 6.1 Importance of School Administration
- 6.2 Communication
- 6.3 Office Security
- 6.4 Travel
- 6.5 Cleanliness and Maintenance
- 6.6 Procurement Management
- 6.7 Engagement of Consultants
- 6.8 Admin Audit
- 6.9 Records to be Maintained by the Administration Department

6.1 Importance of School Administration

A successful school is about much more than teaching. While good teaching and learning are crucial, the administration that underpins it is key to providing a well-rounded education that encompasses the whole child. Effective administration and operations support an education that goes well beyond imparting knowledge. School operations teams ensure that students' daily needs are met; that they receive healthy and nutritious meals, learn in a safe environment, and receive appropriate medical care and mental health support. Beyond the day-to-day, the administrative team are often the ones responsible for recording, [checking and analysing student data](#) for various decision making processes. Here are 3 reasons why effective school administration is so important for student education.

Allows Teachers to Focus on Teaching

Having robust systems, policies and procedures in place ensures that teaching and learning flows as smoothly as possible. If the administrators ensure data management, communication, statutory compliance and other aspects of school facilities management, it becomes easy for the teachers to focus on their lessons and prioritise student achievement, instead of getting tied up with the administrative load.

Administration Promotes Accountability

Parents select a school because they believe it will provide their child with the best possible education and start to their future careers. From a marketing perspective, parents are as important to school principals as the students. Parents are the ones who will continue to choose the school for younger siblings, or make recommendations to their friends. For this reason, it's important that principals ensure they have well-documented processes, procedures and record keeping. Detailed school records provide parents with peace of mind that their child's academic and personal development is being looked after, as well as their general safety and daily wellbeing. School administrators play a key role in [managing communications with parents](#) via setting up and managing reporting procedures. They also ensure that parents have easy access to their child's information.

i. Administration Informs Decisions

Good data supports the vision and decision-making of the school leadership team. An effective administration department is able to extract and analyse key data to inform a school's strategic decisions around education provision. In the subsequent chapters we will focus on General office administration, Human Resources, Financial management, Safety & security, Socio-emotional development aspects, Campus maintenance, Communication, Meetings etc.,

6.2 Communication

The Front Desk Officer handles incoming and outgoing mail/calls under the supervision of the Administrative Officer/Assistant who arranges for its distribution. All incoming and outgoing mail is registered in the Mail Register by the Front Desk Officer. All emails are also maintained by the Front Desk Officer. However, any employee who comes across any communication, phone call, email must record its particulars to the concerned authorities.

All circulars to the parents are to be properly recorded and a serial number is to be allocated in an academic year. The communication channel is to be properly understood by all the stakeholders. The voice messages are also to be controlled. All the circulars to the parents are to be uploaded in the school's website in appropriate web pages.

Staff use of photocopying, long distance telephone, telex and fax equipment for personal needs are to be recorded and reimbursed on a monthly basis. Staff should limit personal telephone calls and other communications to essential matters. When absent from the school, staff should provide information as to where they can be contacted if necessary.

6.3 Office Security

Access to the offices will be strictly controlled, and visitors will be permitted access through the Front Desk. The front door will remain locked outside school hours, and suitable security measures taken through the use of alarms and intruder detection systems. Movement of equipment will be controlled by procedures operating under the Fixed Assets procedure.

All visitors to the premises will be issued with visitors' badges at the reception. Badges must be displayed at all times on the premises. Employees should escort any person on the premises who is not displaying an identification badge back to the reception. Visitors will remain at the reception until the appropriate member of staff is available to escort them in and out of the office area.

To assist in maintaining office security, the last employee to leave the office should ensure that all entrances are locked.

In the event of a fire or emergency, staff should leave their workstations immediately and not stop to clear papers or collect personal belongings. Staff should note the location of fire exits and extinguishers. In the event of fire, lifts must not be used.

Staff should ensure that all classified materials and correspondence are properly secured and not accessible to unauthorized persons.

The Head, HR will discourage employees from bringing valuables to the workplace. Where this is unavoidable, employees will be encouraged to safeguard their belongings.

Information

1. The confidentiality of the Secretariat's business is to be maintained at all times. All letterheads, forms, and other stationery bearing the logo of the school are kept under lock and key. Back-up copies of computer data files are regularly updated to ensure security of documentation. Hard disks of computers being loaned to other departments or for use at meetings are to be cleared of data. External visitors are not permitted the use of office computers.
2. Backups of all important documents and records, including computerized information essential to the basic operation of the Secretariat's business, are maintained outside the offices. Typically, such records include those pertaining to the training, publications, the accounts, personnel, contracts, and any other record of importance

6.4 Travel

1. Travelers for official meetings and functions shall be informed in a letter of invitation of:
 1. The subject, venue and dates of the meeting;
 2. Their manner of participation
 3. Travel arrangements with details of the itinerary, accommodation and per diem;

Official Travel

1. An employee intending to travel on official business shall inform the Accounts Department after prior approval from the correspondent of the intended trip, the destination, travelling itinerary, purpose and duration. This should be done in writing by filling out the travel requisition form or by email.
2. The Director / Principal in the absence of the Executive Director should approve the Travel Requisition Form.
3. Upon receipt of the approved memo, the Group Accounting Officer will then liaise with the Administrative Officer/Assistant to make reservations with the appropriate carriers, hotel and transport department. This process will be greatly facilitated by using an appointed travel agency.
4. It should be noted that:
 1. Tickets are provided one day prior to the date of departure unless otherwise requested for.
 2. Unauthorized routings and stopovers will be at the traveller's personal expense.

Travel Advance

1. Travel advances will be requested for on the Travel Requisition Form, and must be approved together with the authorization to travel. Normally, this advance will be provided as cash. No travel advances shall be authorized until prior travel advances have been settled.

Completion of Expense Reports

- I. On completion of official duty travel, an employee or project advisor shall submit an expense statement to the Accounting Officer with supporting receipts within ten (10) working days.
- II. After verification by the Accounting Officer, the expense statement shall be forwarded to Accounts Assistant for entry into the accounts and for settlement of any reimbursements.

Medical Emergencies

1. The school management shall assist staff members with deferring some of the costs associated with medical emergencies incurred in the course of business travel where such costs are not covered by the staff member's medical scheme or any additional travel insurance purchased by the school. This would be at the discretion of the Chairman/Correspondent. When a traveller combines personal travel with business travel, the school will assume no responsibility for the costs associated with medical emergencies which occur during the personal portion of the trip or involving accompanying dependents who are not traveling on school business.

6.5 Cleanliness and Maintenance

Office and School Premises Cleaning

The office and the entire school premises shall be cleaned well before staff officially arrive and again during the lunch hour (12.30pm--1.00pm). The Administrative Officer/Assistant will be the person responsible for coordinating all cleaning activities.

The availability of multi tasking maintenance staff who know driving as well on the rolls of school will be of much help in attending day to day maintenance activities. Generally a maintenance register is kept in the admin office where every small complaint such as electrical faults such as replacement of bulbs/tubes, fan related complaint, plumbing related issues could be written.

The maintenance in charge, will attend to the complaints as per the priority and fill the action taken in the same register and his daily report. If a general complaint is not attended with in 3 working days, the entry in the complaint register is to be repeated and the maintenance in charge will attend to it on priority. If not attended on the second time attempt also it has to be brought to the notice of Admin manager and to higherups based on the urgency of the complaint. Every fortnightly the maintenance register is to be signed by the Admin Manager for the compliance of flawless maintenance activity.

In addition to this, maintenance of other items as specified below are also needed:

- CCTVs
- Photocopying machine/printers
- Automated School Bell
- School Clock
- TALLY Software for accounts
- Educational Software installation
- Audio Visual Projectors, Screens and computers etc.,

6.6 Procurement Management

Purchase Requisitions

1. At the end of each year, each department will identify or determine the supplies that they need to acquire and use during the course of the coming year.
2. Once the items required have been determined, reorder and minimum stock levels will be set for each and every item.
3. On a periodic basis, each department will requisition for stock through the Front Desk Officer once the predetermined re--order levels have been reached. In the case of technical high value supplies, the IT/Network Administrator shall liaise with the Group Accounting Officer in the requisitioning process.
4. Where applicable, the major suppliers of identified materials will be approached and credit facilities established. Negotiations will be carried out with these suppliers to establish discount terms, bulk discounts and the credit period.
5. The purchase requisition should contain the specifications of the materials/items required as well as the proposed price.
6. The approved requisition will be sent to the Accounting Officer for purchase a
7. The Local Purchase Order (LPO) will be prepared by the Accounts Assistant and approved and signed by the Correspondent/AO. The decision to select suppliers will rest with the Accounts/Admin section.
8. The LPO will be filled in triplicate. The top copy will be sent to the supplier through dispatch to organize for delivery of the goods, the second copy filed by the Accounts Assistant while the third copy will be retained as a book copy.

Receipt of Supplies

1. The Admin Department will arrange for delivery of materials and will therefore be responsible for ensuring that the school receives the right quality of materials.

2. Once the materials/items are delivered, the Administrative Officer/Assistant together with the Accounts Assistant will inspect them (if the goods are technical in nature, the IT/Network Administrator, where appropriate, will also inspect them). If accepted, the Administrative Assistant will supervise their storage. The delivery note will be matched to the copy of the purchase requisition in the goods in transit file, and moved to a goods received file.
3. A Goods Received Note (GRN) will then be raised by the Front Desk Officer in duplicate. The original will be sent to the Accounts Assistant while the copy will be filed in the goods received file together with purchase requisition and the delivery note.
4. When the invoice is received, it will be handled exclusively by the Finance and Admin Department. They will retrieve their copy of the Local Purchase Order (LPO) and attach it to the Goods Received Note (GRN) from the stores as well as the invoice. The liability for the goods will be noted in the GL (General Ledger) as well as in the Creditors Ledger. Thereafter, the invoice and its attachments will be filed in an aging file waiting for payment.
5. Once the payment is made, the documents plus the payment voucher will be filed in the suppliers file while the cheque and its remittance advice will be sent to the supplier through mail or messenger.
6. Where payments are made by cheque, suppliers will be encouraged to collect their cheques whenever possible. In all instances, a cheque register will be used to indicate the date the cheque was prepared, date the cheque was sent out and how it was dispatched.
7. The tax element is to be always given utmost importance while paying the supplier.

Urgent Purchases

1. A threshold should be created to enable Admin Officer to procure items quickly and efficiently.
2. On identification of such a need, a petty cash voucher would be raised and passed on to the Accounts Officer to approve it and advance the money to the AO for immediate purchase.
3. A cash sale or invoice stamped paid should be obtained and immediately passed back to the Accounts Assistant. This would be attached to the petty cash voucher and used as evidence to support petty cash replenishments. This should be done at the latest within two working days of the Accounting Officer disbursing the cash.
4. At the end of every month, the correspondent should receive a report prepared by the Accounts Officer, detailing the items purchased and amounts.
5. This facility, however, should not be misused for items that would ordinarily have been stocked.

6.7 Engagement of Consultants

1. School may, for a designated time period engage consultants to undertake specified tasks, which may include;
 - Reviewing research and policy issues in a given field;
 - Studying different types of training requirements;
 - Advising on administrative and managerial procedures; and
2. Requests for consultancy services will be initiated by the trust secretary / correspondent and coordinated by Correspondent/AO/Principal. The costs of consultancy services will be agreed on between the consultant and the managing trustees, the following having taken into consideration:
 - The experience and qualifications of the consultant
 - The prevailing market rates applicable in the consultant's locality.

Procurement of Consultancy Services

The managing trustee upon mutual agreement between the school and the consultant will assign consultancy services. This agreement will be in the form of a signed contract.

The letter of contract to a consultant will state the following:

- Date of commencement and termination of the contract;
- Terms of reference and scope of work;
- Maximum number of consulting days;
- Consultancy fees;
- Terms of reference including details of travel;
- Amount available for disbursements e.g. travel and other expenses;
- Mobilization fee details, if applicable
- Terms of insurance coverage and other benefits where these are to be provided by the school;
- Required notice for termination of the contract by either party;
- Obligation of the consultant to comply with legislation with regards to tax regulations of the country
- Statement to the effect that any reports are the property of the school
- Statement clarifying that the consultant is not an employee and restricting their benefits to only those stated in the contract. It should also be made clear that the consultant is responsible for their own taxes levied by the government;
- It will also be required that the consultant provide their bank account details before any payment is made.

Once the consultants work is completed, the evaluation form in the Annexure will be used to evaluate their work. On completion of the assignment and submission of a satisfactory report by the consultant, the final contract fee will be paid.

6.8 Admin Audit

The purpose of the Administrative Audit is to evaluate the performance of the various departments and Institution and give suggestions for further improvement of the quality of administration in the school. It includes assessment of policies, strategies & functions of the various administrative departments, control of the overall administrative system etc.

The school should maintain the following checklist for an overall tracking of different procedures and practices. This should help the auditor or the audit committee members, they may look into while visiting an institution for this purpose.

It invariably should follow the Quality Indicators Framework prescribed by Accreditation Council in India.

Below are the example of few templates to be maintained:

- Day to day activities review
- Maintenance review
- Purchases review
- Statutory compliance review

6.9 Records to be Maintained by Administration Department

S.No.	Details of the Records	Description
1	Registration & Application Form Record	Number of forms which have been sold has to be recorded in this file
2	Non- Teaching Staff Attendance Register	Daily attendance of non- teaching staff members & menial staff has to be maintained in this register mentioning their names, timing & signatures.
3	Stock Register	The stock which has been issued to the teaching staff or sent to other branch (as) has to be recorded
4	Stock Acknowledgement Record	Signature of teachers has to be taken against the material issued to them
5	Inward & Outward Register	Stock being received from Hyderabad & sent to other branches with the details of available balance of inventory has to be maintained
6	Uniform Register	A record being maintained against the dresses sold to the students
7	Books & Office Material	A record being maintained for the books issued to students & office material being issued for office purpose
8	Transport Register	A record of detail & attendance of the students who have availed school transport has to be maintained
9	Movement Register	Movement by an employee during school hours for some important/urgent purpose has to be recorded with duration & signature
10	Pupil's Permission Slip	A mid day/half day leave of a student has to be sanctioned by HM on this slip in case, the student is not keeping good health or due to some important work. Application for half day leave with reason being mentioned has to be submitted along by the parent/ guardian of the student
11	Student's Calling Record	Calls being made to the parents of students from the office desk by the teachers has to be maintained with the details of talk being mentioned therein
12	Students Application File	Maintained for those students who have taken half day's leave
13	Document File	Residential & ID proof with photographs of CLASS IV employees (Menial staff) has to be maintained in this file
14	Complaint File	A record of complaints being given by parents, visitors & staff members has to be maintained in "COMPLAINT DROP BOX"
15	Leave Application File	Leaves taken by Class IV employees have to be recorded in this file
16	Resume File	Fresh resumes to be recorded for the purpose of filling up the vacancies, if any

Human Resources



- 7.1 Employee
- 7.2 Empower
- 7.3 Engage
- 7.4 Exit

Below are a few HR Policies & Procedures prepared by the Sana Model School.

Introduction:

The HR Policy & Procedure manual has been designed to provide every employee with information regarding HR policies of the school. The main objective of this manual is to communicate, describe and implement the established policies and procedures ensuring that these are adhered to at all times.

While preparing Its contents the educational legislations are referred and also it is prepared with the intent to comply with the NABET audit requirements. The contents may be revised, upgraded and modified to suit the trends in human resources, NABET audit requirements and the country's labor/legal legislations for the private sector.

All changes shall become effective from the date determined by the institution. No individual employee under any circumstances has the authority to change any policy(s) at any time. If any employee is uncertain about any policy or procedure, he/she shall contact the Principal of the institution for clarification.

The entire HR Policies and Procedures manual is broken down into 4 categories with 4E approach from the start of an employee's journey with the institution until they exit the organization i.e.: EMPLOY, EMPOWER, ENGAGE & EXIT.

Below table briefing about the HR aspects at school:

1E- EMPLOY	2E- EMPOWER	3E - ENGAGE	4E – EXIT
All details related to what the employee should know about the institution before they start their journey.	Learning and Development and growth opportunities provided to the employees and students within the organisation.	Different means of how the employee will be involved within the institution and other important operational information.	Procedures for a smooth and cordial exit from the institution.

7.1 Employ

Hiring Procedures Of Teaching Staff

Objective

The purpose of this policy is to set guidelines governing the recruitment of teachers for Sana Group of Schools and facilitate their efficient on-boarding. Sana Group of Schools are an equal opportunity employer and do not discriminate on the basis of gender, religion, caste, creed etc.

Applicability

This policy guideline applies to the recruitment and selection procedure for vacant teaching positions at Sana Group of Schools.

General Guidelines

- ✓ On a periodic basis, Head of departments along with the Principal shall determine the manpower requirements for all teaching staff positions.
- ✓ The manpower requirements and the budget are then presented to the Founder and Correspondent for approval. Once approved the recruitment process commences.
- ✓ The qualifying criteria for teaching staff would be only full time regular courses including graduation and post-graduation etc.
- ✓ The qualification must be from UGC recognized Indian University/ UGC recognized Indian deemed University or AICTE approved courses from Autonomous Indian institutions.
- ✓ The school can first advertise internally and collect applications from eligible candidates. Written test, interviews etc. are to be conducted as per the laid down policy.
- ✓ In case competent candidates are not available within the school advertisements have to be made in order to source suitable external candidates.
- ✓ The advertisement should clearly indicate the number of vacancies and nature of the job. Essential qualifications required for the job should be clearly mentioned.
- ✓ The posts are to be advertised through local newspapers, school website or circulars.
- ✓ Applications received in the prescribed format will be shortlisted based on required qualifications, age etc.
- ✓ Screening test will be conducted for all the shortlisted candidates.
- ✓ Question papers for the screening test for the teachers will be prepared by the Principal under absolute confidentiality.
- ✓ The written screening test should consist of the following papers:-
 - o Subject knowledge and pedagogy
 - o General English
 - o General Knowledge/ Aptitude/ Current Affairs/ Numerical ability/ Computer awareness/ reasoning ability

- ✓ Candidates who score a minimum of 60% in subject knowledge and pedagogy and 50% aggregate are to be called for the interview. In case of internal candidates apart from the above scores should have a minimum performance descriptor of “GOOD” during the last review.
- ✓ The interview board for recruitment of teachers will consist of the following:
 - o Principal
 - o Vice Principal
 - o Concerned Coordinator
 - o Head of Department for that subject
- ✓ Based on the interview, a list of selected candidates has to be prepared in order of merit.
- ✓ At the time of joining a copy of the offer letter needs to be signed by the employee as a mark of acceptance of the terms and conditions of employment.

Hiring Procedures Of Non-teaching Staff

Objective

The purpose of this policy is to set guidelines governing the recruitment of non-teaching staff ie: Supervisory staff, Clerical Staff, Lab Assistant, IT Assistant, Nurse, Receptionist, Maintenance workers, Security Staff, Drivers, Helpers, Attendants, Messenger, Cleaners etc. for Sana Group of Schools and facilitate their efficient recruitment. Sana Group of Schools are an equal opportunity employer and do not discriminate on the basis of gender, religion, caste, creed etc.

Applicability

This policy guideline applies to the recruitment and selection procedure for vacant non-teaching positions as highlighted above at Sana Group of Schools.

General Guidelines

- ✓ On a periodic basis, the Vice Principal along with the Principal shall determine the manpower requirements for all non-teaching staff positions.
- ✓ The manpower requirements and the budget are then presented to the Founder and Correspondent for approval. Once approved the recruitment process commences.
- ✓ Clerical and Administrative staff will be appointed based on a written test followed by an interview. For the other Cleaning and entry level jobs only interviews will be conducted.
- ✓ The school can first advertise internally and collect applications from eligible candidates. Written test, interviews etc. are to be conducted as per the laid down policy.
- ✓ In case competent candidates are not available within the school advertisements have to be made in order to source suitable external candidates.
- ✓ The advertisement should clearly indicate the number of vacancies and nature of the job. Essential qualifications required for the job should be clearly mentioned.
- ✓ The posts are to be advertised through local newspapers, school website or circulars.
- ✓ Applications received in the prescribed format will be shortlisted based on required qualifications, age etc.

- ✓ Screening test will be conducted for all the Clerical and Administrative shortlisted candidates only.
- ✓ Question papers for the screening test will be prepared by the Principal under absolute confidentiality.
- ✓ Candidates who score a minimum of 60% in the written test are to be called for the interview. In case of internal candidates they should have a minimum performance descriptor of “GOOD” during the last performance review.
- ✓ The interview board for recruitment of non-teaching staff will consist of the following:
 - o Correspondent
 - o Principal
 - o Vice Principal
 - o Admin Manager
- ✓ Based on the interview, a list of selected candidates has to be prepared in order of merit.
- ✓ At the time of joining a copy of the offer letter needs to be signed by the employee as a mark of acceptance of the terms and conditions of employment.

On-boarding and Orientation of New Staff

Objective

The purpose of this policy is to provide consistent experience to new joiners - teaching and non-teaching staff of the Sana Group of Schools resulting in great satisfaction and positive impact about the workplace.

Applicability

This policy guideline applies to all new recruits - teaching and non-teaching staff, at Sana Group of Schools to ensure they have a great start of their work journey.

General Guidelines

- ✓ The immediate Supervisor of the new recruit will ensure pre-boarding checklist items are completed when the employee starts work.
- ✓ On day 1 the immediate Supervisor welcomes the employee and ensures the on-boarding checklist is implemented.
- ✓ A buddy has to be identified from the existing employees who will help the new employee settle into the new work environment with ease.
- ✓ The buddy program will be in place for 3 months from the date of joining of the new employee.
- ✓ The role of the buddy would be to:-
 - o Help the new hire gradually settle into the new environment
 - o Take the new hire on a school familiarization trip and introduce them to all facilities ie: Canteen, Meeting Rooms, Medical facilities, Fire exits etc.
 - o Share and explain various policies and processes.
 - o Provide an overview of the day to day activities of the respective department.

- ✓ Once the Induction is completed the checklist has to be duly signed and a copy kept in the employee file.
- ✓ As part of the on-boarding the employee has to be oriented in the following areas:-
 - o School History
 - o Mission & Objectives
 - o Organization Chart of the school
 - o Duties & Responsibilities
 - o Do's and Don't's
 - o Contract details
 - o Health & Safety
 - o Medical Emergency Procedures
 - o Fire Evacuation procedures
 - o Detailed HR Policies & Procedures

The above should be documented as part of the on-boarding checklist and a copy of the same to be maintained in the employee file.

Probation Period and Confirmation of Employment

Objective

The purpose of this policy is to set guidelines governing the probation period and the confirmation of employment of employees.

Applicability

This policy guideline applies to the probation period and confirmation of employment procedures for all categories of positions at Sana Group of Schools.

General Guidelines

- ✓ All newly recruited employees shall be subject to a probation period of 6 months effective from the date of joining.
- ✓ During the period of probation, the School can terminate the employee's employment by serving a notice period of thirty days with/ without assigning any reason.
- ✓ In case an employee wishes to resign from the services of the School during the probation period he/she will be required to serve a notice period of ninety days (3 months).
- ✓ Other than cases of emergencies, an employee shall not be entitled to any kind of leave during the period of probation.
- ✓ On completion of probation period the immediate supervisor shall undertake a probation assessment on the actual performance of the employee. The employee's confirmation on the payroll of the school shall be based on the outcome of the probation assessment process.
- ✓ In case an employee does not show satisfactory results in his/her probation assessment, the school shall extend the probation period by three months and judge the employee's performance in a similar manner as followed before. In case the employee shows dis-satisfactory performance even after the extension than exit process shall be initiated.
- ✓ Services of an employee shall be confirmed on successful completion of the probation period from his/her date of joining based on the report from their immediate supervisor.

On successful completion of probation period and submission of required documents the employee shall be entitled to all the benefits as mentioned in his/her service contract.

7.2 Empower

In Service Training and Development

Programs

Objective

The purpose of this policy is to set guidelines governing the continuous development of teachers, students and non-teaching staff apart from the academics in areas like soft skills and leadership skills in order to make them a rounded personality.

Applicability

This policy guideline applies to all the teaching staff, Students in grades 8th to 12th standards, and non-teaching staff at the Sana Group of Schools.

General Guidelines

- ✓ The school would provide access to all teachers, students and non-teaching staff to an online development tool on a very nominal charge payable by the learners per annum.
- ✓ Students will have access to online sessions to develop their soft skills and Leadership skills.
- ✓ Teachers will have access to online sessions to enhance their teaching capabilities and engaging better with the students.
- ✓ Non-teaching staff will have access to online sessions to enhance their general knowledge and performance.
- ✓ The sessions will be on own time, self-paced learning basis.
- ✓ The development of the teaching and non-teaching staff will be tracked/ monitored via their yearly performance management review process and for the students via their co-curricular activities in the school.
- ✓ In case a teacher or non-teaching staff invests an amount of over Rs. 500/- for their self-development on the below developmental activities the school will reimburse 60% of the fee for the activity and the remaining 40% will be borne by the employee:-
 - o Webinars
 - o Seminars
 - o Online courses
 - o Offline courses
- ✓ The above reimbursement will be done only if the employee obtains a prior written approval from the Vice Principal/Principal before attending the development activity and later submits a certificate of completion/attendance.

7.3 Engage

Working Days, Hours and Attendance

Objective

The objective of this policy is to set guidelines of working days, hours and attendance procedures.

Applicability

This policy is applicable to all employees on the payroll of the school. All employees are required to comply with these guideline applied from time to time.

General Guidelines

- ✓ The school shall have as many working days in a year as required by the Central Board of Secondary Education, New Delhi for its continued affiliation. The school shall observe all the norms laid down by the Board in this regard.
- ✓ The working hours of the school shall be specified by the Principal from time to time. The Principal shall also have the authority to change the timings of various sections, departments or components of the school provided that such a change is in the best interest of the school.
- ✓ Every employee shall comply with the instructions, as issued from time to time related to working days and timings.
- ✓ An employee of the school may also be required to conduct and organize co-curricular and extra-curricular activities and perform other assigned duties even beyond the normal working hours.
- ✓ The working hours may be different for teaching and non-teaching staff and apply to both males and females:-
 - o Teaching staff (male & female) :48 hours per week
 - o Non-teaching staff (male & female) :60 hours per week
- ✓ Attendance shall be marked through the bio-metric attendance system.
- ✓ Absence from duty including coming late, shall be reckoned as follows:-
 - o An employee who does not report to duty on time shall be treated as absent and his/her absence for the day shall be treated as leave with or without pay or as absence from duty unless otherwise approved by the immediate supervisor.
 - o None of the clauses in this policy shall prejudice the right of the Management to deduct wages for the period of absence and/ or to take disciplinary action against the concerned employee.

Number Of Teaching Periods

Objective

The objective of this policy is to set guidelines of working periods the teacher should devote in a year.

Applicability

This policy is applicable to all teaching staff on the payroll of the school.

General Guidelines

- ✓ Normally a teacher should be engaged as a full –time employee except special cases because of the nature of the job where the workload does not justify a full-time teacher.
- ✓ Every teacher should devote in a year not less than 1,200/- hours to the teaching of students out of which not more than 200/- hours may be required to be devoted for the coaching of weak and /or gifted children within the school premises, whether before or after the school hours.

Maintenance of Records by Teachers

Objective

The objective of this policy is to set guidelines of what records need to be maintained by the teaching staff.

Applicability

This policy is applicable to all teaching staff on the payroll of the school.

General Guidelines

- ✓ All teaching staff are expected to maintain the following documents and other records that may be specified by the Principal from time to time.
 - o Attendance registers of the class for which he/she is the class teacher.
 - o Program of instruction and lesson plans.
 - o Cumulative results of the class
 - o Attendance diary of optional subjects in the case of teachers teaching such optional subjects.
 - o Stock register of properties held by him/her.

Promotions

Objective

Promotion is a critical event in the career span of an employee. The promotion policy at Sana Group of Schools is based on rewarding consistent and enhanced performance. The purpose of this policy is to list out the eligibility criteria and assessment methodology for promotions.

Applicability

Unless specified otherwise, this policy is applicable to all regular full-time employees. This policy is not applicable to any contractual staff, apprentices and trainees.

General Guidelines

- ✓ The promotion policy shall be merit based and shall have a direct linkage to the performance management policy.
- ✓ Besides other parameters, all promotions in the organization shall take into consideration employee's performance over the last two/three years.
- ✓ There shall not be any time-bound promotions which is solely dependent on the residency period of an employee.

- ✓ Before the beginning of the new academic session an internal circular to be issued inviting applications from teachers working in lower sections to apply for the higher positions. Candidates should be shortlisted based on their qualification, experience etc. and permitted to appear for a written examination and personal interview. On this basis a merit list for various subjects shall be prepared and promotion is undertaken against vacancies arising in higher sections based on merit, satisfying the subject requirements.
- ✓ The candidates will appear the test for the desired level and subject. The question paper will consist of the following:
 - Subject & Pedagogy 40 marks
 - General English 15 marks
 - Aptitude & General awareness 15 marks
- ✓ Candidates who score a minimum of 60% in the subject and 50% overall will qualify for the interview along with a minimum rating of “GOOD” in the annual performance review for the last year.
- ✓ Exceptions may be taken to the promotion eligibility criteria on case to case basis for select employees who have exhibited stellar performance “OUTSTANDING” rating in all the appraisals at-least for two consecutive years and have shown the potential and level of skills and competencies required for the next grade. In such cases recommendation can be made by the immediate supervisor or head of the department, the final approval for the promotion in such cases rests with the Principal.
- ✓ In applicable cases, all vacancies in the school in first instance shall be filled up from among eligible internal candidates however; the Management reserves the right to fill up any vacancy through lateral hiring as deemed necessary.
- ✓ All promotion decisions shall be fully documented with decisions made against transparent, evidence based criteria.
- ✓ After the entire evaluation, if two or more employees are on the same ranking in - (Written test, Interview & Performance, the seniority amongst them ie: their total service in Sana Group of Schools shall be the final deciding factor.

Annual Increments

Objective

The purpose of this policy is to detail annual increment framework and the increment ranges for performance based increments at Sana Group of Schools

Applicability

Unless specified otherwise, this policy is applicable to all full time employees at Sana Group of Schools. This policy is not applicable to any contractual staff, apprentices and trainees.

General Guidelines

- ✓ This policy has direct linkage with the performance management policy and the promotion policy being practiced at the Sana Group of Schools.

- ✓ The following are guiding principles of this policy:-
 - Encourage and promote an organization culture of high performance
 - Institutionalize a friendly compensation structure to motivate the employees.
- ✓ The Financial year considered for calculation and disbursement of annual increments shall be from 1st April each year to 31st March of next year.
- ✓ All regular employees are eligible for annual performance based increments at the end of the financial year subject to completion of a minimum service period of 3 months within the institution in that year. However the annual increments shall be prorated for employees who have joined the institution from 1st April to 31st December during the year based on their joining dates.
- ✓ Employees who join the institution on or after 1st January in a financial year shall not come under the purview of performance management cycle for the year and hence shall not be eligible for annual performance based increments at the end of that financial year.
- ✓ The roll out of increments, in all cases shall be regulated as per the below guidelines.

PERFORMANCE LINKED PAY MATRIX	
Outstanding	8% - 10%
Very Good	6% - 7%
Good	4% - 5%
Average	0% - 3%
Below Average	Nil

- ✓ Based on market inflation and the school's financial performance the increment matrix may be reviewed and revised by the Management on a periodical basis.
- ✓ Unless in cases specified otherwise, the increment on promotions shall be over and above the annual performance based increment that an employee is entitled to, based on his/her performance in the preceding financial year.

Leaves and Holidays

Objective

The purpose of this policy is to set guidelines for the types of leaves available, procedure for applying and granting of leaves and the number of days for each kind of leaves and holidays.

Applicability

This policy applies to all employees on regular roll of the schools.

General Guidelines

- ✓ In the context of this policy continuous service for a specified period refers to the service rendered without any breaks and includes period spent on duty as well as on leave. Employees at Sana group of Schools are eligible for the following categories of leaves:

Sr. No.	Types of Leave	Total Number of days	Encashment	Accumulation
1	Casual Leave	12 day per annum	Not Allowed	Depending on situation
2	Sick Leave	As required	50% salary reimbursement	Not Allowed
3	Maternity Leave	12 Weeks Unpaid	Not Allowed	Not Allowed
4	Study Leave	6 days per annum	Not Allowed	Not Allowed
5	Unpaid Leave	6 days per annum	N/A	N/A

- ✓ Leave shall not be claimed as a matter of right.
- ✓ Grant of leave shall depend on the exigencies of service of the institution and shall be at the discretion of the Principal.
- ✓ Except in unavoidable circumstances, application for leave in writing shall be made in advance. A letter or a message either by fax/ email or phone should reach the Principal on the day of absence in case leave is required on account of emergency conditions. Messages delivered by phone or fax/ e-mail should be followed by written application on the subsequent day.
- ✓ Application of leave shall not amount to sanction of leave. Leave shall be deemed to be approved only after it is sanctioned by the competent authority.
- ✓ No employee shall proceed on leave until and unless the leave is sanctioned and approved by the competent authority.
- ✓ An application for leave that is for a day or an extension of already sanctioned leave for a day should be made at least 3 days before the date from which the leave or extension of leave is sought for.

Casual Leave – (CL)

- ✓ 12 days of casual leave with wages shall be credited to an employee's leave account at the beginning of each year. Employees joining the institution during the year would be credited with casual leave on a pro-rata basis. Unused CL will lapse at the end of the year.
- ✓ Casual Leave can also be taken as half day CL. If half day leave is taken the lunch interval shall be taken as the dividing time.
- ✓ Employees can avail a maximum of 1 casual leave per month, if not availed the leave will be cancelled for the month.
- ✓ In special cases the Casual Leave could be accumulated where the employee has planned for a longer leave period ie: Religious purposes or family holidays etc. in such cases leave should be applied minimum 3 months in advance.

Sick Leave – (SL)

- ✓ In case of sickness all staff should inform their supervisor immediately to make necessary arrangements for replacement.
- ✓ This leave can be availed by producing proper medical certificates.
- ✓ The school shall reimburse 50% of the salary for the day of sick leave.
- ✓ A fitness certificate has to be produced in order to join duty every time such leave is availed.

Maternity Leave

- ✓ All female employees at the Sana group of schools after successful completion of the Probation Period will be enrolled in the ESI Government initiative.
- ✓ All female employees who have worked at the Sana group of Schools for a period of not less than one year in the twelve months immediately preceding the date of expected delivery shall be eligible for the maternity leave benefits.
- ✓ The school shall sanction 12 weeks leave without pay for the concerned woman employee and all other relevant employee benefits under the scheme will be provided by the ESI.
- ✓ The employee should submit medical certificate of pregnancy along with the notice, preferably before proceeding on maternity leave.
- ✓ Any un-utilized balance of maternity leave shall lapse and shall not be adjusted against any other leaves.
- ✓ Any other matters not prescribed herewith shall be dealt as per the provisions of the Maternity Benefits Act (Amendment), 2017 and the rules framed there under.

Study Leave

- ✓ Paid study leave of 6 days per annum will be granted to teaching & non-teaching staff who are appearing for professional exams ie: B.Ed, M.Ed etc.
- ✓ In such cases the concerned employee has to plan this leave in advance and apply for leave minimum of 3 months ahead.

Unpaid Leave

- ✓ A maximum of 6 days unpaid leave will be sanctioned in special cases where the employee has exhausted all his leaves and wants to avail leave for a particular purpose/emergency.
- ✓ Also in cases where an employee is proceeding on a long leave for any of the below reasons and wants to avail unpaid leave along with the paid leave:
 - For religious purposes
 - For study purposes
 - For family reasons

Leave During Notice Period

- ✓ After submission of his/her resignation, an employee shall not be eligible for availing any type of leave during the notice period. Only under exceptional circumstances leave may be granted to the employee with the approval of the Principal routed through the immediate Supervisor.
- ✓ In such cases if the employee does not have any accrued leave balance then his/her notice period shall get extended by the number of days equal to leave taken.

General Leave Procedures

- ✓ Shall an employee, without approval avail a leave one day prior or after a Mandatory holiday all days will be considered as unpaid leave eg: If Wednesday is a Mandatory Holiday and the employee avails leave either on Tuesday or Thursday without an approval all days availed will be considered as Unpaid leave.
- ✓ Only leaves in case of emergency/death in family can be availed on the same day however; with proper communication to his/her Supervisor.

Compensation and Benefits

Objective

This policy defines the monetary components which shall be provided as part of the total compensation to the employees.

Applicability

Unless specified otherwise, this policy is applicable to all regular full time employees of Sana group of schools. This policy is not applicable to any contractual staff, apprentices and trainees.

General Guidelines

The various components of pay are explained as under:-

Basic Salary

- ✓ Basic salary is a fully taxable component which is 50% of their total fixed pay.
- ✓ Salary cycle is 26th to 25th of every month. Salary shall get credited in employee's salary account on the last day of the month. The set of banks where employees can maintain their salary accounts shall be prescribed by the school management from time to time.
- ✓ Employees joining on the 26th of any month and thereafter shall be paid their salary for that month along with the salary of the following month.
- ✓ A pay scale with Minimum/Medium/Maximum pay ranges has been made and will be available at the HR & Principal's office.
- ✓ An employee on promotion to the next grade shall be placed at the minimum of the respective promoted position's pay scale.
- ✓ The pay scale for each position may be revised once in every 5 years at the Management's discretion based on industry standards. The institution will benchmark its pay scale with respect to the changing market scenario (Competitor pay scale etc), cost scenario (Consumer price index/ Whole sale price index) and/ or institution's performance.

House Rent Allowance

- ✓ All employees will be entitled for a House Rent Allowance which is 45% of their basic salary.

Medical Reimbursement Allowance

- ✓ A fixed allowance of Rs. 1600/- shall be provided to all employees on a monthly basis to cover medical expenses for them and their family.

Conveyance Allowance

- ✓ A fixed allowance of Rs. 1800/- shall be provided to all employees on a monthly basis to cover their travel expenses.

Other Allowances

- ✓ Is a flexible allowance depending on the band of the employees and is to cover general expenses like Telephone, Children Education, Laundry and others.
- ✓ Employees will receive this allowance on a monthly basis based on the below percentage from their Basic salary:-
 - o Band 1 = 40% of their basic salary
 - o Band 2 = 38% of their basic salary
 - o Band 3 = 35% of their basic salary
 - o Band 4 = 33% of their basic salary
 - o Band 5 = 30% of their basic salary
 - o Band 6 = 28% of their basic salary

Ramadan Bonus (optional)

- ✓ An annual bonus of 1 month's total salary shall be paid to all the employees during the holy month of Ramadan.
- ✓ Employees who have completed a minimum of 6 months in service only will be eligible for this bonus.
- ✓ Employees who have not completed the above minimum period and have worked at least 3 months will receive Rs. 1000/- as a gift.

End of Service Benefit

- ✓ All employees will be eligible for an end of service benefit of 50% of their last withdrawn basic salary for every completed year after completion of 5 years in service.

Performance Management

Objective

The purpose of this policy is to outline Sana group of schools approach towards building a high performance culture and promoting transparency and fairness in the Institution. The performance management policy outlines the guidelines on the basis of which performance is assessed, measured and further developed for achieving professional and personal outcomes.

This policy provides a detailed description of the processes involved in the overall appraisal cycle, description of the forms to be filled during the cycle and responsibilities of different stakeholders involved.

Applicability

Unless specified otherwise, this policy is applicable to all regular full time employees of Sana group of schools. This policy is not applicable to any contractual staff, apprentices and trainees. Apart from this, full time employees who join on or after January 1st in a particular year shall also not come under the purview of the performance management policy for that corresponding financial year.

General Guidelines

- ✓ The APDR form has to be shared with the employee as part of their induction to enable the employees to have an idea of what areas will they be assessed during the year.
- ✓ The immediate supervisor of the employee will then have check in/coaching sessions with the employee at least thrice a year (July/October/January). The purpose of these sessions is to ensure the employee does not have any surprises at the end of the year and he/she is coached during the course of the year of what they are doing well and what needs to be improved based on the APDR form.

Self-Appraisal

- ✓ Self-appraisal is the employee's narrative description of the accomplishments. This process can help the individual reflect on his/her performance in the past year and document their accomplishments and their impact on the team, students and the institution.
- ✓ At this stage, the employee first needs to fill in the self-review form where the employee writes down what they have achieved during the academic year.
- ✓ The employee then submits the form to the immediate Supervisor for his/her appraisal and ratings.

Year-end discussion with immediate Supervisor

- ✓ Before the immediate supervisor provides the rating he/she engages in an end year review discussion with the employee.
- ✓ This is a formal two-way communication to discuss employee's performance.
- ✓ The discussion also revisits the check-in conversations happened during the year and assess its impact over the employee's performance.
- ✓ It's an opportunity to discuss employee's accomplishments and areas for improvement and an opportunity to assess actions taken on different areas of improvement and level of proficiency achieved by the employee after attending different training programs.
- ✓ At the end of the discussion the immediate Supervisor should provide their ratings and feedback to the employee that is constructive and objective citing as many examples as possible.

Rating review and signoff at the highest level ie – Vice Principal/Principal/Correspondent

- ✓ After the immediate supervisor provide their rating and feedback the form gets forwarded to the highest level of authority depending on the level of the employee.
- ✓ The next Supervisor reviews the rating by comparing the performance against a larger group of employees at similar level.
- ✓ In most of the cases, the next level supervisor's rating shall be the same as that given by the immediate Supervisor.
- ✓ The next supervisor also provides his/her comments along with the rating.

Performance feedback discussion with the employee by immediate Supervisor

- ✓ Once the final rating has been decided, these are routed back to the immediate supervisor.
- ✓ The immediate supervisor then holds a feedback discussion with the employee and communicates the finalized rating for that academic year.
- ✓ During the feedback discussion the immediate Supervisor should explain to the appraisee the assessment of his/her performance in comparison to their peers in the department.
- ✓ The immediate supervisor should also guide on how to improve the ratings for next year and ways to achieve them.

Final signoff by the employee and filing of the APDR form

- ✓ After the feedback discussion with immediate Supervisor the employee has to agree with the rating given.
- ✓ The original form is kept in the employee file at the HR department and a copy of the same is provided to the employee for further action, if any.
- ✓ If the employee is not satisfied with the rating he/she needs to provide a descriptive reason for the same.
- ✓ Employee dis-satisfaction cases shall be analyzed by the Principal to take appropriate measures to minimize such cases in the future.

Rating Scale

The performance rating provided to an employee at the end of the appraisal cycle is given below with broad definitions.

PERFORMANCE RATINGS	
RATING	SCORE
Outstanding	85 OR more
Very Good	70 - 84
Good	55-69
Average	40-54
Below Average	Less than 40

- ✓ Employees who have scored less than 40 shall be under a performance improvement plan (PIP).

Performance Improvement Plan

- ✓ PIP is a tool to bridge the gap between employee's performance and the institutions expectations. It is a structured way of giving an opportunity to correct their performance while still holding them accountable for their past performance.
- ✓ PIP may be required in situations where despite giving adequate feedback the employee has scored 40 or below therefore not meeting the expectations of the role.
- ✓ PIP shall be initiated and monitored by the immediate supervisor of the employee and shall be in place for a period of 3 months.
- ✓ After 3 months the performance of the concerned employee will be re-evaluated and further course of action decided.
- ✓ If the employee's performance improves and meets the expected standards the employee is retained in the institution else exit process shall be initiated for the employee.

Highest Level Signoff Matrix

Band	Highest Level Sign Off
1	Board of Trustees & Correspondent
2	Principal
3	Vice Principal
4	Head Mistress/ Master & Vice Principal
5	Head Mistress/ Master & Vice Principal
6	Head Mistress/ Master <u>Deeniyath</u> Head & Admin Manager

Job Titles and Grading/banding

Objective

The purpose of this policy is to set clear guidelines on the grading/ banding structure of jobs at the Sana Group of Schools.

Applicability

Unless specified otherwise, this policy is applicable to all regular full time employees of Sana group of schools. This policy is not applicable to any contractual staff, apprentices and trainees.

General Guidelines

- ✓ The banding structure below does not denote any reporting lines.
- ✓ The structure would help during recruitment and promotion processes as this sets a clear guideline for all the positions in the institution.
- ✓ For clarity purposes the institution will have the following 6 levels of banding only:

Band	Level
JB01 & JB02	Management
JB03	Executive
JB04 & JB05	Supervisory
JB06 & JB07	Junior/Entry level

- ✓ All positions of Sana Group of Schools will fall under one of the levels as below:

Band	Level	Positions
JB01	Management	• Principal
JB02	Management	• Vice Principal
JB03	Executive	• Head Mistress/ Master • Administration Manager
JB04	Supervisor	• <u>Deeniyath</u> Head • Asst. Head Mistress/ Master
JB05	Supervisor	• HOD's • Academic Coordinators • Transportation Manager
JB06	Junior	• Teachers • <u>Ustads</u> • Accountant • Admin HR • Supervisor Housekeeping • System Admin
JB07	Junior	• Office Boy • Office Assistant

- ✓ A complete list of benefits for each grade/band will be maintained confidentially at the Principal's office.

Rewards and Recognitions

Objective

The rewards and recognition policy aims to encourage and recognize superior performance at work and acknowledge career milestones.

Applicability

Unless specifically excluded, this policy is applicable for all employees on regular rolls and the students of Sana Group of Schools.

Reward Categories

#	Award Name	Type of Award	Purpose	Individual/ Team Award	Eligibility
1	Centum Award	Board Exams	Recognize Teachers	Individual	Class 10 & 12 handling teachers
2	Excellence in Teaching	Classroom Teaching	Recognize Teachers	Individual	All Subject Teachers
3	Best Class Award	Cleanliness, Discipline	Recognize Class Teachers & Students	Team	Students & Class Teachers
4	Best Assembly Award	Best Performance	Recognize Students & House Teachers	Team	Students & House Teachers
5	Academic Award	General Proficiency	Recognize Teachers	Individual	Subject Teachers
6	Good <u>Behavior</u> Award	Best Character	Recognize Students	Individual	Students, <u>Deeniyath</u> & Class Teachers
7	Sports Award	Excellence in Sports	Recognize Students	Individual	Students of all classes
8	100% Attendance Award	Full attendance for Teachers	Recognize Teachers	Individual	Teachers of all classes

Centum Award

- ✓ This award is given to teachers handling 10th & 12th standards for their efforts, dedication and coaching students obtain centum marks in the board exams.
- ✓ The Principal and Vice Principal will be involved in the identification and selecting process.
- ✓ A cash award of 5000 – 10000 Rupees along with a certificate will be awarded to the concerned teacher.

Excellence in Teaching Award

- ✓ This award is given to any subject teachers to recognize their performance during the year considering their lesson plan preparation, effective teaching methods, innovation etc.
- ✓ Each Academic head submits their application for this award.
- ✓ The Principal, Headmistress and Academic Heads will be involved in the selection process.
- ✓ A cash award of 2000 Rupees along with a certificate will be awarded to the Teacher.

Best Class Award

- ✓ This award is given to the teacher and student teams that maintain good discipline, notice board décor, following norms and maintaining cleanliness in the class during the academic year.
- ✓ The concerned Academic head submits the application for this award.
- ✓ The Vice Principal, Headmistress and Academic Heads will be involved in the selection process
- ✓ A class trophy/rolling shield will be awarded to the selected class.

Best Assembly Award

- ✓ This award is given to house teachers for maintaining discipline, best performance and innovative ideas during the assembly sessions.
- ✓ The House Teachers submit their application for the award.
- ✓ The Vice Principal, Headmistress and Academic Heads will be involved in the selection process
- ✓ A rolling shield will be awarded to the selected house.

Academic Award

- ✓ This award is given to concerned subject teachers for coaching students to score maximum marks in a subject, class performance by the teacher and completion of assignments.
- ✓ The Academic Heads submit their application for the award.
- ✓ The Headmistress and Academic Heads will be involved in the selection process.
- ✓ Certificates/Books/Gifts will be awarded to the selected teachers.

Good Behaviour Award

- ✓ This award is given to outstanding students to recognize their behaviour, respect of elders, Discipline, Punctuality and following norms.
- ✓ The concerned Class Teachers submit their application for the award.
- ✓ The Headmistress and Academic Heads will be involved in the selection process.
- ✓ Certificates/Medals will be awarded to the selected Students.

Sports Awards

- ✓ This award is given to students displaying excellence in various sports activities.
- ✓ The sports in charge will be involved in the selection process
- ✓ Certificates/Trophies & Medals will be given to the concerned students.

100% Attendance Award

- ✓ This award is given to Teachers who have shown their commitment towards student development by not availing any type of leaves during the year and punching in full attendance.
- ✓ A certificate and cash award will be given to the concerned teachers for their loyalty towards the school and student development.

This would also reflect in their Annual Performance Evaluation that is directly linked to their Promotions, Bonus and Annual Increments.

General Guidelines

- ✓ The above awards will be given once during the academic year during a large gathering like Sports day, Annual day etc.
- ✓ The budget for the above rewards & recognition programs should be planned and implemented at the beginning of the academic year or during the budget planning meeting.
- ✓ Awards and recognition should be allotted based on proper justification supported by proper evidences.

Employee Grievance Redressal

Objective

The objective of this policy is to provide easy and accessible machinery to the employees for redressal of their grievances.

Applicability

The policy is applicable to all employees on regular payroll of Sana Group of Schools unless excluded otherwise.

Identifying Incidents

- ✓ It is important that employees are aware of their obligation to report concerns, issues or behavior may include, but are not limited to employment terms, work assignments, working conditions, discrimination, harassment, fraud or unlawful conduct, retaliation and violation of the P&P's.
- ✓ Sana Group of Schools has an added responsibility to prevent any of the above behavior and actively support and promote this policy to set a good example and establish high standards of behavior at the work place.

Resource for Redressals

- Grievance redressal is a 3 tier process at Sana Group of Schools, the following contact points are at the disposal of the employees for reporting their concerns:
 1. Immediate Supervisor/Next Supervisor/HOD
 2. Vice Principal
 3. Principal
- Employees can directly report their concerns to the Vice Principal if he/she is not comfortable resolving the issue with either their immediate supervisor/next supervisor or HOD.

Grievance Redressal Procedures

- ✓ In many scenarios, issues can be resolved quickly through an informal discussion of immediate supervisor/Next supervisor/HOD with the employee.
- ✓ In case of un-satisfactory outcome post discussion with employee the immediate supervisor/next supervisor/HOD should approach the Vice Principal to seek assistance in arriving at a solution.
- ✓ The Vice Principal shall have the primary responsibility of redressing and analyzing all grievances and arriving at a resolution and way forward.

- ✓ If the Vice principal is unable to suggest an effective solution he/she must approach the Principal to identify additional solutions for resolution.
- ✓ The Vice Principal after consultation with the Principal should approach the aggrieved employee and inform him/her of the proposed solution.
- ✓ The Principal shall maintain a record of all grievances and track the closure in a timely manner.
- ✓ All grievances should be resolved and/or escalated within 7 days from the receipt of the grievance at any level of the three tier system.
- ✓ In some cases the grievances cannot be addressed timely by any of the three tiers. In such cases the Principal can setup a grievance redressal committee to resolve such grievance in fast track mode.

Code of Conduct and Penalties

Objective

The rules on employee's conduct, discipline and appeal are required for a systematic and uniform handling of misconduct at work place and provide a framework for future course of action.

These rules are effective only when exercised firmly, promptly and consistently across the institution. It also ensures a timely intervention by the superior by communicating or taking action on the concerned employee who has committed misconduct.

Applicability

The policy is applicable to all employees on regular payroll of Sana Group of Schools unless excluded otherwise.

Employee responsibilities

- ✓ Read and be familiar with the information and implication of these rules.
- ✓ Act in a manner that is safe, ethical and consistent with applicable laws and regulations, School's requirements, Vision and values and safety norms and standards.
- ✓ Raise questions and concerns if you become aware of possible violations of laws and regulations.
- ✓ Cooperate fully when responding to an investigation or audit.

Responsibilities of Superiors

- ✓ Creating an environment that is respectful and inclusive
- ✓ Encouraging them to speak up
- ✓ Listening and responding to concerns when they are raised
- ✓ Doing your part to make sure that no one experiences retaliation for speaking up or cooperating in an investigation.
- ✓ Help your team members in understanding these rules and the school's P&P's
- ✓ Be consistent when enforcing our requirements and holding people accountable for their behavior at work.

When should you speak up?

- ✓ Each of us has a responsibility to speak up if we see something unsafe, unethical or potentially harmful. If you have a question, need help or want to raise a concern you have several options. Please refer to the below options.

- Speak to your immediate Supervisor about your question/ concern
- Speak to your next Supervisor or HOD from the team
- Speak to your Vice Principal
- If none of these speak up option works than contact the Principal directly.

Misconduct

The following shall constitute as misconduct

- Resorting to corporal punishment to the students
- Habitual late coming and negligence of duty
- Use of abusive language, quarrelsome and riotous behavior.
- Insubordination and defiance of lawful order.
- Disrespectful behavior, rumor mongering and character assassination.
- Making false accusation or assault either on provocation or otherwise.
- Use of liquor and narcotics/ drugs.
- Embezzlement of funds or misappropriation of school property through theft or fraud.
- Mutilation / concealment / distortion / destruction of school records and property.
- Conviction by a court of law for criminal offence.
- Possession of weapons, explosive and other objectionable material such as pornographic and immoral pictures, books, magazines and cassettes including computer programs.
- Indulging in or encouraging any form of malpractice connected with examination or other school activities.
- Disclosing confidential matters relating to school.
- Obstructing other members of the staff from performing lawful duties, causing disruption in the normal functioning of the school and indulging in any sort of agitation, violence or otherwise and causing embarrassment to school authorities.
- Carrying on personal monetary transaction with other employees, with the students and/or with the parents or carrying out another employment, business or vocation individually or in partnership.
- Taking active part in politics.
- Propagating through teaching lessons or otherwise communal, sectarian or regional bias or inciting or allowing any student to indulge in communal sectarian activity.
- Making sustained neglect in correcting class work or homework.
- Indulgence in any kind of immoral activities.
- Organizing or attending any meeting during school except when he/ she is required or permitted by the head of the institution to do so as part of the assigned duty.
- Abstaining from work even though present in the school premises or absent without leave.
- Preparing or publishing any book or books commonly known as keys/ guides or assisting directly or indirectly in the publication of these books or acting as a selling or canvasser for any publishing firm or trader without written permission from the school.

- Asking for or accepting, except with the previous sanction of the Principal of the school, any contribution or otherwise associate himself / herself with the raising of funds of any kind or making any collection whether in cash or in kind, any pursuance of any object whatever, except subscription from the members of any association of teachers.
- Formation of any religious or political organization/ grouping is not allowed by the local authorities. Hence, association of any staff member of the school with such grouping will be treated as breach of code of conduct.

Following shall not be deemed as breach of the code of conduct

- To become or to continue to be a member of any literary, scientific, or academic organization or society complying with local norms and rules.
- To participate and / or organize such meetings or any other such activities that would enhance the teaching and / or research capabilities of the teachers.
- The following penalties may, for good and sufficient reasons, be imposed on an employee for breach of any code of conduct:

Minor Penalties

- Censure
- Recovery from pay, the whole or any part of any pecuniary loss caused to the school by negligence or beach of orders.
- Salary cut which may range from a minimum of one day's salary to a maximum of 15 day's salary, subject to the approval of the Managing Committee.

Procedure for imposing Minor Penalty

- No order imposing minor penalty shall be issued against a school employee unless he/she is informed that action may be taken against him/her giving the grounds on which penalty action is stipulated. Further, the employee shall also be given the opportunity to mend his / her ways or to make representation against the proposed action or to make his/her viewpoints known. Imposition of minor penalties will be with the approval of Managing Committee.

Major Penalties

- Reduction of Rank /Grade/Post
- Compulsory Retirement
- Dismissal from Service

Disciplinary Committee for Imposing Major Penalties

In order to deal with the cases of insubordination, to enforce proper discipline amongst the students, teachers, and other employees, to consider the representations of the employees, there shall be a disciplinary committee of the school, which shall consist of the following:

- The co-Founder and Correspondent or, in his absence, any member of the committee nominated by him.
- Principal of the school.
- Vice Principal of the school

- Admin Manager
- Concerned Headmaster / Headmistress
- The disciplinary committee shall make recommendations of appropriate disciplinary actions that shall be presented to the Managing Committee for endorsement.

Procedure of imposing Major Penalty

- No order imposing a major penalty on an employee shall be made without conducting an enquiry and without giving an opportunity to him/her to express his/her version with total freedom.
- The disciplinary authority shall frame definite charges on the basis of allegations on which the enquiry is proposed to be held and a copy of the charges together with the statement of allegations on which they are based shall be furnished in the form of a show cause notice and he/ she shall be required to submit his/ her clarification specifying why a disciplinary action shall not be initiated against the alleged within three days' time.
- The written statement of defense submitted by the accused shall be presented to the enquiry committee
- Following this the committee shall conduct the investigation (even if the accused fails/ refuses to submit the statement of defense within the specified time limit) and can invite witness/ witnesses also if required. In this process of enquiry natural course of justice should be maintained by giving the accused full opportunity to express his/ her version of the issue with total freedom and without fear.
- Having completed the investigation the enquiry committee shall submit the report to the Managing Committee. The Committee will discuss the report and the recommendations of the enquiry committee in the full Managing Committee and take the majority opinion for the final action. Before implementing the decided disciplinary action, the accused is to be notified about the findings of the enquiry committee and the disciplinary action.
- He/ she should be given an opportunity to submit an appeal within a specified time not exceeding two weeks if he/she wishes to do so against the action, any representation thereafter shall not be considered at all. Further he/she will not be considered for any future employment with the school.
- The decision of the Managing Committee will be final and binding.
- The following shall not be considered to be a penalty within the meaning of this rule:
 - Retirement of the employee.
 - Replacement of a staff that was not, qualified on the date of his/her appointment by a qualified one.
 - Termination of the service of an employee appointed on a short term/ Ad- hoc basis to fill a vacancy.

Payment of Salary and Allowances and Reinstatement

- When an employee who has been dismissed, removed or compulsorily retired from service, is reinstated as a result of appeal or would have been so reinstated but for his retirement on superannuation while under suspension pending the proceedings for dismissal, removal or compulsory retirement, as the case may be, the Managing Committee shall consider and make a specific order with regard to the salary and allowances to be paid to the employee for the period of his/her absence from duty, including the period of suspension proceedings of his/her dismissal, removal or compulsory retirement, as the case may be, less the subsistence allowance received by him /her shall be paid to him/ her from the date of suspension.

- Where the Managing Committee is of the opinion that the employee who has been dismissed, removed from service, or compulsory retired has been fully exonerated, the employee shall be paid the full salary and allowances to which he/she would have been entitled had he/she not been dismissed, removed, or compulsorily retired from service.
- The payment of allowances shall be subject to all other conditions under which such allowances are admissible.

7.4 Exit

Separation from Employment

Objective

The purpose of this policy is to define the guidelines and procedures when an employee's service tenure ends with the School. These shall cover cases of voluntary resignation, retirement, termination due to job abandonment, termination on account of employee's non-performance during probation period or consistent non-performance in annual performance appraisal and death of an employee.

Applicability

The policy is applicable to all staff and Management of the Sana Group of Schools.

Types of Separation

- ✓ Voluntary Resignation
- ✓ Retirement
- ✓ Termination due to job abandonment
- ✓ Termination on account of employee's non-performance during probation period or consistent non-performance in annual performance appraisal
- ✓ Death of employee

Voluntary Resignation

- ✓ Any employee who wishes to resign from the organization must submit a resignation letter in writing, by email or hard copy to his/ her immediate Supervisor.
- ✓ In general, it is expected that the employee serves the entire notice period that is applicable to him/her as defined in the table below. If an employee desires to get an early release from his/her services, the same should be mentioned in the resignation letter.

NOTICE PERIOD IN CASES OF VOLUNTARY RESIGNATION	
DIFFERENT STAGES OF EMPLOYMENT	APPLICABLE NOTICE PERIOD
Employee/Trainee during Probation period	90 days
Regular employee	120 days

- ✓ The resignation letter shall be forwarded to the concerned HOD through the immediate Supervisor for his/her acceptance.
- ✓ The HOD shall then forward the case to the Vice Principal who will conduct a stay interview to understand the reasons behind employee's decision to resign from the company. Efforts shall be made to retain the employee by reinforcing the identified triggers in the stay interview.
- ✓ In case the employee does not change his/her decision post the stay interview the Vice Principal shall forward the letter to the Principal for final acceptance.
- ✓ Resignation once accepted shall not be withdrawn unilaterally
- ✓ In case where an employee wishes to get an early release prior to serving their notice period the relieving date shall be mutually agreed upon by the HOD and the Immediate Supervisor.
- ✓ Upon receipt of the intimation of resignation Admin HR shall start the employee separation process.
- ✓ An exit interview is conducted on the last working day of the notice period to assess the satisfaction level of an employee on various aspects. This exit interview shall be conducted by the Vice Principal or the Principal.
- ✓ Full and final settlement and release of relieving letter shall be subject to the concerned employee having completed the handing over formalities to the satisfaction of his/her immediate supervisor and having obtained clearance from all relevant departments (IT/Accounts/HR).
- ✓ Upon leaving the school, immediate updates shall be made in all relevant systems.

Reaching the age of Retirement

- ✓ An employee shall retire upon attaining the age of 60 years.
- ✓ The date of retirement shall be calculated on the base of the birth certificate/ High school certificate submitted by the employee while joining.
- ✓ The Admin HR shall inform the immediate supervisor of the employee at least 3 months in advance before an employee is reaching retirement age.
- ✓ Approval from the Principal is sought to relieve the employee and process his/her dues.
- ✓ On the last working day, on completing the formalities and obtaining clearance from concerned departments (IT/Accounts/ HR) the employee shall be handed over the relieving letter.
- ✓ Upon leaving the school, immediate updates shall be made in all relevant systems.

Termination due to job abandonment

- ✓ Job abandonment is a situation where an employee stops reporting to work without informing his/her immediate supervisor.
- ✓ Under all circumstances, it is expected that the employee maintains adequate frequency of communication with his/her immediate supervisor. Simultaneously it is expected the immediate supervisor is aware about his/her employee's whereabouts.

- ✓ For any absence, there should be a prior approval taken by the employee from his/her immediate supervisor as per the leave policy.
- ✓ Any unauthorized absence will be treated as a case of misconduct.
- ✓ Unexpected scenarios would be treated as exceptions and dealt with on a case to case basis keeping in mind the facts and circumstances of each scenario.
- ✓ In Sana Group of School's context, any employee who does not report to work for 5 consecutive working days without intimating his/her immediate supervisor may be termed as job abandonment. In such case the immediate supervisor shall make every attempt to establish contact with the employee via telephone, mail, message etc. and his emergency contacts as provided in the emergency contact details.
- ✓ In case still the employee does not respond to any of the attempts made by the immediate supervisor he/she shall report the same to the HOD and Vice Principal on the 6th working day of such an absence.
- ✓ In urgent/ exceptional scenarios the immediate supervisor/ HOD may request the IT department to revoke all accesses immediately in case of any perceived threat.
- ✓ The Vice Principal shall try to establish contact with the employee within the next 2 working days via phone, message and email etc.
- ✓ If there is no response from the employee a request shall be placed with the Finance team to temporarily withhold the salary of the employee. In addition the Vice Principal shall initiate action against the employee at his/her present and permanent address and personal email ID registered in the employee record requesting the employee to report within the next 3 working days.
- ✓ In case the employee responds to any of the notices and returns to work, the Vice Principal may take disciplinary action. The salary of the employee shall be released in accordance with the payroll cycle and timelines. The days of absence shall be adjusted against the available leave balances of the employee.
- ✓ In case the employee does not respond to the notices nor return to work, the employee shall be deemed to have abandoned employment with Sana Group of Schools.
- ✓ In such case the employee shall be terminated on grounds of job abandonment. A termination letter to this effect shall be issued by the Vice Principal to the employee to his/her permanent and current address as per the school's records.
- ✓ In such cases, Sana Group of Schools reserves the right to claim all its legitimate dues not limited to salary.
- ✓ Such an employee shall not be eligible to be rehired at Sana Group of Schools at any given point in time.
- ✓ As this is an abandonment of employment, any third-party back ground verification received for such an employee in future will have reference to this effect.

Termination on account of non-performance (Probation & Appraisal)

- ✓ If an employee is found exhibiting unsatisfactory performance under the Performance Improvement Plan (PIP) of Performance Management System or during the Probation period exit process shall be initiated for such employee.
- ✓ Employee shall serve a notice period of 30 days after the exit process has been initiated.
- ✓ Approval from the Principal shall be sought to relieve the employee and process his/her dues.
- ✓ Full and final settlement and release of relieving letter shall be subject to the concerned employee having completed handing over formalities to the satisfaction of his/her immediate supervisor and having obtained clearance from concerned departments (HR/Accounts/IT).
- ✓ Upon leaving the School immediate update shall be made in all relevant systems.

Death of an Employee

- ✓ Upon receiving notification of the death of an employee, the employee's immediate supervisor should notify the concerned HOD and the Vice Principal.
- ✓ The salary in this case shall be computed up to and including the last date of employment and shall be credited to the deceased employee's salary account or to that of his/her nominee account provided in the deceased employee's records.
- ✓ Updates shall be made in all relevant systems effective from the date of the death of employee.

Stay Interview

- ✓ Stay interview is a structured retention interview conducted by the General Manager for an employee who has resigned.
- ✓ Once an employee resigns, it's mandatory to undertake a stay interview.
- ✓ Stay interview identifies and then reinforces the factors that drive an employee to stay. It also identifies and minimizes any triggers that might cause the employee to consider quitting again.
- ✓ A Stay interview shall not be conducted but all the other formalities need to be completed.

Exit Interview

- ✓ Once an employee resigns, it's mandatory to undertake an exit interview.
- ✓ Exit interview shall be conducted by the General Manager for all employees.
- ✓ Feedback from the employee needs to be captured and forwarded to Admin HR to file it in the employees file on the same day.

Exit Clearance

- ✓ As part of the exit procedures, employee has to complete an exit clearance form and submit to the Finance department before receiving all the dues and leaving the school.
- ✓ It's the responsibility of all the concerned department/section heads to individually review and sign the areas concerning them as they would be held accountable for any areas missed out/not completed.
- ✓ Finance department will not pay the employee their dues unless he receives the completed Exit clearance form from the employee.
- ✓ A copy of the Exit Interview and Exit clearance has to be filed in the employee file.

Leave During Notice Period

After submission of his/her resignation, an employee shall not be eligible for availing any type of leave during the notice period. Only under exceptional circumstances leave may be granted to the employee with the approval of the Co-Founder and Correspondent and Principal routed through the immediate Supervisor.

In such cases if the employee does not have any accrued leave balance then his/her notice period shall get extended by the number of days equal to leave taken.

General Aspects

Fee Concession for Staff Children

Objective

The purpose of this policy is to set guidelines for the fee discounts provided to children of staff working at the Sana group of Schools.

Applicability

This policy applies to all employees on regular roll of the schools.

General Guidelines

- ✓ Children of school staff who have completed their probation period satisfactorily shall be eligible for concession in fees as given below:-

Category	Tuition Fee charged
First Year	Full fess without any concession
Second year onwards until end of third year	Second slab – <u>Rs. 1000/-</u> concession per month
Fourth year onwards	First slab – (<u>Ulema</u> category)

- ✓ The above concession will only be on the tuition fees charged by the schools.
- ✓ The registration fee and admission fee will be reduced by Rs. 10,000/-.
- ✓ For parents who are Ulema they can avail the above special status from first year onwards however; they should meet the following criteria:-
 - The parents/parent should be practicing Ulema ie: currently working in a Madrasa or Masjid.
 - Also reside within a radius of 5kms from the School in order not to have any issues with transportation

Private Tuitions

Objective

The objective of this policy is to set guidelines on the status of providing private tuitions by teachers.

Applicability

This policy is applicable to all teaching staff on the payroll of the school.

General Guidelines

- ✓ In line with section 28 of the RTE (Right to Education) act no teaching staff shall undertake private tuitions.
- ✓ Any type of private coaching/ tuition at home or outside is against the rules & regulations of the country.
- ✓ In case there arises a situation wherein the teacher has to provide private one to one coaching before or after school hours, he or she has to submit a letter seeking permission from the Management for the same.
- ✓ If any staff member is found indulging in tuition without proper approval from the Management and is proved with sufficient evidences the Management will have the authority to take suitable disciplinary methods against the individual.

Breach of Confidentiality

Objective

The purpose of this policy is to detail out the confidentiality and non-disclosure obligations of existing and former employees of Sana Group of Schools.

Applicability

This policy is applicable to all current and former employees on regular roll at Sana Group of Schools.

General Guidelines

- ✓ Confidential information means exclusive information of the schools including but not limited to technological, business, financial, transactional or other affairs.
- ✓ Sana Group of Schools expects all its employees to handle confidential information in a sensitive and professional manner. All confidential information should be maintained by all employees in a manner which ensures its privacy and safety.
- ✓ All employees should use confidential information solely for the purpose of performing their duties as Sana Group of Schools representatives.
- ✓ Employees should not use confidential information in any manner that is adverse or detrimental to the Institution.
- ✓ Employees must carefully protect and must not disclose/ share to any third party/ anyone outside the institution confidential and exclusive information without prior approval of the Principal or the Vice Principal (as applicable).
- ✓ In cases where confidential information needs to be shared with any third party proper NDA (Non-Disclosure Agreement) must be signed with the third party in advance.
- ✓ No employees shall take any office files/ papers/ documents or any other information of confidential nature outside school premises without prior approval of their immediate supervisor ie Head.
- ✓ Employees should take all reasonable steps to protect confidential information from disclosure eg: password protecting computers/ laptops, storing/ filing confidential documents in locked drawers, avoiding discussions on confidential matters in public areas/ open places.
- ✓ Employees should not gain access or attempt to gain access for information for which they are not authorized to access.
- ✓ The obligation of maintaining confidentiality and non-disclosure of sensitive information shall continue even after the end of employment period with Sana Group of Schools.

Breach of Confidentiality

- ✓ Any employee found violating the confidential and non-disclosure obligations as mentioned in the above sections shall be subject to disciplinary action and may lead to termination of employment.
- ✓ Any former employee found violating the confidential and non-disclosure obligations may be subject to legal action taken against him/her depending on the circumstances and quantum of breach.

School Address:

- ✓ SANA MODEL SCHOOL
(Affiliated to Central Board of Secondary Education)
4/122 Goparasanallur, Kattupakkam, Poonamallee, Chennai 600056

Contact No. 7550282701

Website: www.sanamodelschool.com

Socio-Emotional Compliance



8.1 Counselling Services at School

8.2 Life Skills

8.3 Socio-Emotional Learning

Introduction

The concept of socio-emotional aspects refers to a person initiating, cultivating and responding to others, to form relationships with other people in their lives such as parents, relatives and friends. These socio-emotional aspects are very crucial for a good life. The schools should make sure that the socio-emotional needs of children and the school staff is met through capacity building and systematic implementations.

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

On a more individual level, the skills learned within an SEL program have been shown to help students better cope with emotional stress, solve problems, and avoid peer pressure to engage in harmful activities. This can help set these students up for success throughout their school years and beyond.

Socio-emotional development at schools has many advantages. such as,

- Academic success. Developing stronger social/emotional skills improves the academic performance of students.
- Fewer behavioural problems. Students engaged in SEL (Socio-emotional learning) are less aggressive and disruptive in school.
- Less emotional distress and
- Positive social behaviour.

Below are few aspects related to Socio-emotional compliance to be undertaken at schools. Such as Counselling services, Life skills, Socio-emotional learning curriculum:

8.1 Counselling Services at School

Counselling is defined as, "a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals."

The counsellor assists students in their academic, career, social, and personal development and helps them follow the path to success. The school counsellor serves as a leader as well as an effective team member working with teachers, administrators, and other school personnel to help each student succeed.

Planned and an effective counselling system should be implemented at school level. We can appoint a counsellor or collaborate with an established counselling organisation. A good school has the support of parents and the community, working together to bring out the best in our children. Thus programs should be adapted to strengthen the same.

Capacity Building:

1. Psychological counselling must be provided to every student in an academic session.
2. Teachers should have basic training in counselling, identification of disabilities, learning difficulties etc.
3. Exercises in building self-concept, self-image, and acceptability should be part of the learning process.
4. (3P)- 'Positive Parenting Programme' should be conducted.

School Culture

1. Environments and working methods should be adapted to children's capacities.
2. Children need to have opportunities to highlight and address the issues they themselves identify as relevant and important.
3. Children should never be coerced into expressing views against their wishes and they should be informed that they can cease their involvement at any stage.

Infrastructure

1. The first level intervention should be by the teachers. If the intervention is unsuccessful or for cases requiring more specialised attention, referral is made by teachers to the Teacher Counsellors.
2. School has appointed qualified Child Counsellor or Psychologist – part time or full time or on call consultant or if a school cannot afford even a part time counsellor, a senior teacher has to be trained in counselling.
3. There should be an internal reporting mechanism in place. A teacher should observe and understand child behaviour - note any changes in behaviour and report accordingly.
4. The Child Care Centres Act, which safeguards the well-being of children by providing for the licensing, inspection and control of child care centres, also requires all child care centre operators to report immediately to the Director of Social Welfare (Regulation 21), whenever they have reasonable cause to suspect any case of child abuse.
5. Educators and school staff will come together to learn about the many good efforts and innovations in our schools, and collaborate with one another to develop programmes to facilitate the students' learning.

Reactive measure

Guiding and re-orienting students who have erred in their behaviour.

Provisions for Children with Special Needs

Objective

The purpose of this policy is to provide guidelines to take care of the needs of the Children with special needs.

Applicability

This policy is applicable to all Management and teaching staff of the school.

General Guidelines

1. School to ensure that no child with special needs is denied permission in mainstream education.
2. To monitor enrollment in schools of disabled children.
3. To provide support through assistive devices and the availability of trained teachers.
4. Include physical infrastructure and teaching methodologies to meet the needs of the children with special needs.
5. To ensure availability of study material for the disabled children like Talking Text Books, Reading machines and computers with speech software.
6. To ensure adequate number of sign language interpreters, transcription services and loop induction system will be introduced for the hearing handicapped students.
7. Classroom organization to accommodate children with special needs
8. To ensure regular in service training for teachers in inclusive education at the elementary and secondary levels.

8.2 Life skills

Life skills are abilities for adaptive and positive behaviour that enable humans to deal effectively with the demands and challenges of life. This concept is also termed as psychosocial competency. Few important skills of students should be developed such as, Communication and interpersonal skills,

Decision-making and problem-solving, Creative thinking and critical thinking. It also focuses on self-awareness and empathy, which are two key parts of emotional intelligence.

Implementation of Akhlaq / Character Building Chart is an effort towards imparting life skills to our students.

Capacity Building

1. Sessions are conducted for students on life skills.
2. Children are given guidance and trained on adequate age appropriate social skills in managing emotions and building healthy peer relationships.
3. Children are sensitized to recognize and deal with negative peer pressure.
4. Adults need preparation, skills and support to facilitate children's participation effectively – for example, they need to develop listening skills, and to know how to work with and engage children in accordance with their evolving capacities. Thus the school staff needs to be trained on basic life skills.
5. Self-Awareness should be key learning. Which should include Identifying and recognising emotions, recognising strengths, needs and values.
6. Life skills education should lead to impulse control and stress management.
7. Life skills education should lead to communication, social engagement and building relationships.
8. Life skills education should lead to negotiation, refusal and conflict management.
9. Life skills education should lead to goal setting and organisational skills.
10. Life skills education should lead to self-motivation and discipline.

School Culture

1. Success, joy, and accomplishment are all main features of a positive school culture. When your school has a positive culture, teachers are excited to work because they see the bigger picture, and students are in a better position (mentally and emotionally) to learn.
2. A positive school climate is the product of a school's attention to fostering safety; promoting a supportive academic, disciplinary, and physical environment; and encouraging and maintaining respectful, trusting, and caring relationships throughout the school community.
3. A good school creates a positive school experience for each student, making him a confident and lifelong learner.

Infrastructure

1. Life skills can and should be actively taught to children all throughout their time in school.
2. A team/department should be created in school who should look into the design and implementation of life skills programs at school.
3. There should be a life skills program assessment conducted periodically. The Program impact should indicate that there should be increased care for the well-being of the other.

8.3 Socio-Emotional Learning (SEL)

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation (As per CASEL).

Capacity building

1. Social-Awareness should be key learning. Which should include, Perspective taking, and respect for others.
2. It is necessary for schools to sensitize students about human rights, democratic values and respect for privacy and dignity of others.
3. National Education designed to better acquaint students with their own history, to strengthen civic commitments, and protect and defend the country's core values.
4. Psychological counselling must be provided to every student in an academic session.
5. Awareness about human rights, respect for diversity and equality may be discreetly grafted into the lessons and exercises right from the primary classes.
6. Emphasis is on CCE (Character and citizenship education), for this a curriculum should be designed or adapted.
7. SEL should lead to problem identification and situation analysis.

School Culture

1. Should build a culture of personal, moral and ethical responsibility.
2. Schools are advised to create a conducive climate that is free from fear, anxiety and stress so that children learn joyfully and learn to work together harmoniously. Should be Working cooperatively.
3. The learning should lead to appreciating diversity.
4. School leaders and teachers are important role models of these skills.
5. A good school cares for and provides opportunities to all students, regardless of family circumstances.
6. Non-discrimination on the basis of gender, class, caste etc.
7. Corporal punishment should be totally banned in schools.
8. A teacher should use non-biased methods, including aids and texts.
9. Teacher encourages child participation and decision making.
10. Participation must be inclusive, avoid existing patterns of discrimination, and encourage opportunities for marginalized children (girls and boys) to be involved.
11. Create a climate that encourages students and adults to question confusing or uncertain behaviors and practices.

12. Children shall be given equal opportunity and treatment.
13. Programmes must be culturally sensitive to children from all communities.
14. The school does not tolerate discrimination/prejudice against students on basis of religion, caste, gender, language, physique or disability or any other factor.
15. Values should be at the core as they guide and provide the purpose for one's behaviours.
16. One of the educational aims- to strengthen unity between the ethnic, religious, and castes.
17. SEL should lead to impulse control and stress management.
18. SEL should lead to communication, social engagement and building relationships.
19. There should be culture of seeking help and providing help.
20. With sound values, students will be able to demonstrate good character and citizenship.
21. SEL should lead to negotiation, refusal and conflict management.

SEL should lead to goal setting and organisational skills.

Infrastructure

1. There should be a scope for evaluation and reflection regarding socio emotional learning in children.
2. Social and emotional competencies should be taught to students to ensure that they acquire the skills, knowledge and dispositions that will help them face future challenges. For this a curriculum should be designed or adapted from already designed SEL curriculums.
3. Parents play a key role in providing a supportive environment for our children to learn. Thus stronger school and parental engagement programs should be implemented in order to orient the parents regarding their responsibilities.
4. Mentioning the status of the student in terms of his/her behaviour pattern in the school leaving and character certificates is mandatory.
5. Setting up of School Health and Wellness Clubs.
6. All types of bullying is discouraged and prohibited in the school premises and students are asked to refrain from bullying, ragging, criticism, rude language, and malicious gossiping.
7. Ban on Corporal punishment and emotional harassment of students by teaching and non-teaching staff.
8. Strong emphasis on bilingualism and values and character education.

Reactive measure

1. School has appointed qualified Child Counsellor or Psychologist – part time or full time or on call consultant or if a school cannot afford even a part time counsellor, a senior teacher has to be trained in counselling.
2. Guiding and re-orienting students who have erred in their behaviour.
3. Cyber-crimes including Cyber-bullying or harassment are handled with sensitivity and confidentiality.
4. A Counselling, Psychological, and Social Services Program that is designed to ensure access or referral to assessments.

Finance



- 9.1 Sports Expenditures
- 9.2 Loans
- 9.3 Audit
- 9.4 Banking
- 9.5 Payment Procedures
- 9.6 Petty Cash
- 9.7 Receipt Procedures

Introduction

Objective

The purpose of this policy is to set guidelines for financial dealings/ procedures of the school.

Applicability

This policy applies to all the staff involved in financial dealings at the school.

General Guidelines

- The Managing Committee of the school will have full authority to decide on all financial matters of the school and for matter of convenience and smooth functioning will look into areas like:
 - o Annual Budgets for the Financial year
 - o Bi monthly review of expenditure
 - o Evolve suitable accounting procedures
 - o Investment policy for reserve funds etc.
- The Principal will have the authority to sanction non-recurring expenditure up to Rs. 25000/- at a time.

9.1 Sports Expenditures

1. Expenses for sports including purchasing of materials and medals should be budgeted and sanctioned by the Managing Committee.
2. The sports teachers should submit requirements including medals and certificates to the Managing Committee at least 2 months in advance of the event for approval.

9.2 Loans

1. Loan approved by the Managing Committee should be restricted a maximum of 35% of End Of Service Benefit (EOSB) which is to be repaid maximum in 12 months.
2. It is recommended that regular staff who have put in over 20 years of service and reached the age of 55 may be permitted to withdraw a maximum of 70% of their EOSB based on their request, this facility will be available only once till final retirement.

9.3 Audit

1. A finance subcommittee will function as internal auditors of the school accounts. They will carry out periodical audit of the accounts and submit their observations to the Managing Committee.
2. An external statutory auditing firm has to conduct external auditing of the school's financial transactions and the finance subcommittee will assist the audit firm from the school's side.
3. The annual statutory audit must be completed latest by the 30th June 3 months after the completion of the financial year.

9.4 Banking

1. All bank accounts of the school will be operated by the Correspondent, Principal and/or a member of the finance committee. They should ensure that laid down procedures have been followed in clearing vouchers, before signing the relevant payment vouchers and cheques for payment.

2. At any time only two valid signatories should remain in the bank records.

9.5 Payment Procedures

1. All payments over Rs. 1000/- will be made by crossed cheques. Cash payments will be made from petty cash account to be maintained separately by the Cashier and controlled by the Principal.
2. All payments should be supported by proper payment vouchers duly authorized by the competent authority under these rules. All payments should be supported by an original invoice/pre receipted bill on the official stationery of the payee. Salary payments should be on proper acquaintance rolls or registers. Vouchers should invariably mention the authority for payment.

9.6 Custody of Cash and Cheque Book and Petty Cash Account

1. A Petty Cash account will be established, the maximum limit of which will be Rs. 20,000.00 (Rupees Twenty Thousand).
2. The replenishment request should be accompanied by all relevant vouchers of previous payments. The replenishment will be made by a cash cheque after due scrutiny by the Principal and a member of the Finance Sub-Committee countersigning the cheques.
3. A Petty Cash replenishment request should be made when the balance in the account falls below Rs. 5,000/- (Rupees Five Thousand).
4. All cash receipts (as also cheques) should be deposited in the Bank on the same day. The Cashier will submit necessary documentary evidence of deposit (e.g. Bank Deposit Slip) along with the back- up documents of collection of cash/cheque to the accountant immediately. Thereafter, in case of genuine difficulty, it should be positively being deposited the next working day.

9.7 Receipt Procedures

1. All cash receipts will be issued with a numbered official receipt of the school and should carry a rubber stamp of the name of the person actually collecting the money and his/her signature. On no account temporary receipts, etc., should be used. For this purpose sufficient stock of numbered printed books and a logbook of numbered form control will be maintained, duly checked at the time of issue to cash clerks and after use to reconcile the receipts,

Supervision of Accounts Personnel

1. The Finance Sub-Committee will assist the Principal in maintaining a periodic check on the accounts, accounting procedures etc. The Principal regularly and the Finance Sub-Committee periodically, will carry out surprise audit checks on the petty cash and bank Cash Balance.
2. For purpose of the recruitment, re-allocation of duties of accounts staff, periodic evaluation of efficiency, disciplinary procedures against these staff etc. the Principal / Finance Sub-Committee will be the decision making authority subject to the approval of its decisions by the Managing Committee.

Insurance

- The Managing Committee should work towards ensuring adequate insurance for the following:
 - The transport facilities should have insurance as per government/RTO guidelines.

Any other insurance as and when required under sharia compliance.

Records maintained at Account Desk

Sl. No.	Details of the Record	Description
1	Daily Cash Book	Daily records of receipts & expenditures for the day
2	Fee Ledger	Record of fee of all enrolled students
3	Receipts File	
4	Tuition and Recreation fee	These items have to be recorded in respective receipt books only
5	Admission fee, annual fee and security deposit	These items have to be recorded in respective receipt books only
6	Voucher Files	Daily expenditure voucher files have to be maintained to keep the written record of payments being made
7	Attendance Record File	Attendance sheet of every month has to be filed according to the working days of every month & the attendance of each staff member
8	Vouchers	Green voucher: for expenditures up to Rs. 500/- White vouchers: for expenditures exceeding Rs. 500/-
9	Record of Xerox	Payment of Xerox to be maintained
10	Focus Entry	Focus is the software which enables the accountant to keep all the records regarding the fees collected by every student updated
11	Reports	Daily expenditure report & daily attendance report (pre-primary, primary, teaching & non-teaching staff) has to be sent daily at the end of the day to the Managing Director, Directors & assistant to the Managing Director

Mandatory Processes - Budgeting

DESCRIPTION	DETAILS/STEPS
Process Objective	<p>The purpose of this process is to:</p> <ul style="list-style-type: none"> Analyzing the Previous Year's School Budget Inviting Forecasting about plans and projects from Various Departments Estimation of Expenses and Revenues Proposed Budget submissal to the Management for Approval
Scope of Process	This SOP relates to all the Management team and Teaching & Non-Teaching Staff
Process Owner	Finance Manager
Process Members	Principal, Vice Principal, Administration Manager, Head of Departments
Process Description	<p>Analyzing the previous year's School Budget</p> <p>Analyzing the Budget with Heads of the Department of the School. It helps to know that how much is allocated to various operational expenses and to find where exceeded or fell short of budget. This information will be used to feed into the planning for the next year's budget.</p> <p>Inviting Forecasting about plans and projects from Various Departments</p> <p>In December every year, a circular is being issued from the Finance Division to all other Departments to Submit Estimation of expenditure to be incurred in the Following financial Year in the prescribed format.</p> <p>Estimation of Expenses and Revenues</p> <p>Budget Estimates will be prepared Financial year wise taking into account all anticipatory receipts and the Estimated Expenditure on examination and committed expenditure on Salaries, maintenance of infrastructure and Other Administrative Expenses etc., during the period.</p> <p>Revenue Estimates and Receipts</p> <p>The estimated revenue is based on the number of students expected multiplied by the tuition rate. If more students are</p>

Safety and Security



- 10.1 Health, Hygiene and Nutrition
- 10.2 Safety
 - 10.2.1 First Aid
 - 10.2.2 Accidents at Work Place
 - 10.2.3 Fire Precautions
 - 10.2.4 Fire Procedures
 - 10.2.5 Travel Safety
 - 10.2.6 Excursion Safety
 - 10.2.7 Playground Safety
 - 10.2.8 Campus Safety
 - 10.2.9 Electrical Safety
- 10.3 Reactive Measures in School Campus
- 10.4 Emergency Procedures
- 10.5 Medical Emergency

Introduction

School is a place where a child spends most of his time, and his primary caretakers parents are not around him. It is believed that schools should take care of child's safety and well-being with academics. The schools should be guided as to what are the safety and well-being needs arise at schools.

A robust preventive and pre-emptive (serving or intended to pre-empt or forestall something) safe school environment is one which is free of violence and based on respect to children, working in partnership with schools, teachers, parents, community and most importantly, children themselves. Children should have a qualitative space to share in decisions regarding their own well-being.

The schools should take responsibility of student and staff well-being. Well-being can be referred to all those needs and opportunities which are required to flourish. Well-being refers to needs over and above the ill being perimeter (ill being refers to the state of being ill, unhealthy, or unhappy; misery).

Safety compliance refers to the state of being in accordance with established safety standards and regulations, or the process of becoming so. It is basically the process to protect all the people in the school campus from work related illness and injury and to make the school, the building, playground, classrooms, school transport etc safe and secure. Every school should have an Environmental, Safety and Health Policy statement, in other words, a school safety plan (example of a workplace security policy).

Objective

The aim of the school management is to provide a safe and healthy working and learning environment for staff, Students and visitors. This will be achieved by implementing the health, safety and security objectives detailed in this policy.

Applicability

The policy is applicable to all employees, Students, Parents and visitors to the school.

Policy Statement

The School attaches great importance to the health, safety and welfare at work of all its employees and other users, particularly children, parents and visitors. We aim to provide, so far as it is reasonably practicable, for its employees when working on the premises or elsewhere:

1. Instruction, training and supervision to enable its employees to work safely without risk to their health;
2. Premises and places of work that are well maintained, have safe access and egress for all and are without risk to health
3. Where vehicles are used, to ensure that they are well maintained, safe and without risk to health;
4. Safe systems and methods of work that are without risk to health.
5. Lab, machinery and equipment that is safe and without risk to health.
6. Articles and substances for use at work that are safe when properly used, stored, handled and transported.
7. Suitable safety clothing and equipment when required by regulation, approved code of practice, departmental instruction or when considered necessary by the Principal.
8. Any other suitable protection, where appropriate, where staff might be at risk.
9. Care for the safety of visiting contractors, members of the public and authorized visitors.

10. Arrangements to involve all members of the school community including students in developing this health and safety policy.
11. Care for our responsibility towards the environment and ensuring that our activities do not adversely affect it.

10.1 Health, Hygiene and Nutrition

According to the World Health Organization (WHO), "Hygiene refers to conditions and practices that help to maintain health and prevent the spread of diseases." Personal hygiene refers to maintaining the body's cleanliness. Nutrition is the science that interprets the interaction of nutrients, other substances in food in relation to maintenance of growth, reproduction, health and to protect the body from diseases.

Health

Capacity Building

- A sequential Physical Education curriculum taught daily in every grade.
- Quality delivery:- involves building the capacity of teachers through professional development and engaging qualified and competent para-educators to teach holistic health effectively.
- A comprehensive and relevant formal and non-formal curriculum is the main vehicle in the delivery of holistic health.
- Ergonomics for Students & Teachers - Regular training sessions on ergonomics to be organized for students and teachers who handle computers covering
 - Sitting Posture
 - Position of keyboard and Mouse
 - Position of wrist
 - Height of Monitor and distance from eyes
 - Effects of lighting
 - Frequency of breaks
 - Standing long hours during teaching

School Culture

- Setting up of School Health and Wellness Clubs.
- School environment should be physically, socially, and psychologically healthy and should promote health-enhancing behaviours.
- Foster appropriate use of health care services.
- Children should [make exercise a daily activity](#).
- Inclusion is a guiding principle which advocates that every student be given opportunities to access the knowledge, and develop the skills and attitudes to live healthily.
- A supportive school culture and organisation is demonstrated by having a shared vision on health which culminates in an action plan for effective delivery and resource building.

Infrastructure

- School maintains individual medical records of all students and update it periodically.
- The school has tied up with a local hospital nearest to the school.
- A Staff Health Promotion Policy that provides opportunities for school staff to improve their health status.
- Integrated Family and Community Involvement activities that are designed to engage families as active participants in their children's health.
- The school has regular health check-ups as prescribed by the Department of Education.
- Schools should prevent and control communicable disease and other health problems.
- Setting up of School Health and Wellness Clubs.
- The entire school premise and class rooms are well lit and ventilated, with sufficient doors and windows.
- Hygiene of the toilets is maintained.
- Synergistic collaborations and partnerships with stakeholders supporting schools' health promoting efforts through the sharing of expertise and resources.
- The HHF (Holistic health framework) to be introduced to broaden health promotion of schools beyond obesity and fitness management by embracing the total well-being for students and developing their intrinsic motivation to lead a healthy lifestyle.

Hygiene

The primary aims of school hygiene education is to improve behavior through useful practices connected to personal, water, food, domestic and public hygiene. Also, it aims to protect water and food supplies and to safely manage environmental factors.

Capacity Building

1. Health Education to students on aspects such as personal hygiene are provided.
2. In busy places such as schools, it is imperative that both food handlers and other staff are aware of the specific risks related to that environment. These include allergens, dietary requirements, and the mass production of meals that are left out for long periods of time.

School culture

1. Keep hands clean. Thorough hand washing is the single most effective way to help prevent the spread of infections in schools.
2. Schools should develop a culture of healthy diet.
3. Students and staff should be encouraged to drink adequate water.
4. Keep school bags clean and free from food remnants, especially if your child carries a packed lunch to school.
5. Make sure your children change their socks and undergarments daily.
6. Wash school uniforms on a high temperature to kill bacteria.

Infrastructure

1. School maintains hygiene tracker of all students and update it periodically.
2. The school has tied up with a doctor who should educate children about hygiene.
3. A Staff hygiene Promotion Policy that provides opportunities for school staff to improve their hygiene.
4. Integrated Family and Community Involvement activities that are designed to engage families as active participants in their children's hygiene.
5. The school has regular hygiene supervision as prescribed by the Department of health or education.

Nutrition

Nutrition is about eating a healthy and balanced diet. Food and drink provide the energy and nutrients you need to be healthy.

Nutrition education is a vital part of a comprehensive health education program and empowers children with knowledge and skills to make healthy food and beverage choices. Making opportunities for nutrition education in schools is important.

Capacity Building

- There should be a sequential program of nutrition instruction that is integrated within the comprehensive school health education curriculum and co-ordinated with the food service program.
- Health Education to students on health issues including balanced diet, nutritious alternatives to junk food, regular eating habits, etc. are provided.
- Resources have been developed for parents to advocate about nutrition, a campaign flyer called 'How parents can help'.

School Culture

- The school environment should encourage students to make healthy food choices.
- Efforts are been made through some campaigns as below:
 - a. Ask your child to chew each mouthful well before swallowing. This will allow your child to feel full so that he won't overeat.
 - b. Have fresh fruits instead of ice-cream or cakes for dessert.

Infrastructure

- The resources have been developed for nutrition management. What is the right amount of food?
 - a. Nutrition tables.
 - b. Develop healthy eating habits.
 - c. Choose healthy snacks.
 - d. Cooking with less fat.
 - e. Healthier cooking methods.
 - f. When eating out, making healthier food choices.
- There is a special program called TAM (Trim and fit) which looks at overweight children (Weight management program).

The following measures are practiced at our Schools to provide a constructive learning environment that is safe and free from violence.

10.2 Safety

1. It is our school's intention to provide a safe and healthy school environment. The health, safety and welfare of employees at work are our responsibility. To meet this obligation the Administrative Officer/Assistant will conduct periodic workplace inspection.
2. A checklist to be developed to ensure a systematic approach for carrying out the inspections.
3. Once completed, the school inspection form will be held by the person responsible for coordinating health and safety matters so that a record of the inspections carried out can be produced when required. Additionally, if certain remedial work needs to be carried out, a copy should be forwarded to the Head/school administrator for authorization and action.
4. Corrective action should be taken within a specified and reasonable period of time by the responsible representative in collaboration with appropriate authorities. Failure to take action by the responsible representative may result in disciplinary action.

10.1.1 First Aid

1. First aid will only be administered either by qualified medical practitioners or trained first aiders within school.
2. A first aider record form has to be developed to note when first aiders require refresher courses and further training.
3. In the event of an accident, first aid boxes are installed at clearly identified locations for emergency treatment.

First Aid Training should be given priority

- Schools should encourage teachers (not limited to PT teachers, teachers of science subjects or teachers responsible for handling Emergencies, etc.) to attend first aid training courses regularly to ensure the proper care of students in distress, before the arrival of ambulance services.

10.1.2 Accidents at Work Place

1. Should an employee/student be injured in the school during school hours, it will be the responsibility of the Admin Officer/Assistant together with the Principal, to make appropriate arrangements for medical attention.
2. Accident Reporting Procedure
 1. All incidents involving injury must be reported to the Administrative Officer/Principal.
 2. The Administrative Officer/Principal is responsible for keeping full and accurate records and investigating the incident as soon as possible.
 3. Every employee/student who is injured at school and employees assisting the injured individual must report the accident as soon as reasonably practical.
 4. Accident log forms are available for recording all incidents and actions taken to prevent occurrence of similar incidents.

Health, hygiene and nutrition

10.1.3 Fire Precautions

1. Although some computers need to be left in on mode occasionally, it will be the responsibility of each member of staff to ensure that all other electrical appliances are switched off at main wall sockets prior to leaving the office at the end of the working day.
2. Particular attention will be given and periodic inspection will be carried out to ensure that flammable materials (paper, liquids) are not being stored on or in close proximity to electrical equipment transformers, UPS, voltage regulators, etc. Any loose switches, faulty plugs or other defective apparatus must be reported immediately to the Admin department or the person responsible for coordinating health and safety matters of school. Unauthorized personnel should not correct such faults.
3. Any suspicion of burning or smoldering must be reported to the Administrative Officer/Assistant and the Concierge, who will be responsible for its investigation.

10.1.4 Fire Procedures

1. All members of staff shall be trained in procedures concerning fire incidents, including new employees. Diagrams of the office layout indicating fire exits, location of fire extinguishers and location at which all employees and visitors will assemble prior to evacuation of the building shall be on display at prominent locations. Keys to the emergency exits will also be prominently displayed.
2. The procedures to be followed in the event of fire will be displayed in prominent areas in the corridor/s.
3. The safety officer (Concierge) or person responsible for coordinating health and safety matters at school will be charged with updating this information.
4. It is the responsibility of the Administrative Officer/Assistant to ensure that fire wardens know how to use fire extinguishers and how they should be applied. A fire warden record form will be maintained to note when fire wardens require refresher courses and further training.
5. Emergency exits will be clearly identified and prominently displayed. Fire wardens will evacuate their allocated areas of the building. Employees are required to familiarize themselves with the best escape route in event of an emergency.
6. The Front Desk Officer will be responsible for notifying the emergency services.
7. All employees must be accounted for before employees are permitted to return to the building or disperse.
8. No employee will be permitted to return to the building until emergency services or fire wardens give clearance.
9. Emergency evacuation exercises will be organized and carried out on a regular basis by the Administrative unit.
10. Fire alarms will be tested periodically by the Admin Officer.

Fire Emergency Procedures- Part 2

1. An evacuation point has to be clearly identified by the school management to assemble the students in cases of emergency.
2. When the Fire Alarm followed by the Evacuation bell rings the following procedures to be established
3. Stop all activities immediately and the students should Stand quietly and file out through the nearest fire exit.
4. All classes, adults and visitors will assemble near the fire evacuation point.
5. The Vice Principal will collect all class registers , the visitors book and the gate key, then follow the children outside to the Fire Assembly Point.
6. The Principal or most senior member of staff will check the whole building including the toilets, closing all doors behind them.
7. Class teachers will then conduct a register check of their class while they are lined up in the evacuation area.
8. Cars must not be parked in the entrance to the school. This must be clear for fire engines to have access to all parts of the building.
9. A senior Manager from the team (Administration Manager, Vice Principal will test:-
 - a. The Fire Alarm system each week
 - b. Alarms tested each half term
 - c. Emergency lighting tested monthly
 - d. Fire Alarm batteries and smoke alarms quarterly

Medical support

Periodic Health Checkups

1. The school shall enter into a contract with a clinic/hospital to have periodic health checkups (at least twice during an Academic year) for the Teachers and Students
2. Medical checkups to include physical disabilities, diseases such as defective vision, maintenance of teeth, deafness and any major observation has to be brought to the notice of the parents.
3. A proper record of all these checkups is maintained by the school for regular follow-ups.

10.1.5 Travel safety

Objective

The aim of this policy is to ensure all the procedures as highlighted by the school board along with the Supreme Court of India structured strict and comprehensive school transport guidelines are being implemented.

Applicability

The policy is applicable to all transportation employees (Transportation Manager, Driver, Attendants) to ensure strict adherence to these guidelines.

Guidelines for Transport Facilities in School

Exterior of the Bus

1. School buses should be painted yellow with name of the school written promptly on both sides of the bus so that these can be identified easily.
2. "School bus" must be prominently written on the back and front of the bus carrying school children. If, it is a hired bus "On School Duty" should be clearly written.
3. Details of the driver (Name, Address, License Number, Badge Number) and telephone no. of the school or owner of the bus. Transport department's helpline number and registration number of the vehicle shall be displayed at prominent places inside and outside the bus in contrast color. It is to be clearly visible to all passengers in the bus and to the public so that in case of necessity, the school authority/ Police or other authorities can be informed.

Interior of the Bus

1. The windows of the bus should be fitted with horizontal grills and with mesh wire.
2. The doors of the bus should be fitted with reliable locks that can be locked.
3. The school must ensure that emergency exit doors are installed in each school bus.
4. The school buses should be fitted with speed governors with maximum speed limit of 40 KM/PH.
5. The school should ensure that every school bus should possess 2 fire extinguishers of ABC type of 5 kg capacity having ISI mark. One of which should be kept in the driver's cabin and the second near the emergency exit door. Similarly, training should be given to the driver, conductor and lady attendant to operate the fire extinguisher.
6. The seats of the school bus must be made of non-combustible material for safety of school children.
7. Global Positioning System (GPS) and CCTV arrangement should be made compulsorily in each school bus. It shall be ensured by the owner of the bus that the GPS and CCTV thus installed, is kept in working condition at all the time.

Manpower in the Bus

1. Each school should designate one transport manager who will be entrusted with the responsibility to ensure the safety of school children traveling by school bus. Name and address of the Transport Manager of the school must be prominently displayed outside and inside of the bus
2. The driver of the school bus shall possess a valid driving license and must have minimum of 5 years of experience of driving heavy vehicles.
3. In addition to the driver, there shall be a conductor, holding a valid license, deployed in each bus and his qualifications, duties and functions should be in consonance with the provision in Rule 17 of Motor Vehicles Rules, 1993.
4. Provision shall be made by the school for at least one well-trained lady attendant preferably a lady guard, in each school bus to attend the school children traveling in the bus, who will ensure safe travel of the children during the entire journey and also render adequate assistance for safe boarding and de-boarding of the children.
5. The school is also directed to voluntarily evolve an arrangement, as far as possible, that in each school bus at least one parent should be present, who would oversee the conduct of the driver and other staff present in the bus during the journey. This step would ensure that safety measures are complied with in letter and spirit and the driver drives carefully.

6. Under no circumstances any outsider except the bus driver, conductor the authorized well trained lady guard and one parent of wards shall be allowed to board the bus.

Facilities in the bus

1. The school bus must have a first aid box and drinking water.
2. To keep school bags safely there shall be a space fitted under the seats or at a convenient place in the bus.
3. The school buses shall be fitted with alarm bell and siren so that in case of emergency everyone can be alerted.
4. The school bus shall not be fitted with curtains or glasses having films.
5. The school bus shall have sufficient white lighting inside the bus.
6. Activities inside the school bus should be visible from outside whenever the bus is plying on the road.

Permits

1. Affiliated schools shall not own or hire any transport service which does not have valid permit or do not fulfill the requisite permit conditions prescribed by the State Transport department.
2. There should be valid insurance of the school bus as well as passengers in the bus as per the “Motor Vehicles Act 1988”
3. Medical checkup regarding the physical fitness of the driver including eye testing shall be made every year. Fitness certificate issued by the competent authority shall be obtained as per the safety standard under the “Motor Vehicles Act 1988”
4. The driver who has been challaned more than twice in a year for any kind of offences which include red light jumping, violation of lane discipline or allowing unauthorized person to drive cannot be employed by the school
5. The driver who has been challenged even once for the offence of over speeding, driving dangerously or for the offences under section 279, 337, 338 and 304A of the IPC under POSCO Act 2012 cannot be employed by the school.
6. The driver shall be dressed in the uniform of grey trouser and jacket or as prescribed by the State Transport Department with his name plate along with the name of owner of the school bus distinctly embossed.
7. The school bus shall be driven by a driver having a valid public service vehicle badge with photograph issued by the State Transport Department.
8. If age of the students is below 12 years, the number of students carried shall not exceed one and half times the permitted seating capacity and the student above 12 years shall be treated as one person.
9. Periodical fitness certificate regarding road worthiness of the school bus shall be obtained as per “The Motor Vehicles Act 1988”
10. Any school authority and/or the driver of the school bus found to have violated the provision of the “Motor Vehicles Act 1988” and the rules framed there under as well as the directions of the Board, State Government and the Courts must be penalized.

11. In case of hired school buses, the school authorities shall enter into a valid agreement with the owner/transporter of the school bus and the driver of the school bus shall carry a copy of such agreement.
12. The record having details of the students ferried indicating the names, class, residential address, blood group, point of stoppage, route plan should always be kept in readiness with the bus conductor inside the school bus.
13. Whenever a contract carriage is used for carrying school children, the owner of the vehicle must give intimation to the local police station as well as the concerned District Traffic Police Authority clearly indicating the name of the driver and particulars of the vehicle etc.
14. The school bus drivers are restricted to use mobile phone while driving the school bus and are restricted to have interactions with the students and bus staff beyond a limit.

Arrangements to be made by school authorities

1. The school authority shall ensure that the doors of the school buses shall remain shut while the bus is in moving condition.
2. They will ensure that the school buses halt only at bus stops designated for the purpose and within the marked area.
3. The school authority shall make safe arrangement for boarding and de-boarding of school children from the school bus.
4. The school bus shall remain in stationary mode while boarding and de-boarding of school children from the school bus.
5. Refresher training course with a view to fine tune and increased proficiency of driving shall be imparted to drivers of the school bus periodically ie: twice in a year.
6. No driver shall be allowed to drive the school bus in a drunken condition. Regular checkup in this regard shall be under taken by the school authorities. In case of any suspicion, the driver of the school bus must be subjected to “Medical Test” immediately and appropriate action including cancellation of driving license shall be undertaken.
7. The school authority must provide one mobile phone in each school bus so that in case of emergency the school bus can be contacted or the driver/conductor of the school bus can contact the Police, State Authority or the school authority.
8. The school authority shall ensure that the school buses are not permitted to overtake any four-wheeler while carrying the school children.
9. The school authority shall ensure to train the students to maintain discipline while boarding, commuting and de-boarding the school bus so that no one gets hurt.
10. The school authority shall make necessary arrangement for parking the school buses inside the school campus at the time of boarding and de-boarding of school children.
11. In case it is not possible to park the school buses inside the school campus, the school buses must be parked in such a way so that it does not create any traffic hazard for other vehicles.
12. Periodic feedback from school children using school transport facility with regards to driver/conductor be taken and records are to be maintained.
13. The school authority should encourage the students to conduct programs through play, exhibition etc. during the Road safety week to create the awareness in public.

10.1.6 Excursions safety

School excursions are structured learning experiences provided by, or under the auspices of, the school which are conducted external to the school site. They can pose risks. The policy and procedures are directed at managing such risks. All the school travel policies should be followed during excursion trips too.

Advisory to Parents

1. Parents are equally responsible for the safety of their children during the school journey.
2. Parents must ensure that the mode of transport arranged by the school authorities or by themselves is absolutely safe for the children.
3. They should note down the violations committed by the driver and other staff of the school buses and immediately report to the school authorities or the concerned state authorities.
4. Parents must participate in the PTA meetings and discuss the safety aspects of their children.
5. Parents must avoid using the transport services from vehicles not having valid license of permit to carry the school children.
6. Parents must play the role of a vigilant observer on this sensitive subject.

10.1.7 Playground safety

1. Must not contain any rusted bars or other unsafe sharp metal objects that may cause injuries to students.
2. Regular inspections of playground. Inspections and Maintenance are Key to Safe School Playgrounds.
3. Always play safe by being careful and showing courtesy.
4. Never run around or push and pull others while near playground equipment.
5. Don't go too close to the front or rear of moving equipment; instead, walk out around it.
6. Wear proper clothing, appropriate to particular sport.

10.1.8 Campus Safety

- Children should be given plenty of opportunities to discuss their mind with the teachers.
- Teachers should keep the line of communication open with students so they can confide in them.
- Children should be taught to be assertive without being assertive.
- Counselling and moral values to be imparted to overcome mental attitude of students.

Capacity Building

- Resources have been developed to understand safety.
- There are some programs like 'Every school a good school' (In Singapore a similar program is implemented by its education department).
- Child abuse prevention programs must be held for students of all grade levels.
- The staff and students undergo emergency evacuation drill and know the evacuation plan to avoid stampede in case of a disaster.
- Ensure that the guidance and counselling programme focus on child protection and safety, among others.
- Children must be aware of their right to be protected from harm and must know where, when and whom to go for help if needed.

School Culture

- School environment should be safe.
- As far as possible there should be at least two adults present at all times with child.

Infrastructure

- The Manual for the Management of Child Abuse to be initiated to set the intervention framework for all stakeholders.
- In addition to CPS child protection services, Family Service Centres (FSCs) and other social service agencies also should be like common access points for enquiries and help in parenting issues.
- These agencies should offer counselling, referral and family life programmes as the key services. The help provided by these centres serves as a form of early intervention for families experiencing difficulties in managing their children, or coping with parental roles.
- Self-defence classes such as Karate must be a part of Physical Education.
- The evacuation plan diagram is displayed at prominent places in the school building.
- Referral systems in place to refer any case of child abuse to the near health centre, police and probation officer, District administration Officer, psychosocial support, etc.
- Facilitating children to establish their own child rights club/ where the children can discuss their rights and responsibilities, reporting mechanisms and other issues of concern.
- Social Networking sites are blocked at all times by the school.

Environmental Hazards

Adequate attention has to be paid to good hygiene at all areas of the schools else it could become a breeding ground for vector borne diseases like Malaria, Dengue, Yellow Fever, Chickengunia etc. Safe drinking water is essential and has to be provided in the schools along with clean toilets, proper disposal of solid wastage and proper drainage else this could lead to water borne diseases like Typhoid, Dysentery and Cholera. The quality of air has to be regularly monitored in closed environments like air conditioned labs and halls else this could pose a health hazard.

Safety in Labs

- Sufficient protection and safety measures should be provided against chemicals in labs to avoid contacts that could be hazardous to health ie: inhalation, ingestion, skin absorption and eyes contact therefore sufficient protection should be provided like:
 - o Proper ventilation to reduce exposure to chemicals through inhalation
 - o PPE's (Personal Protective Equipments) like gloves, goggles and polymer suit to reduce exposure to chemicals.

10.1.9 Electrical Safety

- The following safety measure should be installed to protect against any electrical and fire hazards:-
 - o Only install electrical system that passes safety norms
 - o Proper loading of cables and overload protection
 - o Circuit breakers

- o Segregation and Compartmentalization
- o No ignition close to source of fuel.
- o Installing fire sprinklers and smooth easy path of egress

10.3 Reactive Measures in school campus

Prevention of Sexual Harassment

Objective

The objective of prevention of sexual harassment policy is to prohibit, prevent and deter any acts of sexual harassment and to provide a procedure for dealing with cases of sexual harassment.

Applicability

This policy applies to all types of female employees/students including but not limited to regular, temporary, adhoc (daily wage basis), through third party agents, contractor whether for remuneration or not, working on voluntary basis or otherwise probationer, trainee, apprentice etc.

Definition

- Sexual harassment includes any one or more of the following unwelcome acts or behavior (whether directly or by implication).
 1. Physical contact and advances
 2. Demand or request for sexual favors
 3. Making sexually colored remarks
 4. Showing pornography
 5. Any other unwelcome physical, verbal or non-verbal conduct of sexual nature.

Internal Complaint Committee

- The institution shall publish a list of members of the ICC (Internal Complaint Committee), which shall receive complaints and manage the redressal process for complaints of sexual harassment against women at school. Details of the members including their names and contact information shall be communicated to all employees through email and notice boards.

Reporting incidents of sexual harassment

- An aggrieved woman should submit a written complaint to the ICC within a period of 3 months from the date of the incident, and in case of a series of incidents within 3 months from the date of the last incident.
- The complainant should submit the complaint to the ICC accompanied by supporting documents including names and addresses of the witness to the extent available and which the complainant believes to be true and accurate.

Redressal of the Complaint

Conciliation

- The ICC may, before initiating an inquiry and at the request of the aggrieved woman, take steps to settle the matter between her and the respondent through conciliation. However, no monetary consideration shall be made as the basis for such conciliation. If a settlement has been arrived the ICC shall record the same and provide copies of the settlement to the aggrieved woman and the respondent. In such cases no further inquiry shall be conducted by the ICC.

Inquiry

- In case where a settlement is not requested and/or arrived at through conciliation, the ICC will conduct inquiry into the complaint as per the provisions of the law and the policy of the school. An inquiry may also be initiated if the aggrieved woman informs the ICC that any terms of settlement has not been complied with by the respondent.
- The ICC shall forward one copy of the complaint to the respondent for obtaining a response, within 7 working days of receiving the complaint. The respondent would file his reply to the complainant along with his list of documents, names and addresses of witnesses within 10 working days of receiving the complaint. The ICC shall consider the reply from the respondent and conduct an inquiry in accordance with the principles of natural justice, statutory procedures under the law and considering the school policy.
- The aggrieved woman/complainant or the respondent to the complaint shall not be allowed to bring any legal practitioner to represent them at any stage of the proceedings before the ICC.
- The ICC shall terminate the inquiry proceedings or give an ex- parte order on the complaint if the complainant or the respondent fails without sufficient cause to present himself/herself for three consecutive hearings of the ICC. The ICC shall serve a notice in writing to the party fifteen days in advance before the termination or the ex-parte order.
- Based on the written request from the aggrieved woman, certain relief including restrain on the respondent from reporting on the work performance of the aggrieved woman and such other relief as prescribed under law may be extended to the aggrieved woman.

Prohibition on Disclosure of Information

- This policy and the law prohibits any person from publishing, communicating or making known to the public, press and media in any manner contents of the complaint the identity and address of the aggrieved woman, respondent and witnesses, any information relating to the conciliation and inquiry proceedings or recommendations of the ICC. Any violation shall also be subject to disciplinary action in accordance with the provisions of the law including the school policy.
- However it's to be noted that if the complaint has been registered with the police/ under the IPC, the matter may become part of the public proceedings. Even in such instances any person privy to the complaint, inquiry or proceedings should not disclose the identity and address of the aggrieved woman, respondent and witnesses to the public, press or the media in any manner.

Appeal

- Any person aggrieved with the remedial/disciplinary actions may prefer an appeal in accordance with the provisions of the law including the school policy.

Harassment by Individuals Outside this Policy

- If an aggrieved woman brings to the notice of the ICC any instances of sexual harassment where the respondent is not the employee of the school, the Management or any person delegated by the Management shall provide assistance to the woman, if she choose to file a complaint with the ICC of the respondent's employer or under the IPC as may be appropriate.

Protection Against Retaliation

- Regardless of the outcome of the complaint made in good faith, the complainant and any person providing information or any witnesses will be protected from any forms of retaliation. While dealing with complaints of sexual harassment the ICC shall ensure that the complainant or the witness are not victimized or discriminated against by the respondent. Any unwarranted pressures, retaliatory or any other type of unethical behavior from the respondent against the complainant while the investigation is in progress should be reported by the complainant as soon as possible. Disciplinary action shall be taken in relation to any such complaints which are found genuine.

10.4 Emergency Procedures

Objective

The aim of this policy is to clarify the procedures to be taken in case of an emergency involving accidents, Fire or medical emergency situation at the school.

Applicability

The policy is applicable to all staff and Management of the schools.

Accidents

- If there is an accident, the school should take immediate action to ensure students' safety. The school should observe the condition of the injured student closely and provide first aid treatment to the student as far as practicable until a satisfactory recovery is achieved or the student is taken care of by medical professional.
- If the student is seriously injured or the condition of the student is deteriorating, or further medical treatment is required, the school should activate its crisis management mechanism to exercise professional judgement and decide on the appropriate course of actions.
- Due priority should be given to the safety of students. If there is doubt on the degree of the student's injury, the case should be handled as a serious accident.

Handling minor accidents

- For minor accidents resulting in injury that immediate treatment can be given in school (such as incidents leading to sprain, abrasion, bruises, minor cuts, minor burns and minor insect bite), the injured student should be given first aid treatment. Parents should be informed forthwith of the accident, if necessary. School should pay attention to the student to detect early if his/her condition changes.
- The school should ensure that if the student is taken home, there is someone to take over the responsibility of looking after him/her.

Handling Serious/Life threatening accidents

- Any accidents (e.g. head injury, falling from stairs, accident in doing physical exercise, gas leakage in laboratory, moderate burns, insect bite with generalized rash or lip/tongue swelling, animal bite, etc.) leading to severe injury or requiring immediate hospital treatment are serious accidents.
- Life-threatening accident may lead to death and emergency treatment in hospital is required, for example, organ damage, severe burns, inhalation of unknown gas leading to breathing difficulty, heavy bleeding, vomiting/loss of consciousness/confusion/convulsion/coma after head injury, falling from height and near drowning. School should activate the crisis management mechanism and assess the situation promptly and exercise professional judgement for appropriate actions, including dialing 108 immediately for emergency assistance or calling for ambulance service.

- Staff are advised to monitor vital signs of the student before the arrival of health care personnel including pulse, patency of airway, breathing rate, consciousness and blood pressure if equipment available. The Principal's duties are to:

- o Ensure that there is a teacher to look after the student, including accompanying him/her in an ambulance to hospital and report student's condition and injury mechanism to medical professional; ensure there is a member of staff for crowd management and to look after other students;

- o Inform forthwith the parents and also the Correspondent of the accident immediately and submit a written report giving all the details of the accident;

- o If other students are likely to be affected psychologically by the accident, school should solicit support from its Student Guidance Officer/Student Guidance Teacher/Student Guidance Personnel or School Social Worker to provide them with counselling services; and

- o Inform the insurance company of the accident.

10.4 Medical Emergency

- If any student falls sick or suffers from the attack of illness (for example, asthma attack, epilepsy attack or chest/heart discomfort) at school and is unable to continue attending classes, the parent or guardian should be informed at once.

- The school should make immediate arrangements to send the student concerned to a hospital for treatment. School should consult parents and inform them of the measures adopted by the school on sending students to the public hospital for medical treatment so as to ensure that timely and proper services are available to students in case of accidents or emergencies.

- School should also draw parents' attention to the fees / charges for Accident & Emergency services at the Public hospitals and the Ambulance services.

Maintaining the Record/Surveillance

- The Vice Principal or Principal should keep a comprehensive record of all accidents and details of treatment given, either in electronic or paper format.

- Details on the cause of injury (i.e. unintentional, intentional self-harm, assault, fighting, etc.), mechanism of injury, object producing injury, place of occurrence, activity when injured, alcohol and drug use should be recorded.

Classroom safety

Keeping the classroom safe allows children to look forward to being in an encouraging environment that promotes social and creative learning. When their basic safety needs aren't met, children are at risk for not feeling comfortable in the classroom and may stop showing up, or they may remain on edge throughout the day.

Students are far more capable of absorbing information and engaging with their teachers and each other when there's classroom safety – safe learning environment.

Capacity Building:

1. Capacity enhancing sessions for teachers and parents that bring out the limitations of punishment as a disciplining tool, and help teachers develop non-violent, assertive and effective ways of expressing their disapproval of a student's behaviour.

2. Teachers should periodically engage children/conduct sessions on safety and protection aspects.
3. You need to teach students about the safety reasons for maintaining a clean and organized classroom as well. These lessons are especially important in early childhood education classes for children who are in preschool since students who learn these habits at a young age are more likely to retain them as they grow up and apply the ideas to other areas of their lives.
4. If a major incident occurs where students feel unsafe, help them to feel safer by adding a safety and security class to your curriculum schedule. For example, many students worry about school violence. You might reassure them by making an entire day of learning about this topic and even bring in security experts, such as a school security guard or police officer and a counselor who has expertise in this area, to speak about these topics and answer questions.

School Culture

1. Corporal punishment should be totally banned in schools.
2. Make it clear at the start of every school year that your classroom is a safe space for students to speak up in class and come to you when they need guidance.

Infrastructure

1. Open up the space to make it as safe as possible. For example, remove any items that aren't necessary and take up too much space, such as extra bookshelves, bins and desks. You can always retrieve these items from a storage area elsewhere in the school when they're absolutely needed.
2. The classroom should also have ample space between student desks for you to walk around and for students to move their desks for physical activities and projects performed in pairs or groups.

IT - Compliance



- 11.1 Do's and Don't's in IT
- 11.2 Ethics in IT
- 11.3 Type of Maintenance

11.1 Dos and Don'ts in IT

These guidelines provide a brief reminder of the key obligations of people using the school's IT facilities. All users must be familiar with Dos and Don'ts.

Dos

- Follow the advice about IT security from your IT administrator.
- Log out of computer systems when you have finished using them.
- Only use School IT systems for purposes relating to your study, research or work at the School.
- Remember that all use of IT facilities is logged and monitored.
- Remember that every website you visit or page that you print costs the School money.
- Think carefully about your online conduct to protect personal information.
- Keep your operating systems and software up to date.

Don'ts

- Don't let anyone else use any of your accounts or tell anyone your password.
- Don't download videos, music or anything else that's copyrighted by other people.
- Don't access pornographic or obscene material or material that could offend others.
- Don't use IT facilities to bully or harass other people.
- Don't install unlicensed or malicious software.
- Don't use IT facilities to advertise goods or services.
- Don't uninstall security software from your school devices.

11.2 Ethics in IT

Ethics in information technology is important because it creates a culture of trust, responsibility, integrity and excellence in the use of resources. Ethics also promotes privacy, confidentiality of information and unauthorized access to computer networks, helping to prevent conflict and dishonesty.

Software licensing

The school should make sure that the software on computers and other devices owned by the organization is used within the terms of the license provided by the software vendor.

All full-time and part-time employees, contract workers, consultants, and temporary workers are subject to this policy. It applies to any device (whether employee-owned, school-owned) used for school purposes, including but not limited to desktops, laptops, servers, mobile devices, tablets, printers, scanners, copiers, fax machines, routers, and managed switches.

Periodical maintenance and Upgrading the IT Facilities

Software maintenance is widely accepted part of SDLC now a days. It stands for all the modifications and updations done after the delivery of software product. There are number of reasons, why modifications are required, some of them are briefly mentioned below.

- School Requirements - Over the time, school may require new features or functions in the software.
- Host Modifications - If any of the hardware and/or platform (such as operating system) of the school changes, software changes are needed to keep adaptability.

11.3 Types of maintenance

In a software lifetime, type of maintenance may vary based on its nature. It may be just a routine maintenance tasks as some bug discovered by some user or it may be a large event in itself based on maintenance size or nature. Following are some types of maintenance based on their characteristics:

- **Corrective Maintenance** - This includes modifications and updations done in order to correct or fix problems, which are either discovered by user or concluded by user error reports.
- **Adaptive Maintenance** - This includes modifications and updations applied to keep the software product up-to-date and tuned to the ever changing world of technology and business environment.
- **Perfective Maintenance** - This includes modifications and updates done in order to keep the software usable over long period of time. It includes new features, new user requirements for refining the software and improve its reliability and performance.

Preventive Maintenance - This includes modifications and updations to prevent future problems of the software. It aims to attend problems, which are not significant at this moment but may cause serious issues in future.

Roles and Responsibilities



&



12.1 Academic Roles

12.2 Administrative Roles

The Management should have a clear vision that drives them to face challenges, meet hardships that come in day to day school functioning. The most vital role of Management is to become VISIONARY and inspire others. The management should make sure that all the school staff should be aware of their roles and responsibilities.

Below are the academic and administrative staff roles and responsibilities of a school.

12.1.1 Correspondent

- The Correspondent will be an important and necessary link between the Trust/Society and the School. They are responsible to carry out the instructions of the Board.
- The Correspondent should ensure that the directions from the Society are conveyed to the School Management Committee and to the Head of the Institution properly.
- Exercise general supervision over the school, subject to the control of the Management Committee.
- They shall sign on the appointment letters, letters for disciplinary action against staff and termination, and suspension letters, etc.
- All correspondence concerning Affiliation/ recognition shall be countersigned by the Correspondent.

12.1.2 Academic Director

- Interview and recruit teachers for appropriate departments.
- Work with Academic Coordinator to select student and teacher of the month awards.
- Plan faculty meetings, orientations, trainings and workshops.
- Support and participate in college and community related activities.
- Plan budget, schedule and resources for school and community related activities.
- Coordinate with other Academic Department Directors in sharing faculty and other educational and instructional ideas.
- Develop educational processes and policies to meet curriculum goals.
- Provide training to faculty on latest instructional technology and technique.
- Develop unique and interactive educational programs and courses for students.
- Manage faculty resources, administrative staffs and other school resources.
- Develop and implement faculty development programs.
- Develop and implement academic enhancement programs for students.
- Schedule regular meetings with school staff.
- Assist in preparing students' report cards and attendance records.
- Order and stock books and other school supplies as needed.

12.1.3 Principal

School Administration is often led by the Principal followed by Head Master / Mistress. A Principal must believe in the Vision of the organization and develop expertise in building relations with the staff, students and parents to help them believe in the vision. Every effort made by the principal should be a step towards the realisation of the vision.

The three core tasks of a Principal are:

Manage: There are rules to be followed coupled with uncertain elements to tackle artistically.

- Categorise work into core areas and support areas depending upon the role assigned by the School Management.
- Prioritise the work in the light of vision, and guidelines
- Analyse the work to be done, resources available, the time allotted, etc.
- Follow up using yardsticks and deadlines.
- Review the progress of each task at hand whether it is the completion of syllabus, hiring of staff or organising an event.

Mentor: A principal is responsible for staff engagement which leads to retention and good relation. Nevertheless, it is only through helping hand and caring heart that mentoring can be done to catapult employee growth and satisfaction. Regular interactions with support staff, guiding them and helping them carry out their duties without hindrances and providing them support is also one among the many responsibilities of the principal.

- Take rounds with clear agenda of what, who, when, where, why, how and how much to review for mentoring what's expected and how.
- Provide Training and Support to staff at every stage enhancing their efficacies.
- Be hard on tasks but not on people.
- Be available whenever they need help.

The principal should always encourage teachers to document the child's progress and behaviours so that they can take evidence-based decisions.

Motivate: People who are motivated love to come to work and plan their growth along with the organization. A principal should be a role model for the staff. As a leader, the principal's dedication, passion, attitude towards fellow colleagues, subordinates and students itself is a perfect example to be followed by both staff and students.

12.1.4 Vice Principal

- Assist Principal to develop, implement and evaluate school program.
- Assist in establishing school goals, objectives and discipline policies.
- Communicate and implement required policies and procedures.
- Coordinate the activities between the teaching and non-teaching staff of the institutions.
- Maintain the minutes of every meeting conducted in the campus.

12.1.5 Academic Co-ordinator

Domains

a) Diagnosis and planning.

b) Supervision, evaluation and professional development.

a) **Diagnosis And Planning**

- Organize diagnostic tests at the beginning of the year and ensure the results are recorded in the form of a 'Student Vision Scale'.

- Identify areas of concern and guide teachers in setting targets for improvement.
- Support teachers with intervention strategies to support students with gaps in learning.
- Organize 'adopt a student' drive at the beginning of the year to support students who need support.
- Support teachers with strategies to support children 'adopted' by them.
- To be aware of NCF and KCF and plan assessments based the CCE directives.
- Ensure curriculum planners are ready before the academic year begins.
- Organize planning meetings and guide teachers with lesson planning and involve teachers in discussing result and share best practices.
- Ensure all teachers submit their unit plans.
- Ensure unit plans are checked, corrected and implemented in all classes.
- Ensure learning outcomes are skilled based and help in developing skills in students.
- Ensure that curriculum materials and resources are accessible to all teachers and teachers are trained on how to use them.
- Get teachers to follow up on the data of the results of the assessments with effective re-teaching, mentoring and intervention strategies.
- Monitor continuous improvements towards goals by using data on attendance, behaviour, assessments.
- Co-ordinates with the HM's and the director during school events.

b) **Supervision, Evaluation And Professional Development**

- Develop understanding of formative and summative assessments.
- Ensure assessments for learning and of learning are planned to monitor students learning.
- Monitor on-going assessments.
- Support teachers as well students achieve targets set for them.
- Observe a min of 2-3 classrooms a day and give face to face constructive feedback within 24 hours.
- Mentor teachers to prepare a team of mentors to support teachers who need support.
- Monitor displays in classrooms are planned as per the school policy.
- Prepare a planner to organise 'book Scrutiny'.
- Organize CPDs and involve teachers in discussing result and share best practices.

- Ensure that the whole staff is up to date with the latest developments in the field of education
- Organize school visits and other professional learning tuned to staff needs.
- Recruit, hire and support highly effective teachers who share the school's vision.
- Milestone wise teacher's performance analysis to be done and submitted to the director at the end of each milestone.
- **Day to day administration**
 - a. Keeps a check on the late coming of students.
 - b. Ensure all students as well as teachers report to the assembly on time.
 - c. Monitor assemblies to ensure that it is educative as well as value based and is in accordance with the ethos of the school.
 - d. Monitor checking of uniform and nails after the assembly.
 - e. Ensure all teachers report to their classes on time.
 - f. Arrange for substitution of classes in case a teacher is on leave or absent.
 - g. Communicate important information to all stakeholders through various channels like meetings, circulars, newsletters, sms, and e-mails.
 - h. Ensure all meetings are minuted to ensure communication reaches all staff members.
 - i. Conduct regular planning meetings to communicate important decisions and share ideas and best practices.
- **Discipline**
 - a. Ensure implementation of the policy laid out by the organization.
 - b. Ensure teaching and learning is not disrupted by analyzing patterns and work on prevention.
 - c. Devise a whole school reward system to motivate students as well as teachers.
 - d. Empower teachers with positive discipline strategies.
 - e. Support students by counseling/ mentoring to meet their needs.
- **Reporting**
 - a. The Academic co-ordinator reports to the director.
 - b. He/she has to submit a written report every week.
 - c. An end of milestone report needs to be submitted at the end of every milestone.

12.1.6 Discipline/Floor In-charges

- Responsible for the discipline of students during recess and lunch breaks.
- To ensure that the classes are going well and the students are behaving well.
- To ensure the teachers reach the class on time.
- To check the movement of students during classes or during school hours.

12.1.7 Teachers

- Develop and issue educational content including notes, tests, assessments and assignments.
- Supervise classes to ensure all students are learning in a safe and productive environment.
- Organize supplies and resources for lectures and presentations.
- Deliver personalized instruction to each student by encouraging interactive learning.
- Plan and implement educational activities and events.
- Ensure your classroom is clean and orderly.
- Prepare and distribute periodic progress reports and semester report cards.
- Attend parent-teacher meetings.
- Evaluate and document students' progress.
- Allocate and grade homework, assignments, and tests.

12.1.8 Teaching Assistants

- Getting the classroom ready for lessons
- Listening to children read, reading to them or telling them stories
- Helping children who need extra support to complete tasks
- Helping teachers to plan learning activities and complete records
- Supporting teachers in managing class behaviour
- Supervising group activities
- Looking after children who are upset or have had accidents
- Clearing away materials and equipment after lessons
- Helping with outings and sports events
- Taking part in training
- Carrying out administrative tasks
- Document and report all incidents to senior staff immediately
- Identify students who may require more help.
- Grade all students on their merits and displays of education

12.1.9 Replacement Duties

- Implement and teach lesson plans and instructions as directed by the absent teacher, or consult with principal or other responsible staff if lesson plan is not provided
- Maintain a clean, respectful, and orderly classroom, and follow classroom and school procedures as directed by the school.
- Leaves notes or completes a Substitute Teacher Report Form for the regular teacher at the end of the teaching day.
- Communicate in a friendly and positive manner towards parents, students, and administrators.
- Keep records on attendance, accidents and incidents.
- Protect students, equipment, materials, and facilities.
- Ensure the safety of students at all times.

12.2 Administrative Roles

Administrative division is the support system that ensures the organization delivers what it is ought to in a systematic fashion. It encompasses all operational and support units like:

- Sales and Marketing
- Supply Chain Management
- Human Resource Management
- Legal
- Communication
- IT
- Crisis/Disaster Management
- Maintenance and Infrastructure
- Operations Excellence

12.2.1 Administrative Officer

- Organizing and managing schedules and calendars for staff, managers, and senior-level officers.
- Receiving and processing communication channels, including email, phone, and physical mail.
- Assisting the human resources department with payroll and personnel databases.
- Conferring with accounting department to help make payments, process incoming invoices, and verify receipts.
- Ensure functionality of necessary office equipment, and requisitioning new equipment and supplies as needed.
- Creating reports and memos for managers and senior-level officers as needed.
- Offer assistance in organizing events, including ordering materials and requisitioning meeting spaces.
- Attend meetings and record notes and messages for managers and senior-level officers.

12.2.2 Accounts Officer

- Keep precise records of incoming and outgoing payments for an organization.
- This may include arranging payment requests, making payments for services, verifying accounts payable and receivable, and researching financial account activity, among other duties.
- Generate financial reports for review by regulatory authorities.
- Utilize database software to organize financial account information
- Handle account inquiries from internal and external sources.
- Perform internal audits on financial activities as necessary.

12.2.3 Public Relations Officer

- Create innovative and engaging public relations and media campaigns.
- Collaborate with other teams such as marketing and designers to create promotional content.

- Write, edit and review all media content and press releases.
- Handle any PR related issue that may arise.
- Maintain good relationships with media houses.
- Organize PR activations to promote the company's image and serve as the spokesperson.
- Focus on marketing the company through partnerships and advertising.
- Keep up with media and audience opinions regularly.
- Study PR trends and use best practices.
- Regularly submit PR reports.

12.2.4 Office Support Staff

- **Administrative roles** - these roles aren't involved with direct student learning however they manage an effective running of the school in other ways.
 - **Facilities** - these people help create a safe environment for children to learn. They can be cleaners, caretakers or catering staff.
 - **Student support** - these roles can take place inside and outside of school. They are there to help children and parents with any issues they have.
 - **Specialist/technical staff** - these roles can take place in the classroom and are there when more technical support is needed. For example, during an ICT lesson, a technician may be on hand to make sure it's carried out correctly.
 - **Teaching and learning support** - these are roles that involve working in the classroom, either as the main teacher or as an assistant to help them.

Administrative roles of support staff in schools

These roles don't often include any teaching, however, they'll still need to interact with students on a daily basis.

- **ICT technicians** - responsibilities include monitoring all IT software within the school and being on hand to help solve any problems.
- **Exam officers or also referred to as invigilators** - monitoring any examinations by making sure they go ahead on time without any issues.
- **Attendance officers** - monitoring all attendance within the school and addressing any children who are showing low attendance.
- **Site managers or caretakers** - dealing with any maintenance issues of the school.
- **Health and safety managers** - making sure the school is safe, by ensuring correct plans and legislation, that are in line with health and safety requirements.

Roles and responsibilities of support staff that don't involve teaching

- **Lunch/break supervisors** - serving children, monitoring them during break and lunchtime to ensure there are no problems.
- **Behaviour managers** - speaking to children, creating plans and making sure they get all the support they need.

- **Pastoral support** - a supportive member of staff that deals with any problems students may have by using their initiative and problem-solving skills. They are usually the first port of call when any problems arise.
- **Counsellors** - dealing with children who have any emotional problems in their life. These are qualified to do so, however, they don't need teaching qualifications.
- **Careers advisor** - a person who helps children map out their future career aspirations by giving advice.

Roles and responsibilities of support staff that include teaching under supervision

These roles can be used to help provide more teaching time in the following subjects

- PE assistants/ sports coaches - employed to carry out PE lessons, would need experience with the sport, whether that be professional experience or through education.
- Drama specialists - these people usually would have the professional experience to help out with teaching this subject.
- Language specialist - to help with the teaching of any language.

Teaching support staff can also be on hand in any lesson to offer support and deal with specific tasks set by the teacher. They can also help any individual children with SEND needs (Special educational needs and disabilities).

Teaching support staff

The teaching assistant isn't interchangeable with the qualified teacher. The qualified teacher still remains accountable for the overall teaching.

- Each class or group for core subjects and religious education should have an assigned teacher for them.
- Support staff are there to carry out specific tasks set by the main teacher to help assist and support students.
- The headteacher should always be satisfied with the support teacher, ensuring that they have the required experience and knowledge to carry out the required work and support

12.2.5 Transport In-charge

- Making sure vehicles are properly maintained
- Inspecting vehicles
- Arranging repairs and routine maintenance
- Ensuring that all drivers and operators have the correct, up to date qualifications
- Reducing the risk of vehicle overloading
- Maintaining and completing accurate records
- Keeping schedules and organising team members.

12.2.6 Drivers

- Transport children to and from school in the mornings and afternoons/evenings
- Verify permissions for children who ride home with friends
- Maintain a clean and mechanically-sound bus at all times

- Obey all traffic laws
- Perform inspections of the bus before and after each route
- Ensure safety of all students
- Discipline children when required to maintain a safe and healthy environment
- Assist students with getting on and off the bus when required
- Attend monthly safety meetings

12.2.7 Maintenance In-charge

This maintenance in-charge provides a safe and secure work environment so that everyone performs to their fullest. It therefore includes two primary functions/sections i.e, Housekeeping for cleanliness, safety, ambience, etc., and Security for Protection, controls, safeguarding, etc.

12.2.8 Watchman

- To ensure the safety of students in school
- To check and keep an eye on who the students meet and talk in and out of school premises
- To make a note of who visits the students often and always during school hours or before and after the school hours (at the time of pick and drop)
- Guard the school premises.

12.2.9 Housekeeping Supervisor

- Train housekeepers on cleaning and maintenance tasks
- Oversee staff on a daily basis
- Check rooms and common areas, including stairways and lounge areas, for cleanliness.
- Schedule shifts and arrange for replacements in cases of absence.
- Establish and educate staff on cleanliness, tidiness and hygiene standards
- Motivate team members and resolve any issues that occur on the job.
- Investigating and addressing complaints regarding poor housekeeping service.
- Regularly taking inventory of cleaning supplies and ordering stock as needed.
- Issuing cleaning supplies and equipment to housekeeping staff as needed.
- Screening housekeeping applicants and recommending promotions, transfers, and dismissals.
- Performing various cleaning duties in instances of staff shortages.

12.2.10 Housekeeping staff

- To clean classrooms, sitting rooms, lunch room, stairs and lounge area when students vacant the area
- To collect and remove daily waste
- To spring-clean rooms
- To clean walls
- To clean toilets daily.

Meetings



- 13.1 Meetings and its Importance**
- 13.2 Planning Meetings and Agenda**
- 13.3 Minutes of the Meeting**
- 13.4 Types of Meeting**
- 13.5 Conclusion**

13.1 Meetings and its Importance

Schools become great because of the effective and efficient staff but not just by their magnificent buildings and modern infrastructure. The Principal plays an important leadership role in the effective functioning of school. He/she has to get the work done from his staff members and needs to communicate the expectations from them. The teachers need to be guided, motivated and even helped to give their maximum output.

The regular staff meeting is the most important tool available to the headmaster to know his/her staff members, understand their problems and help them in achieving the organisational goal. “Staff meetings are an integral part of professional development. The staff meeting can be a creative process for growth of staff members and the road to innovative solutions to educational problems”.

13.1.1 Staff meetings are important as they

- Improve the planning and coordination of activities
- Create a sense of unity and connectedness among the staff members.
- Bring a wide variety of voices and collective wisdom for better decisions.
- Overall improved efficiency and effectiveness.
- Provide an opportunity to get to know staff members.
- Provide an opportunity to keep informed on what is going on.
- Enable staff to understand, appreciate and support each other’s work.
- Improved job satisfaction by being more involved
- Bring ownership in the work they (staff) do.

Reasons for Conducting Staff Meeting

- Solving specific problems
- Brainstorming new ideas & Making decisions
- Discussing areas of change & Keeping staff informed
- Presenting a proposal for discussion & Seeking feedback
- Promoting team spirit
- Providing direction, Giving support & Professional development.

Challenges seen in Staff Meeting

Staff meetings in any organization are important, but if these staff meetings are not conducted properly then it may not be fruitful and will be merely a time wasting activity and hence it is found that most of the staff members do not like staff meetings. Many have felt that meetings were often –boring and not stimulating. In many cases the meeting though is only related to few staff members but still all members are invited. Put simply, teachers are not receiving any psychological benefits from attending staff meetings.

Policy regarding staff meeting

A well drafted policy related to staff meetings for the organisation should contain all the details regarding the procedure of conducting staff meetings, expectations of staff members, where, when and how the staff meetings are to be conducted. Which items could be included in staff meetings, Minute taking, minute distribution, agenda distribution.

During an induction period, new staff members joining the team should be expected to read and become familiar with the policies and procedures of the meetings. So include this information in the staff handbook as part of the staff orientation package.

13.2 Planning meetings and Agenda

The staff meetings should be planned in advance unless and until it is not urgent. It should not come as a sudden thing to the staff members as it becomes difficult for the staff member to contribute to the topic and also if it is conducted after school hours the staff members may not be prepared to stay back as they do have family responsibilities. The time should be convenient to the staff members. In some schools the days are fixed for staff meetings like every second or fourth Saturday after school hours.

Arrive at a realistic time frame for these meetings to occur that will ensure adequate communication.

Have a clear objective for the meeting (to share information, make decisions, gather ideas, connect with others etc.) The objective of the meeting will help you in deciding the members who need to attend the meeting.

Do not call for a meeting only to read a list of announcements” which they can do independently if disseminated appropriately.

Circulate the agenda at least one week in advance of the meeting. If anything needs to be read in advance of the meeting, ensure a copy is circulated beforehand.

What is Agenda

- Provides a list of topics for discussion
- Provides a structure for the meeting (with time frame for each item)
- Can be used as a checklist to ensure that all information is covered
- Provides a focus for the meeting (Meeting objective to be stated)
- Provides opportunity to participants to come prepared
- Helps to increase engagement and motivation from your colleagues
- Increases accountability to the objectives of the meeting

Ensure discussion keeps moving in the right direction. Remember not to include too many items in an agenda as this will take you away from meaningful discussion on important issues.

Always look to start with a positive item.

• Think of those activities that need to occur to reach the meeting outcome. The agenda should be organized so that these activities are conducted during the meeting.

• Of course, the most important part of creating an effective agenda is to follow it during the meeting.

Sample - Agenda of the Meeting

MFERD

AGENDA OF THE MEETING

Meeting Date:

Meeting Called by:

Meeting Location:

CODE:

Meeting Title:

Date:

Time:

Venue:

Recorded By:

1. ATTENDEES

NAME	Email ID	Contact Number

Please read: Please list out all your previous activities and tasks

Please bring: Diary and pen

2. AGENDA

ITEM 1:

Time:

Speaker:

SN	TOPIC	DISCUSSION	SUGGESTION	REMARKS

ITEM 2:

Time:

Speaker:

SN	TOPIC	DISCUSSION	SUGGESTION	REMARKS

Facilitating meeting

Meetings often work better if a facilitator is assigned to run the meeting. They make sure that all goes smoothly, that everyone has a chance to speak, that timelines and procedures are followed and that, if possible, everybody leaves the room satisfied. The facilitator will make sure that all needed preparations are done well in advance for the meetings.

Facilitator will also ensure that a conducive environment is created, proper seating arrangements made, arrangement for refreshment during the meetings, proper lights and ventilation to be checked. The overall manner, spirit and tone in which the staff meeting is conducted, is critical to achieving meaningful participation and productive outcomes.

Set ground rules

- participate
- respect others
- stay focused on the agenda
- maintain momentum and
- get things done.

Note taker for the meeting

The Head master himself/herself can do the note taking or else can assign the task of note taking to someone. The minute is to be prepared towards the end of meetings. These notes will be very useful for minutes writing.

The head master should have positive attitude towards the opinion shared by the staff members, he should value the suggestions given by the staff members. The staff members should feel comfortable in expressing their views and ideas related to any issue or concern in the meeting.

Focussed Discussion

In order to prevent staff members from getting overwhelmed, tired, or frustrated due to information overload, staff meetings should focus around a central theme. The theme may contain one to three subtopics. Sticking to the theme ensures the meeting's purpose will be maintained.

13.3 Minutes of the meeting

The minutes should be well drafted and should be circulated to the staff members within 48 hours of the meeting. Delay in this will lead to lack of interest. Minutes of Meeting describe what was discussed and decided in a meeting, providing a permanent record of the meeting for future reference. They tend to include an overview of the structure of the meeting, including.

- Those present and those who could not attend
- A list of the agenda items/topics
- Summary of discussion for each agenda item
- The actions people committed to
- Summary of any decisions made

The minute taker generally completes the following tasks

- Taking notes during the meeting
- Formalising or tidying up these notes after the meeting
- Distributing the minutes to the relevant people
- Filing minutes for future reference

Evaluate the staff meetings

Check what is working? What needs improvement?

Observe the general body language at meetings, do participants appear comfortable and get involved in discussions?

Ensure participants are asked at the end of meetings

“How do you think that meeting went?”

Sample - Minutes of Meeting

MFERD

MINUTES OF MEETING

Meeting Date:

Meeting Location:

CODE: MFERD_RCH_001_D/Y

Meeting Title:

Recorded By:

MFERD

Meeting Date: **2021**

1. ATTENDANCE

NAME	TITLE	ORGANIZATION	PRESENT

2. MEETING LOCATION

3. MEETING START

- Meeting Schedule Start:
- Meeting Actual Start:
- Meeting End:
- Meeting Scribe:

4. AGENDA

5. MEETING DETAILS

SN	TOPIC	DISCUSSION	SUGGESTION	REMARKS

6. MEETING OUTCOME

SN	TOPIC	DISCUSSION	SUGGESTION	REMARKS

7. POST MEETING ACTION ITEMS

ACTION	ASSIGNED TO	DEADLINE

8. DECISIONS MADE

9. NEXT MEETING

13.4 Types of meetings

Here we have given the types of meetings conducted in one of the member schools of MFERD.

Opening and Closing Meeting

Frequency: Daily (beginning and end of a working day) at fixed timings

Agenda: Day to day activities (Azaaim in the morning and feedback in the evening)

Attendees: Correspondent, Principal, VP, HOD Arabic, Admin Officer, Accounts Officer, PRO

Duration: 5 to 7 minutes

Weekly Academic Coordinators and Special Activity Coordinators' Meeting

Frequency: Weekly on every Wednesday

Agenda: Weekly review with respect to Academics and cocurricular activities.

Attendees: Correspondent, Principal, VP, HOD Arabic, All coordinators (KG, Primary, Secondary, Assembly, PET, BFT)

Duration: 20 to 30 minutes

Monthly Staff Meeting

Frequency: Weekly on every Thursday

Agenda: Discussion on new initiatives, feedback, technical presentations, TED talk Videos, FDP

Attendees: Correspondent, Principal, VP, and all faculty members

Duration: 1 hour

Parents Teachers Meeting

Frequency: Once in every term or as and when needed

Agenda: Discussion on new initiatives, announcements, guest lectures & feedback

Attendees: Correspondent, Principal, VP, PTA members, parents and designated teachers.

Duration: 60 to 90 minutes

Trustees Meeting/AGM

Frequency: Once a month and as and when needed

Agenda: Discussion on policy matters, academic, administrative and financial feedback

New Initiatives/Proposals

Attendees: Correspondent, Academic Director, Principal and all Trustees

Duration: 60 to 90 minutes

AGM

AGM is conducted once a year to:

Submit the annual report of the institution

Submit future plans and proposals

Finalise the annual accounts

13.5 Conclusion

Effective staff meetings do not just happen, they are designed. To improve the meeting effectiveness, meetings should take into consideration several components such as preparing the meeting, conducting the meeting, closing the meetings and follow up. Staff meetings can help solve problems efficiently and effectively, develop stronger bonds between team members and provide better care for students.

Sources:

Chapter 7: Sana Model School, Chennai – HR Manual

Classroom safety:

<https://classful.com/classroom-safety-tips/>

Homework and Assignments

<https://www.smmusd.org/domain/577>

Homework and Assignments

<https://www.mvschools.org/domain/343>

Emergencies: <https://www.healthychildren.org/English/safety-prevention/all-around/Pages/Actions-Schools-Are-Taking-to-Make-Themselves-Safer.aspx>

IT Dos and Donts

<https://www.adelaide.edu.au/technology/policies-and-guidelines/dos-and-donts>

End of Policy Document

