



GUJARAT MODEL SCHOOLS
PROJECT DOCUMENT
GOVERNMENT OF GUJARAT

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INTRODUCTION TO THE GUJARAT MODEL SCHOOLS PROJECT

CONCEPT OF GUJARAT MODEL SCHOOLS PROJECT

Gujarat Model Schools Project aims to set up a large number of high capacity and good quality Day-boarding schools where students attend the classes, complete their home work and assignments and also undertake various co-curricular activities before leaving the school. As such, an average student is expected to spend 8-9 hours per day in the Model School. Considering their average size of 1200 students, a Model School is expected to cater to the needs of 8-10 villages through dedicated school buses. Model Schools will provide lunch and evening snacks to the students.

A Model School will provide teaching in Gujarati or English medium, along with all the available streams, so that the students have a wide choice. There will be strong emphasis on ICT and students will be encouraged also to self-study such courses by extensive use of computers where qualified teachers are not available. These schools will be affiliated with Gujarat Secondary & Higher Secondary Examination Board.

Model schools can either be implemented directly by the Government through a Special Purpose Vehicle or by involving one or more such private organisations who have a sound CSR track record or have experience of running good self-finance schools.

EXPECTATIONS FROM A MODEL SCHOOL

A Model School is expected to have close to 100% academic record, where students are encouraged to carry out group and individual assignments, analyse the issues and develop an all round personality by specialising in at least one co-curricular activity. These students must be very proficient in English, Gujarati and mathematics subjects and must be fully conversant with computers.

CLASSES AND OVERALL STRENGTH OF A MODEL SCHOOL These schools will have standards 6 to 12, with 500-1500 students. A Model School can have maximum student strength of 1500.

SELECTION OF LOCATION

For establishing a Model School, the local area will have to be scanned systematically to ensure the need for quality school in the area and availability of required number of students in the nearby cluster of 8 to 10 villages, availability of good road connectivity, availability of a Government run school or chances of obtaining required piece of land for setting up a new school, etc.

To begin with, these schools will be started in the 50 Talukas which have very low female literacy rates. In order to ensure that needy villages are adequately covered under the GMSP, to the extent possible, these schools will be set up in places other than taluka head quarters.

REQUIREMENT OF LAND

Considering the need for a well equipped school building to house over 1200 students, mess and sports facilities, and future expansion, appx. 5 acres of land will be required. The village or taluka panchayat willing to participate under this Project will have to make such land available to the Education Department.

Some of the existing Government schools having low enrolment or poor academic performance will be transferred to GMSP and upgraded. A large number of secondary school buildings have recently been constructed under RMSA or directly by the State Government. Although, these premises may not be having the desired size of land, in order to make full use of the existing infrastructure, some of such school buildings which have scope for expansion, can be handed over to the Project.

CONSTRUCTION OF BUILDINGS

The civil work for new and existing schools will be undertaken by the Sarva Shiksha Abhiyan.

ENROLMENT OF STUDENTS

There will be no selection of students. Every school will be allotted a catchment area with a list of primary schools. Any student desirous of being admitted to the Model School from the catchment area will have to be admitted.

Under GMSP, enrolment of students will be completed by March month of the academic year so that the students selected under this Project are assured of their admission much before the start of academic session and some bridge courses can be started for those students who require such additional support.

VIABILITY GAP FUNDING

Government will guarantee 150 students for the first two years and in case, the Model School is unable to register this minimum number, State Government will bear the gap through a viability gap grant, limited to the actual expenditure incurred by the school management less amount of fees collected during the year. The Model Schools are expected to enrol required number of students in subsequent years on the basis of their good academic performance.

PROVISION OF SCHOOL BUSES

State Government will make arrangements with Gujarat State Road Transport Corporation for running adequate number of buses to ferry the students. In order to meet the gap in availability of buses for this purpose, a special grant for procurement of limited number of buses will be provided to the GSRTC under the Scheme.

PROVISION OF MEALS AND SNACKS DURING SCHOOL HOURS

Every Model School will provide nutritious mid-day meal and evening snacks to the students attending the classes. Part of the cost of snacks will be borne by the students.

TEACHING PATTERN

Every school is expected to have high quality teaching arrangements through well trained teachers. They are expected to employ additional teachers/ tutors to help the students through remedial tuitions, completing their home work and assignments and also for undertaking group based learning. There should be heavy use of audio-visual medium, ICT and internet. There can also be subject-wise class rooms and progress of every student has to be carefully analysed and monitored. Similarly, the performance of teachers will have to be rigorously evaluated, their future increments and promotions must be linked with their performance.

Model Schools are expected to focus on overall development of students in such a manner that they successfully compete in competitive examinations, become good citizens and having a high level of confidence in their abilities.

Every Model School will have high focus on co-curricular activities and for this purpose, the architectural plan for the individual schools will have provision for arts room, music room, hobby room, and work skills room (where a student can learn some vocational skill like carpentry, pottery, metal work, etc.). Model Schools will encourage house system which will be the nodal points for various internal competitions, will have few well supported students' clubs and will encourage students' prefectorial system.

RECURRING COST ON STUDENTS, WHICH WILL BE BORNE BY THE STATE GOVERNMENT

State Government will provide Rs. 25,000 per student per year, subject to an annual increase of 5% and performance based incentives/ penalties.

RESIDENTIAL QUARTERS FOR TEACHERS

The Schools located in remote rural areas will have few furnished staff quarters which will be provided to the staff (both teaching and non-teaching) on nominal rent basis.

PROCEDURE FOR SELECTION OF PRIVATE MANAGEMENT FOR SCHOOLS

A mechanism for transferring the management of some of the Model Schools to capable and experienced school management has also been prescribed in the Project Report.

FUNDING OF THE GUJARAT MODEL SCHOOLS PROJECT

State Government will provide annual support to the Society for leasing out existing premises, capital works, payment of annuity to the Model Schools on the basis of criteria and norms defined in this Project report, creating special funds for creating facilities in some of the schools for competitive examinations, sports facilities, competitive sports, special hobbies, IT infrastructure, smart classes, teachers' training, etc.

Planning Commission has recently intimated that under the national programmes like RMSA, some flexible funds will be available for state specific issues. Once approved, such a window can also be accessed by the Society.

AFFILIATION WITH A RECOGNISED BOARD

Every Model School will be affiliated either with Gujarat Higher Secondary Examination Board or Central Board of School Examinations. Up to 10% of the students enrolled can appear in the examinations conducted by Gujarat Open School.

EVALUATION OF SUCCESS OF THE PROJECT

This being a quality-improvement project, Society will give a school wise account in its annual report and simultaneously display on its website. The report should include their results, expenditure incurred, etc. It will also analyse the percentage of students who passed with over 60% marks or distinction, nature of competitive examinations cleared by the students and its alumni, improvement in literacy rates of the taluka, etc.

HANDLING OF SPECIAL CHILDREN

A significant percentage of students are suffering from various kinds of learning disabilities like dyslexia, dyscalculia, dysgraphia, auditory perception disorder, visual perception disorder, etc. The Model Schools must identify such children through a scientific process and make extra arrangements for these children, including therapeutic arrangements to ensure that a significant portion of such children are able to overcome these difficulties. It can also enrol up to 10% of the students in Open Schools where a student can handle examinations at her/his own speed.

FUNDING PATTERN

The estimated cost of the Project for 50 Model Schools is Rs. 657 crore in next 5 years.

ANNEXURE-1

GENERAL GUIDELINES FOR GUJARAT MODEL SCHOOLS PROJECT

CONCEPT OF THE MODEL SCHOOLS IN GUJARAT

The Model School Concept is aimed at providing very high quality of education in the uncovered areas of the State. These Schools are expected to develop students having all round personality with excellent scholastic records, which shall be measured in terms of pre-defined learning outcomes and key performance indicators. Student-based annuity will be linked with a Model School achieving these parameters.

The Model Schools are expected to heavily use ICT in education, have a strong and effective monitoring system for quality evaluation and prepare the students for competitive examinations. Every Model School is expected to enrol as much students from very poor socio-economic groups as possible.

Some of the benchmarks for learning outcomes and key performance indicators would be performance in curricular and co-curricular activities, score for accreditation, dropout ratio, performance in examinations, etc. The continued failure of a Model School in achieving the levels of performances would be penalized.

OBLIGATIONS OF GMSMC

The general obligations of GMSMC will be as follows-

A. Compliance with Applicable Laws

1. It shall comply with all Applicable Laws and Applicable Permits;
2. It shall discharge its obligations in accordance with Good Education Practice and as a reasonable and prudent organisation;

B. Facilities in Model Schools

1. A medical aid post should be set up and operated in every Model School.
2. A high standard of sanitation, cleanliness and hygiene should be maintained in every Model School.
3. A barrier free environment should be maintained at all time in the Model School Premises for physically or visually challenged students, according to the guidelines issued from time to time by the Ministry of Social Justice and Empowerment and Government of Gujarat.

C. Admissions

1. The criteria for admission of students is to be fair and transparent and in conformity with Applicable Laws.
2. All the students should be treated equally and there would be no discrimination on account of caste, creed, religion or any other factor.
3. Self-financed classes within the premises, unless approved by Education Department, would not be permissible. However, SCOPE programmes and courses under GKS umbrella can be held as per prescribed financial terms. Paid programmes for other than enrolled students can be held under intimation to Education Department.

D. Operation and Maintenance of School Infrastructure

The GSMSC shall prepare 'Maintenance Programme' for every Model School which may comply:

1. Preventive maintenance schedule; and
2. Arrangements for carrying out urgent repairs. Model School should carry out maintenance during vacations and should always be safe for use as Model School.

Further details are mentioned in Annexure-9 of this Project Report.

E. Recruitment of Academic and Non-academic Staff

GSMSC will recruit its own full-time and part-time academic and non-academic staff and will formulate their terms of recruitment and remunerations. For this purpose, it will abide by the instructions of Gujarat Secondary and Higher Secondary Examinations Board.

Once the newly appointed staff joins, GSMSC will arrange foundation training for them and will impart refresher training to its staff on annual basis. State Government will fund the training cost of the staff for the first five years.

F. Networking and Partnerships with Expert Educational Organisations

GSMSC will create partnerships and network with nationally and internationally reputed organisations for improving its systems, pedagogy, CCE practices, support to special children, providing ICT based learning, training, covering out of school children through open schools, coaching for English and

competitive examinations etc. It can raise additional resources from donors, grants or charging reasonable Fees to cover its cost.

G. Leveraging Existing Government Schemes

GMSMC is also expected to participate in Governments of India and Gujarat schemes aimed to create quality schools in Gujarat. In order to ensure that all the students joining schools being supported under different schemes are treated equitably, the gap between GMSP and these scheme amount will be paid by the Government of Gujarat in order to being funding under different schemes on par with Gujarat Model Schools Project.

ANNEXURE-2

OPERATION OF THE MODEL SCHOOL

1. The medium of instruction in the school shall be Gujarati and there should be heavy focus on English as a subject.
2. Every Model School shall procure and use teaching software to enhance Students' academic performance and Teachers' productivity with effective graphics, audio-visual content, simulations, worksheets and presentations that can be used to explain abstract concepts, by making teachers use such Software.
3. Every working day shall have at least five hours of teaching for every student and there shall be at least 220 days in each Academic Year or such other number of Academic Days as may be notified by Gujarat Secondary & Higher Secondary Examination Board. In addition to the teaching hours, a Model School should ensure that the students complete their hobbies, sports, library, computer classes and also complete their home work/ home assignments during the school hours before leaving for home. Once a student leaves for home, he/she is not expected to carry any further home assignment.
4. Every Model School shall operate a single shift commencing not earlier than 8 (eight) AM and not later than 9 AM. Every Model School will work for minimum of 9 hours, including the time assigned for lunch and recess.
5. Every Model School shall conduct soft skills programmes to enable all students to develop their communication skills and etiquette. The programme can also include business correspondence, team building, leadership, group discussions, debating, time management, participation in interviews, effective resume writing, and skills like photography, bringing out school newspaper, reading contests, debate, excursions for and improving inter-personal skills.

SPORTS AND CO-CURRICULAR ACTIVITIES

- a. The Government will provide a sufficient number of equipments and consumables such as bats, rackets and balls required for different sports and these shall be stored in a common sports room from where students shall be entitled to draw the same. Teachers shall supervise sports periods and for this purpose, must be assigned various classes for sports. Schools should have a compulsory sports period for at least 3 days per week.
- b. Every Model School shall encourage all students to participate in sports activities regularly and create school teams for different sports to represent the school in various competitions.
- c. Every Model School must operate a hobby centre with sufficient infrastructure and equipment for cultivating different hobbies among students. The hobby centre can

include a music room, as well as well equipped place for drama/skit playing activities, dance activities, soft toys making, painting and drawing, script and speech writing activities, etc.

- d.** Every Model School shall employ skilled part time teachers or local experts to coach students in different hobbies such as music, art education, carpentry, pottery, photography, astronomy, field biology, ecology, documentation, science experiments, and electronics. Teams for music, dramatics and public speaking may be constituted to represent the school at competitions. Every Model School must promote at least five such hobby clubs on individual themes. A special annual grant of Rs. 20,000 per hobby club will be provided by Government.
- e.** A brief Annual Report, containing a regular record of all co-curricular activities, events and competitions, should be submitted to Government for every school. It will be better if such details are also displayed on individual Model School Website.
- f.** Every Model School shall organize an annual sports week where competitions among students in different sports shall be conducted and prizes shall be distributed. A cultural Annual Day should also be organized in which students may participate in cultural and academic activities. The parents shall be invited for the annual events. Field trips may be organized regularly so that every student can participate in at least one such trip during an Academic Year.

Annexure-3

LEARNING OUTCOMES

1. Every Model School shall lay emphasis on the holistic development of students, and the curriculum of the school shall aim at the all-round development of the students, build their knowledge, potentiality and talent and develop their mental and physical abilities to the fullest extent by emphasis not only on scholastic but also on co-scholastic domains.
2. Monthly tests of every subject being taught would be held in every Model School and based on performance of individual students in various chapters, chapter-wise remedial sessions will be organized.
3. Every Model School shall impart learning to the students through activities, discovery and exploration in a child-centered manner. The focus shall be on the development of creative and critical thinking and on the social and emotional thinking of students.
4. GMSMC will organize in all Model Schools Problem Solving Assessment for Students of classes 9th and 11th.
5. Every Model School shall procure and ensure that the Repetition Rate for any class does not exceed 3% in any Academic Year.
6. Every Model School will follow National Curriculum Framework and implement Continuous Comprehensive Evaluation System.

Annexure-4

Teachers

APPOINTMENT AND PERFORMANCE OF TEACHERS

1. Every Model School shall enter into a service contract with every teacher stipulating the conditions of service including the monthly emoluments, provident fund, annual leave entitlement and other conditions of service. All the staff will be on short (up to 5 years) or medium (up to 10 years) term contract. Permanent teachers, not more than 20% of the total strength, can have long term contracts exceeding 10 years.
2. Every Model School shall procure and ensure the training of all teachers for atleast 10 days in a year. Each teacher shall undergo an induction training of 21 days immediately after joining. GSMSC will organize such training.
3. The performance of every teacher shall be evaluated at the close of each Academic Year by the Principal, based on the evaluation criteria, Parent satisfaction report and the results of Board Examinations. GSMSC will develop and periodically revise the format for Performance Evaluation Report (PER).
4. Attendance of teachers and every staff shall be taken at least twice every Academic Day, once at the time of entry to the school and again at the time of their departure through a biometric fingerprint system.
5. Every Model School shall ensure that the Teacher-Student ratio shall at no time be less than one full-time Teacher for every 25 students.

TRAINING OF TEACHERS & HEAD MASTERS

GSMSC will organise a 3-months' long foundation training of every newly appointed teachers and head masters. The teachers will be imparted training on the concept of Model Schools, content to be taught by them, CCE methodology, assignment and interaction based teaching, remedial measures for students, ICT, handling of special children, interactions with the community, management of at least one Club, post-class room activities, their role in management of the Model School, procedural matters, etc. Every teacher will have to pass the test to be held at the end of the training programme.

Head Master's training will cover all the above items and procedural aspect of managing a Model School, MIS, outsourcing and procurement procedures, leadership and team building. Every Head Master will have to pass the test to be held at the end of the training programme.

PERFORMANCE EVALUATION

The performance of every teaching and non-teaching staff will be evaluated on quarterly basis during the first three years of their joining. The evaluation will be carried out on annual basis. GMSMC will develop web-based performance evaluation formats and maintain them. The scholastic and co-curricular achievements of the students will be given adequate emphasis during the evaluation.

Following weightage will be given to different aspects in the Annual Performance Assessment Reports of Head Masters and Teachers-

- a) Points earned by the Model School during the Annual Inspection- 30%;
- b) Points earned by the individual in her/his performance evaluation reports during the year- 50%; and
- c) Points earned in accomplishment of Key Result Areas identified during the year- 20%.

GMSMC will ensure that every Model School is thoroughly inspected on the pre-decided parameters every year and the score of the School is displayed on its website. It will also finalise the KRA for the Head Masters and Teachers by 30th September of every year.

GMSMC can have a system of annual cash incentives for 10% of total staff who achieve the highest PAR scores.

Annexure-5

STUDENTS

1. ADMISSION OF STUDENTS

- A. The total number of seats in the school for students of class 6th and above shall be between 500-1500.
- B. GSMSC will publish a fair and transparent policy for admission of students and display it on its website.
- C. The Admissions Policy shall at all times comply with the existing policy of the State for reservations in favour of candidates belonging to the Scheduled Castes, Scheduled Tribes, Other Backward Classes, minorities and the physically challenged.
- D. No admission test would be held for the students. Admission Process would be based on First Come, First Admitted. And no Model School will deny admission to any Special Child.
- E. Any parent having dissatisfaction may complain to the DEO or Society, who will issue required instruction to the School.

2. ATTENDANCE OF STUDENTS

- A. Attendance of the students shall be taken at least twice every Academic Day through the Biometric System, once at the time of entry to the school and again before mid-day meals. No later than two hours from the scheduled time of attendance on each Academic Day, a summary of the attendance recorded in the Biometric System shall be posted on the Website and also conveyed to GSMSC by email.
- B. A student having less than 50% attendance for a continuous period of three months shall be deemed to be a provisional Dropout.

3. OTHER SERVICES

- A. Every Model School shall provide mid-day meals and evening snacks to all students.
- B. Mid-day meals and snacks provided in the schools should be nutritious and freshly prepared in a hygienic manner and shall include 200 (two hundred) ml.of milk, for each student.

Annexure-6

Involvement of Community

Every Model School is expected to have a very high level of interactions with the local community and for this purpose, develop a clear action plan. Such a school-wise action plan will be displayed on the website of GSMSC. Some of the indicative guidelines for this purpose are as follows-

IMPROVING LOCAL PRIMARY SCHOOL

The Model School can form a core group of 2-3 teachers who can mentor the village primary school for improving or strengthening some of its performance parameters like CCE, activity-based learning, strengthening the delivery of English and mathematics in the upper primary classes, involving the primary school students in sports and club activities of the Model Schools, providing access to students to Model School library and computer facilities, organising effective parent-teachers meetings, providing access to Model School's kitchen facilities, etc.

PROVIDING PRE-PRIMARY EDUCATION IN THE VILLAGE

The staff and their spouses can consider supporting the village anganwadi by providing mentoring and training support to the anganwadi worker and the helper, strengthening the pre-primary education in the anganwadi center, guiding the mothers and adolescent girls on health matters, etc.

SPECIAL CHILDREN

Identifying the special children and extending required support to them must be a critical community based activity for every Model School. Further details of this activity are mentioned in Annexure-8.

INVOLVEMENT OF MOTHERS

Every Model School must hold monthly planning meetings with mothers of their students, in which the class teachers should discuss the followings-

- a) The performance of their wards during the month and any area requiring special attention;
- b) Teaching plan for the next month, role and support expected from the mother, what special attention is required during the month; and
- c) Nature of individual or group based assignments which will have to be completed by the student during the month.

ADMISSION CAMPAIGN

Every Model School will undertake a counselling campaign in the feeder primary schools during the month of December every year. During this half-day programme for every feeder school, the Model School team will arrange some educational game, few simple competitions, etc. in the feeder school and finally motivate the standard 5 or 8 students to consider joining the Model School from the next academic session. Admission forms will be distributed to the students during this Pre-camp.

The actual admission campaign will be taken up in the month of February when parents of the eligible students in the feeder schools will also be called, admission forms will be collected and a simple, chapter-wise diagnostic test of current and last classes will be introduced and every student desirous of seeking admission in the Model School will be issued admission letter, along with bus passes. The admission letter will specifically mention the joining date, which should be the next day immediately after closing date of the Primary School for summer vacation.

The newly admitted students are expected to attend the classes for at least a fortnight before the Model School closes for the summer vacation. During this period, these students will be given text books for the next session, reasonable amount of home work which will be based on their earlier diagnostic tests and some story books for summer reading.

Every Model School must ensure 100% enrolment of all the eligible girl students from the feeder schools.

SCHOOL DROP OUT

Model Schools must conduct an annual survey of the feeder villages to identify and enrol the school drop outs within the age group of 10 to 15 years to the Gujarat Open Schools. After administering a diagnostic test on these students to determine the

academic areas where strengthening will be needed, these students will be offered evening classes within the school premises. All the facilities of the Model School must be extended to these students and a good academic environment must be provided to them.

There should be heavy use of ICT and e-content in case of these students and student-wise plan for taking Open School examinations during various sessions should be prepared and supported.

ACCESS TO COMPUTER CENTRE

Computer centre of Model Schools should also provide facilities/access to villagers for applying to various programme of Government.

For every identified community activity, one teacher will act as Head and will be supported by 4-5 student volunteers. Depending on the intensity of the task, more teachers can be assigned to the group. A chapter in the annual reports of every Model School should be specifically prescribed for their community initiatives.

ANNEXURE-7

REMEDIAL TESTS AND FOLLOW UP MEASURES

Once a student joins Std.VI or IX in the Model School, every school will conduct a diagnostic test. The diagnostic test will be conducted for major subjects like Gujarati, English, Mathematics, Science and Social Science by drawing at least one question from every chapter of the Std. IV and V or Std. VII and VIII textbooks of that subject. Chapter wise and subject wise marks of the student will be compiled in a Register and based on the results, remedial classes for the chapters in which the students have not fared well, will be organised by the concerned subject teachers. It is expected that at least 30 hours' remedial teaching per subject will be required and this should be completed latest by 31st July.

If required, extra classes will have to be organised for certain students and the students should be asked to take only those classes, where their performance was found to be below the expected level.

REMEDIAL CLASSES DURING THE YEAR

Every Model School is expected to conduct Monthly Evaluation of student for every subject. In these tests, at least two questions from every chapter taught during the month should be asked and the results should be maintained by the Class Teacher in a Register. Based on the results of such evaluation, the students who have not fared satisfactorily in certain specific chapters, must be offered remedial classes.

ICT based personalised tutorials should be encouraged and group work among the small group of students should also be followed for the purpose of remedials so that instead of the concerned subject teachers repeating the same lectures again to these students, other alternative ways of teaching are explored as individual student have different learning style and learning speed and this should be respected by the Model School.

SPECIAL COACHING FOR THE BRILLIANT STUDENTS

The schools are also expected to carry out the diagnostic test for the students who are scoring over 60% marks in the internal examinations and efforts should be made that majority of them are able to perform well in the examination. The students who are fast learners and are expected to fare well in the Board or Competitive Examinations, should be offered special coaching during the school hours by the subject teachers

with the aim that they perform better in the Board or Competitive Examinations. Individual Model Schools can also consider involving some of the reputed independent tutorials for this purpose and may open such facilities to students of other Schools on charge basis.

ANNEXURE-8

SUB-PROJECT TO SET UP FEW PILOT SPECIAL EDUCATION THERAPY CENTRES FOR CHILDREN WITH SPECIAL NEEDS

INTRODUCTION

Children having disabilities and those experiencing learning difficulties have traditionally been marginalized within or excluded from schools. A child born with a disability is destined for a life of dependency. The situation is especially difficult for those who belong to the poor families where a disabled child can be a social, financial, mental and physical burden to the family. Through lack of knowledge resources and capacity of the family, the child does not get the appropriate help.

It is essential to consider special education practices in relation to overall educational arrangements and these practices must supplement the efforts made by the school, so that besides receiving the support in a normal school, these efforts build the confidence, improve child's capabilities and addresses the weaknesses. It is proposed to set up approximately 20 such Centres under the Gujarat Model Schools Project on pilot basis, evaluate their impact and the approaches for reducing the unit costs and thereafter, examine the possibility to scale up this initiative.

Vision of this pilot is that every child should be able to enjoy high quality education that enables him to participate and contribute socially and economically. Achieving this vision relies on raising expectations of what children can do, rather than being influenced by what they cannot do, the focus should be on ability and potential, not disability. Every child has the potential to learn.

A large number of students do suffer from problems like disgraphia, autism, Down syndrome, dyslexia, blindness, ADHD, or cystic fibrosis, about which their parents or teachers are not fully aware and as a result, are unable to provide required remedial treatment. There is a need to take up a controlled pilot for providing better remedial services by engaging highly trained staff. This Pilot will, therefore, aim at reduction in the current plight of the children with special needs.

SUB-PROJECT PROPOSAL

The sub-project will have following objectives-

- I) To create awareness and sensitize communities about children with special needs.
- II) To diagnose, assess and plan early intervention for children.
- III) Facilitating them to lead a dignified & independent life. These objectives can be achieved by offering increased and more appropriate support to children with special needs and their families, providing such children education and life skills development by collaborating with some skill training organization, integrating children with special needs into the wider community to ensure community based rehabilitation.

STRATEGY FOR IMPLEMENTATION OF THE SUB-PROJECT

Challenging the children to develop themselves and by giving them a chance to come out of their isolation and mean something for their environment. The existing efforts for special education will be expanded with multidisciplinary support for mental and physical disabilities to cover more children from the community.

It is proposed to ear-mark some space in selected Model Schools for this sub-project and to manage the facilities by a group of professionals including Special Educators, Assistant teachers, Speech specialist, Art therapist, play therapist, computer teacher, Counselors, visiting professionals and unpaid volunteers.

SUB-PROJECT COMPONENTS & RANGE OF SERVICES

THE PROJECT WILL HAVE FOLLOWING MAIN COMPONENTS-

A. OUTREACH AND AWARENESS

The outreach team consisting of volunteers and teachers will visit families as well as schools in order to identify children with special needs. This group will work to make parents and teachers aware about the special needs of the child, remove the guilt of the parents and counsel them about the possible remedial measures. Parents having problems with their children can also visit the centre for support and guidance, development of remedial plans for the children with special difficulties, and helping them to make informed decisions about the child.

B. SPECIAL EDUCATION CENTRE

The project will provide special education with additional support like

- (i) Diagnosis, Assessment & Early Intervention
- (ii) Special Education & Training in activities of daily living (ADL)
- (iii) Physiotherapy
- (iv) Occupational therapy
- (v) Speech-Language & Communication Therapy
- (vi) Sensory Integration Therapy
- (vii) Play Therapy
- (viii) Art Therapy
- (ix) Dance Therapy
- (x) Music Therapy
- (xi) Remedial Education
- (xii) Public Awareness
- (xiii) Outstation children & OPD

This will result in development of a specific treatment plan for every child. The special education centre will comprise of two therapy rooms with cubicles. It is also proposed to have a sand pit for the children.

The list of services to be offered under this project will be as follows-

(i) Diagnosis, Assessment & Early Intervention

The child needs to be assessed in all areas related to the suspected disability, including vision, hearing, social and emotional functioning, general intelligence, academic performance, communicative status and motor abilities. Infants and toddlers with suspected or at risk of delayed development in the age group to be provided with services of early intervention by a multi-disciplinary team of experts. The parents need to be guided regarding immunization, nutrition, feeding, sensory motor development, speech and language development and psycho-social interventions.

(ii) Special Education & Training in activities of daily living (ADL)

Educational goals imply progress in child's independence, social & cognitive abilities, verbal and non verbal communication skills and adaptive skills towards enhancing children's potential by involving them in individual as well as in group activities based on each child's Individual Education plan (IEP).

(iii) Physiotherapy

Physiotherapist will help children achieve their gross motor functions and work towards enabling them to develop their physical independence and mobility. They also need to assess, design and carry out stimulation exercises for children to improve their physical skills, minimize the effects of disability and to prevent further deformities.

(iv) Occupational therapy

The Occupational therapist at the Special Education centre will help kids to improve their cognitive (thinking) skills, comprehension skills and co-ordination skills and to be able to perform activities of daily living independently. This also includes adaptation of the task to achieve maximum independence and to improve the quality of life. Occupational therapist will evaluate the performance of each child, identify deficit and strengthen areas, develop goals for each student and evaluate progress in collaboration with other Therapists at the centre.

(v) Speech-Language & Communication Therapy

Through Speech and Communication Therapy, the professionals will help the child realize his/ her maximum communicative ability. Oral motor exercises along with tactile, verbal, and visual stimulation are administered to improve strength and ability of the oral structures. Non-verbal children to be trained in communication through other methods like gestures, Applied Verbal Analysis, Augmentative and alternative communication, picture exchange cards. Communication software like Dr. Speech, Interactive software, talk boxes audio-video and audio equipments to be used according to the learning needs of the children. Speech and language intervention packages are developed and will be used according to the individual needs of the child. Parents are also to be guided to carry out intervention at home.

(vi) Sensory Integration Therapy

Many children with autism have sensory processing difficulties. They could be hypersensitive or under-sensitive to light, noise, and touch. They may be unable to stand the sounds around them, on the other extreme, need to rock, flap and sometimes even injure themselves to be fully aware of their bodies.

The Multi Sensory Integration unit at Special Education Centre will be equipped to work with children with Autism, Cerebral Palsy, Low Vision, Deaf Blindness, and other developmental Disorders. The therapies are provided by special teachers, Occupational Therapists and Physiotherapists in a way that is constructive, comfortable and appropriate for individual children's needs.

(vii) Play Therapy

The centre will be equipped with indoor as well as outdoor play areas, which provide the children ample opportunities to learn while playing. Play therapies always have a positive impact on general behavioral problems, self-concept, self-expression and personal growth.

(viii) Art Therapy

Art has great therapeutic value. Art combines creativity and therapy for children with special needs. Participation in art therapy offers children opportunities for learning, creativity and expression of their inner self. Regardless of the benefits of art, we know it is fun, it engages, and it is one medium where there is no right or wrong answer. Art also help children attain skills like Eye-hand coordination, Fine motor skills, Color recognition, Sequential thought, matching and visual stimulation.

The therapist will work with children individually as well as in groups introducing them to different media of art.

(ix) Dance Therapy

Dance therapy enhances cognitive, emotional, social and physical well being of children. Dance is a tremendously enjoyable way to practice motor skills than simple exercises. Dance provides children opportunities to participate in groups, where children move and interact in a supportive and fun environment,

while working on physical strength, coordination, balance, flexibility and socialization skills through music, movement, games and dance."

(x) Music Therapy

The centre will be designed to reinforce and strengthen skills identified on the students Individual Education Plan (IEP) to address areas like receptive language, expressive language, socialization, and motor development. Generally such children very positively responded to different kinds of music played for them. They also sing, dance and enjoy playing on musical instruments like harmonium, flute and drums.

(xi) Remedial Education

Many students with learning difficulties and developmental delays who attend regular school programs acquire additional support to cope with the mainstream education. This is provided with remedial education so that they can keep up with their other classmates.

(xii) Public Awareness

Our main mandate will be to increase awareness about special education for children with special needs.

(xiii) Outstation children & OPD

Local children will be given Individual therapies with appointment in OPD along with attending children with special needs from other cities of Gujarat. A programme plan will be designed for home based training and demonstrations are given to the parents for carrying out the skill training and therapy programme for home management. Outstation parents will be counselled on home training for their children & regular follow up will be provided.

APPOINTING PROFESSIONALS

Each centre will engage highly qualified and RCI certified professionals through application of state-of-the-art therapies. The professionals will include special Educators, Assistant teachers, Speech, Occupational and Physiotherapist, behavioural specialist, art therapist, play therapist & counsellors.

COMMUNITY BASED REHABILITATION

This approach will help children with multiple disabilities, mostly for those who are from below the below poverty line families to maximize their potential so that they can lead a dignified & independent life. Children under Community based rehabilitation program will have access to all facilities and services available at the therapy centre at nominal rates.

EXPECTED OUTCOMES

Through early intervention programs, the family can be provided with services to help them help their child. It is proposed to cover, in every participating Model School, 360 such families under the outreach program. In addition to it, about 120 children will be directly assisted with the help of full time or consulting professionals.

Some of the non-monitorable outcomes will be sensitizing the society regarding the acceptance of the children with special needs and building educational capacities by exploring where the child shows openings.

IMPLEMENTATION ARRANGEMENTS FOR THE SUB-PROJECT

Each Centre will function on full day basis; the timings for the OPD will be between 10 am to 12 pm in morning & 3pm to 5pm in evening. During rest of the hours the therapy centre will function continuously. The methodology will include:

- a. Undertaking extensive field study through outreach program and identifying the children with special needs (extensive during first three months, periodically thereafter),
- b. Identification and appointment of professionals like Special educators, speech specialist, occupational specialist, behavioral specialist, therapist, counselors, etc. will be taken up during the first four months of the programme and the number can be increased subsequently as per the need

- c. Carrying out diagnosis and assessment in areas related to the suspected disability and thereafter, carrying therapy sessions at the centre, which will be an on-going activity.
- d. Providing remedial education to students with learning difficulties and developmental delays who attend regular school program but require additional support to cope with the mainstream education, Taking up periodic public awareness and community based rehabilitation programs to help children from below poverty line families, which will be carried out on six-monthly campaigns.
- e. Expert guidance from other reputed institutions for enhancing the ability and skills of the centre.

EVALUATION PLAN

The approaches and practices of some of the existing State-based organisations involved in special education will be evaluated by engaging external experts and the proposed approach of this sub-project will be modified. This sub-project is also expected to develop;

- (a) Detailed guidelines for expansion phase,
- (b) Develop a critical mass of highly motivated and well trained technical staff,
- (c) Strategy for reduction of cost per child by scientific use of ICT, and
- (d) develop a robust monitoring system for the impact on special children.

ANNEXURE-9

OPERATION AND MAINTENANCE OF INFRASTRUCTURE

O & M OBLIGATIONS

During the Operation Period, the GSMC shall operate and maintain the School Infrastructure in accordance with following obligations:

- (a) It will ensure smooth and uninterrupted operation of the school infrastructure and associated facilities during normal operating conditions;
- (b) It will make the school infrastructure available for use of students in accordance with Board Guidelines;
- (c) It will ensure minimal disruption to school activities in the event of accidents or other incidents affecting the safety and use of the School Infrastructure by providing a rapid and effective response and maintaining liaison with emergency services of the State;
- (d) It will carry out periodic preventive maintenance of the School Infrastructure. A special repairs grant will be annually provided to it by the State Government;
- (e) It will undertake routine maintenance including prompt repairs of the School Infrastructure;
- (f) It will undertake major maintenance such as renovation of the School Infrastructure, repair or replacement of furniture, teaching aids, equipment and other facilities and amenities of the School by using the special repairs grant;
- (g) It will prevent with the assistance of the concerned law enforcement agencies, any encroachments on the School Premises;
- (h) It will ensure operation and maintenance of all systems and equipments necessary for the efficient operation of the School;
- (i) It will comply with Safety Requirements;
- (j) It will maintain punctuality and reliability in operating the School at all times;
- (k) It will maintain a high standard of cleanliness and hygiene in the School; and
- (l) It will maintain the classrooms, laboratories, library and other facilities and amenities in the School in accordance with the provisions of Board Guidelines and Good Education Practice.

MAINTENANCE PROGRAMME

GMSMC will prepare an annual programme of preventive, urgent and other scheduled maintenance in respect of the Schools before close of the academic session. Such Maintenance Programme shall include:

- (a) Preventive maintenance schedule;
- (b) Arrangements for carrying out urgent repairs;
- (c) Procedures for carrying out inspection of all elements of the School Infrastructure;
- (d) Time frame and estimates for carrying out proposed maintenance;
- (e) Arrangements and procedures for carrying out safety related measures;
and
- (f) Details of major maintenance works to be carried out and its scope.

MODIFICATIONS TO THE SCHOOL INFRASTRUCTURE

The School Management shall not undertake any modifications to the School Infrastructure without approval of GMSMC Board.

ANNEXURE-10

TRANSPORT ARRANGEMENTS

As the Model School is expected to cater to the needs of 8 to 10 villages, the State government will ensure school buses through Gujarat State Road Transport Corporation. A Committee headed by District Education Officer with Principal of every Model School from the District, Depot Manager of GSRTC and Executive Engineer (Panchayat) of the Road & Buildings Department as other members. This Committee will have following roles:

- a) To develop the bus routes for individual schools in such a way that the students from the catchments area are timely brought to the school and are taken back after the class of the school;
- b) To ensure that the routes for the catchments villages are motorable through out the year and minor repairs, etc. are timely carried out;
- c) To review the punctuality of the buses;
- d) To review the safety of the buses and also the careful driving and proper behaviour of the GSRTC staff manning these buses;
- e) To make arrangement for collection of fare and issue season tickets to the students without any hassle.

A summary of issues which remain unresolved in any district, will be sent to the C.E.O. of the GSMSC, who will hold a monthly co-ordination meeting with the senior officials of R&B Department and GSRTC to look into these issues.

ANNEXURE-11

WEBSITE AND REPORTING REQUIREMENTS

WEBSITE

Every Model School shall establish a website to post the rules, policies and information relating to the management, operation and performance of the School which may be of relevance or interest to the Students, Parents, Teachers and the general public. The Website shall contain such other information as may be required by GMSMC.

Every Model School shall install, operate and maintain a computerized School Management Information System to store a record of all activities of the school in a structured manner

The Management Information System shall include the following modules:

- (I) Particulars of each Student, including the annual medical check-up records;
- (II) Enrolments and Dropouts;
- (III) Daily attendance of Students and Teachers, as recorded on the Biometric System;
- (IV) Parents' feedback and participation in Parent Teachers' Meetings;
- (V) Details of co-curricular activities;
- (VI) Students' participation in internal and external scholastic and non-scholastic events;
- (VII) Training of Teachers;
- (VIII) Human resource management;
- (IX) Menu of mid-day meals;
- (X) inventory management;
- (XI) Accounts; and
- (XII) security and administration.

MONTHLY REPORT

Management of every Model School shall, within five days after the end of each month, furnish a monthly report in the approved form.

PARENT-TEACHERS' MEETING

School Management shall organise a combined meeting of Parents and Teachers once every month to review the performance of the School and the Students. Such meetings may be organised for each class or group of classes, as may be determined by the Managing Committee.

ANNEXURE-12

SAFETY AND SECURITY REQUIREMENTS

The GMSMC shall comply with the provisions for securing the Safety of the students, visitors and staff and shall develop a programme for providing a safe environment. Safety Requirements may include measures associated with safe movement, fire safety, emergency response, with particular reference to the following Safety Guidelines.

1. In operation of the school, particular care shall be taken to ensure safety of the students, staff and visitors. This shall also include facilities for safe and efficient evacuation in case of emergency, providing clean water and good sanitary conditions in the premises. The following equipments shall be functional at the school:
 - a) Fire extinguishers and fire alarms at the appropriate locations; and
 - b) Such other equipment as may be required in conformity with Good Industry Practice.
2. A set of emergency procedures shall be formulated to deal with different emergency situations and the operations staff shall be trained to respond appropriately during emergency through periodic simulated exercises.
3. Emergency exits should be accessible without any obstructions. The exit doors shall be easy to open from inside the school in case of emergency.
4. Escape route shall be clearly marked by arrows in the correct direction. All notices and signages shall be uniform and standardized.
5. Any unusual event or incident should be reported immediately.

REPORTS OF UNUSUAL OCCURRENCE

The School Management shall send to the Authority by facsimile or e-mail, a report stating accidents and unusual occurrences on the School Premises relating to the safety and security of the Students, visitors and staff. A monthly summary of such reports, if any, shall also be sent within 3 (three) days of the closing of each month. For the purposes of this Clause 19.13, accidents and unusual occurrences in the School Premises shall include:

- (a) Death or injury to any person;
- (b) Episode of sexual assault or rape;
- (c) Suicide of a Student or a member of the staff;
- (d) Abduction of any Student or attempted abduction;
- (e) Any physical or mental injury or intimation caused to any Student by a person engaged by the School Management or by any other person acting on its behalf;
- (f) Smoke or fire;
- (g) Any other incident akin to any of the incidents listed above; and
- (h) Such other relevant information as may be reasonably required.

ANNEXURE-13

CREATION OF GUJARAT MODEL SCHOOLS MANAGEMENT COUNCIL

ROLE OF GMSMC

GMSMC will be initially mandated to manage 50 Model Schools in various parts of the State. In due course, a large number of such schools can be handed over to private sector school management organisations. Remaining schools will be run by the GMSMC either directly or in partnership with any other capable organisation.

MANAGEMENT STRUCTURE OF GMSMC

It will be registered as a Council having an authorised equity of Rs. 50 crore and paid up equity of Rs. 7 crore, out of which, about Rs. 3 crore will be contributed by the State Government. The Council's main mandate will be to improve the education and health levels of some of the most adverse talukas and also in underserved areas.

Organisational structure of the GMSMC- the Organogram is at Annexure-18. Its Board will be headed by the Chief Secretary with at least two other Government nominee directors. Secretary of Education Department, in-charge of secondary & higher secondary education will be one of the Government nominee directors. The Council will select a professional Chief Executive Officer and will have proper governance structure. It will engage and decide the remuneration structure and terms of service of various employees engaged in managing individual Model Schools.

SPECIFIC ROLES OF GMSMC

In addition to being responsible for the self-managed schools, the GMSMC will also be responsible for the followings-

- (a) Recruitment of teachers and inducting teachers on deputation for the self-managed schools and finalising their remuneration structure, conditions of service, Short-listing of the Private School Managements (PSM) for partnership etc;
- (b) Carrying out annual comprehensive inspection of the schools and assessment of overall management of the Gujarat Model Schools Project and infrastructure handed over to it;
- (c) Reviewing the commitments made by the PSM about quality parameters and growth of the schools assigned to them;
- (d) Entering into legal agreements with PSM and management of these agreements;

- (e) Release of grants to PSM and self-managed schools and procurement of items of general nature;
- (f) Renting infrastructure of other existing schools on R & B Department recommended rates, if the schools have 5 acres or more land and the agreed lease is for 30 years or more;

Besides the above, GMSMC will also conduct tutorials for competitive examinations by engaging reputed professional tutorials and extend such services to the rural areas, will develop plans and initiatives for involving the local community and interested stakeholders in functioning of the Model Schools, develop networks and partnerships with expert organisations with an aim to improve its management and academic processes, and develop measurable performance parameters for students, teachers and principals.

ANNEXURE-14

EMPOWERED COMMITTEE FOR SELECTION OF PRIVATE SECTOR PARTNERS

An empowered Committee consisting of the Chief Secretary, Principal Secretary of Finance Department and Principal Secretary of Education Department will select and approve the private sector partners who will manage the specific Model School(s) on behalf of the GSMSC. The CEO of the GSMSC will act as Secretary of the Empowered Committee. Detailed formats and procedures for selection process will be developed by the Empowered Committee. Some of the guiding principles for the selection will be-

- a. The selection process must be transparent and open to scrutiny by general public;
- b. The selected private sector partner must be running at least one quality urban school of repute;
- c. One of the partners, must be a not-for-profit organisation registered under any statute;
- d. The management transfer will be for a period not exceeding 12 years. In exceptional cases, the Empowered Committee can extend this duration to 15 years; and
- e. While applying, the private sector partner must offer a "Benchmark School" and few measurable key parameters of this School, which must also be evaluated and the Model School that will be subsequently handed over, should be compared against this bench mark school after 5th year. The Private sector partner should be able to fully transfer the agreed features of Benchmark School to the Model School during this period.

PROCEDURE FOR SELECTION OF PRIVATE MANAGEMENT FOR SCHOOLS

The GSMSC advertise and carry out initial screening of the interested managements through an advertisement. The selection process will consist of three stages, consisting of-

- (a) Stage-1: An advertisement will be issued by the GSMSC in major state and national level newspapers inviting the applications. The pre-qualification stage will consist of evaluation of experience of the applicant organisation in successfully running high quality English medium schools, Board results of students of last 3 years, financial strength of the managing agency and its promoter group, extent of presence in Gujarat, qualifications, skills and experience of teaching and supervisory staff, training capabilities etc. Adequate number of applications which have scored highest points will be short-listed for Stage-2 evaluation.
- (b) Stage-2: A team consisting of at least one external evaluator will visit one reference school and evaluate the physical situation of the school. Some of the

parameters for evaluation could be- system of recruitment of staff, their performance evaluation, students' performance evaluation, system for holding parents-teachers' meetings, arrangements for mess, medical assistance to students, cleanliness and maintenance of facilities, teaching methodology and use of modern aids, extent of co-curricular support to the students, remedial steps taken to support students having difficulty, extent of teachers' training, governance practices of the organisation, etc.

- (c) Those schools which qualify the Stage-2, will be asked to develop a project report consisting of the way it will manage the Model School, measurable benchmarks and standards, nature of support which will be extended by its existing schools, nature of innovations which will be brought in the Model School and commitment for results during next 5 years, expectations from the Government, etc. It will also submit a clear time line for individual commitments. An Empowered Committee will decide on appropriateness of their proposals and select the management for individual Model Schools.
- (d) Before transferring Management of a Model School to PSM, GMSMC will enter into a formal agreement with PSM which will also include a list of assets which will be handed over to it. The conditions and expectations in this Project Report will *ipso facto* apply to the PSM and will be suitably incorporated in the Agreement document.

ANNEXURE-15

INVOLVEMENT OF EXCELLENT PRIVATE SCHOOL MANAGERMENTS IN RUNNING OF MODEL SCHOOLS

Gujarat Model Schools Management Council, which will run the Model Schools on lease from the State Government, can transfer the management of some of the Schools to such private school managements by following an open and transparent selection process.

While doing so, it will not undertake any financial bidding but technical parameters are to be clearly stated upfront. The bidder who secures the highest score should win the School at a given location, subject to the approval of the Government level Empowered Committee (GEC).

The payment terms and quality parameters which are to be achieved by such private managements will be finalised by the Council, but while doing so, it will have to ensure that the parameters defined by the State Government for these Model Schools are not diluted. The Council is; however, free to improve upon these parameters. Some of the other conditions which will have to be followed in this regard are:-

- a. The Private School Management (PSM) will have to provide a Performance Security, as stipulated by GSMSC;
- b. PSM shall not undertake or permit any Change in ownership, except with the prior written approval of GSMSC;
- c. The teaching staff engaged in the School should be qualified and trained in accordance with prevalent guidelines of Gujarat Secondary & Higher Secondary Examination Board;

A. REPRESENTATIONS AND WARRANTIES

1. The PSM should warrant the Authority about the actions, suits, proceedings or investigations being at non pending level;
2. Selected bidder and its associates should have the financial standing and resources to fund the recurring cost of the Model School in case of some delay or dispute in release of the annuity; and
3. No sums in cash or kind will be paid to any person by way of fees, commission or otherwise for securing the Project or entering into an agreement with GSMSC or for influencing any officer or employee of the GSMSC or Government.

B. MANAGEMENT OF THE MODEL SCHOOL BY PSM

The 'Managing Committee' of the school, consisting of 7 members will be as under:

- a)** Four members to be nominated by the GSMSC or Private School Management (PSM), of whom one shall be the chairperson and at least two, shall be women.
- b)** Two nominees of the State Government of whom, one shall be the Vice Chairperson;
- c)** One representative of Parents;
- d)** The Principal shall be the Member Secretary and Chief Executive Officer of the School.

No meeting can be held unless at least one nominee of State Government is present in the meeting.

The feedback form of parents should be obtained once every six months. The School Management shall organize a section-wise meeting of parents and teachers once every six months to review the performance of the students.

The Functions and Powers of Managing Committee shall include the following:

- a)** Overseeing and ensuring smooth functions of the school in conformity with the provisions of the Agreement, Board Guidelines and Good Education Practice;
- b)** Formulating and notifying the rules for management and operation of the School;
- c)** Formulating and implementing the Admission Policy;
- d)** Formulating and implementing the Appointments Policy;
- e)** Monitoring the academic standards and other performance standards of the School and taking corrective measures where required;
- f)** Ensuring the welfare of students and staff of the school;
- g)** Overseeing the provision of mid-day meals to students;
- h)** Ensuring financial propriety and discipline, including review of the annual budget of the school;
- i)** Discharging such other duties and functions as may be specified in the Board Guidelines; and
- j)** Engaging in such other matters as may be necessary for achieving excellence in the functioning of the school.

The Management Committee shall constitute a disciplinary committee comprising the Principal, Vice Principal and one Senior Teacher, which shall oversee all disciplinary matters relating to the operation and management of the school including the suspension or exclusion of students and proposing action against any staff member.

ANNEXURE-16

FINANCIAL TERMS

Every Model School is expected to achieve following minimum assured results for becoming eligible to receive the full annuity on the students-

Examination	Pass %	% scoring more than 60% marks	Clearing competitive examinations for further studies
Secondary	80	15	--
Higher secondary-general	75	15	1
Higher secondary-science	75	15	2
Open Schools (at either level)	65	10	-

The financial support from the Government will be linked with agreed outcomes and quality of education.

1. GSMSC shall make best efforts to ensure that the average stream-wise marks secured by the Students taking the Board Examination shall be not less than what is specified in the table above. In the event of any shortfall for every one per cent, Government will recover Damages equal to 0.3% of the Tuition Support due and payable to GSMSC. In the event the pass percentage exceeding the above Minimum level, Government shall, for every 1% of such increase pay an incentive equal to 0.3%.
2. The School Management shall be entitled to a grace period of 3 years for attaining above results and during first three months, annuity will be paid on the basis of minimum 60% attendance of the students during the year.
3. For the assessment of quantitative and qualitative performance indicators of the School, the School Management shall apply for GSMSC approved accreditation within a period of three years and shall also ensure its renewal from time to time. In the event that the School Management is unable to procure Accreditation within three years, the Tuition Support due and payable for the 4th Academic Year shall, by way of Damages, be reduced by 10% and such reduction shall be 20% during any subsequent Academic Year.

4. In the event of any shortfall compared to the Minimum Average Marks mentioned in the Table above, Government shall, for every one percent of such shortfall, recover Damages equal to 0.2% of the Tuition Support. In the event the pass percentage shall exceed the Minimum Average Marks mentioned in the Table above, Government shall, for every 1% of such increase, pay an incentive equal to 0.2% of the Tuition Support.
5. The School Management shall ensure that the Dropout Ratio for any class shall not exceed 3% in any Academic Year. In the event that the Dropout Ratio for any class rises above 3% Council shall, for every 1% rise in the Dropout ratio, recover damages equal to 0.2% of the Tuition Support due and payable to the School Management for the Academic Year for every student, in addition to deduction of grant for dropout students.
6. In the event that the Repetition Rate for any class rises above 3% in an Academic Year, the Council shall, for every such 1% increase in the Repetition Rate of each class, recover Damages equal to 0.2% of the Tuition Support due and payable to the school for every student, in addition to deduction of grant for such students who are asked to repeat.
7. Every Model School shall maintain a record of the Recognized Awards won by Students and Teachers and submit the same at the end of each Academic Year which would be equivalent to the Tuition Support payable for one Student. Recognized Award at the State level, the incentive payment shall be equal to one-half of the incentive payable in respect of the National level.
8. The sum of incentives payable shall not exceed an amount equal to 20% of the Tuition Support due and payable to the School Management in an Accounting Year. The sum of Damages to be recovered in accordance with the provisions of this Agreement shall not exceed an amount equal to 20% of the Tuition Support payable in an Accounting Year.

TUITION SUPPORT

1. The tuition support payable during the first year of the scheme will be Rs.25,000 per student, excluding capital expenditure by the Government. It will be increased at 5% per annum in subsequent years. The Tuition Support will include the tuition cost, cost of minor maintenance, extracurricular activities and meals to students during lunch time and evening snacks with tea.
2. All the students admitted to the Model School will be covered under tuition support assistance.
3. Government shall pay to the GMSMC during each Accounting Year a provisional amount of Tuition Support into six monthly instalments, During the course the subsequent Accounting Year, the actual amount due and payable as Tuition Support shall be computed and the difference between the Provisional Tuition

Support and Tuition Support shall be paid or recovered, as the case may be; no later than the close of such subsequent Accounting Year.

4. Provisional Tuition Support shall be due and payable on a bi-annual in two equal instalments. The amount due and payable shall be released in advance against the security of the Prescribed Indemnity Bond and may be adjusted subsequently.
5. Tuition support shall be-
 - a. Raised by 10% in tribal Blocks of the state;
 - b. Raised by 5% for schools located in towns or villages with a population less than 10,000; and
 - c. Reduced by 10% in cities with a population exceeding 5 lakh.
6. No payment would be given for dropouts during the year. Biometric attendance will be the criteria for payment of annuity till the first batch appears in standard 10th Board examination. The method of defining dropout would be the attendance of less than 60% during the year.
7. The per student annuity is subject to following annual enhancement, incentive and penalty structure-
 - (a) Per student annuity in subsequent years will be enhanced by 5% per year to account for inflation;
 - (b) In case, the results in standard X and XII examinations are more than the minimum assured percentage, an incentive of 5% of the annuity amount for every student, over and above 80% pass rate will be paid.
 - (c) In case, more than 25% students score over 60% marks, an additional incentive of 5% of the annuity amount for every such student will be paid.
 - (d) For every student scoring over 75% marks, an additional incentive of 3% of the annuity amount for every student, over and above the minimum assured percentage will be paid.
 - (e) In case, the results in standard X and XII examinations are less than the minimum assured percentage, a penalty @ 30% of the annuity amount paid during the last two years for every student who appeared in that Board examination will be charged. Such a penalty will be applied (i) on the difference between number of students assured to have passed and the actual number of students passed, and (ii) Board examinations for standard X and XII will be treated as separate units and penalty will be levied on individual unit.
8. .

FEE & OTHER CHARGES

1. The Model School can charge from individual student following fees;
 - a. Academic Session fee- Rs.100 per session; and
 - b. Any other specific fee, other than tuition fee- Rs.100 per session.
2. All tuition fee and other fees paid by the students shall be used for development of the school and co-curricular activities. Receipt will have to be issued to students and accounts will be submitted by every Model School to GSMSC, duly certified by auditors.

INSURANCE

Every Model School will have to maintain such insurances for such maximum sums as are prescribed. Insurance cover should also include the following:

- i. Loss, damage or destruction of the school infrastructure at replacement value;
- i. Comprehensive third party liability insurance including injury to or death of personnel of the Authority or others who may enter the School Premises;
- ii. Workmen's compensation insurance; and
- iii. Any other insurance that may be necessary to protect the management and its employees.

ADVANCE PAYMENT TO GSMSC

In order to ensure that the Model Schools do not face any financial problem during the year, following advance payment will be made by the Government on production of indemnity bond in prescribed proforma-

1. 40% of the estimated amount for the year will be paid before 31 July;
2. Another 40% of the estimated amount for the year will be paid before 30th November; and
3. Remaining amount or the recovery will be paid or recovered once the Board results are declared. GSMSC will have to remit the recoverable amount within 30 days of declaration of the result, failing which it will be recovered with 10% annual interest.

Till the first batch of students appear in the standard X or XII Board examination, the attendance of the students and drop out rate will be considered to calculate the estimated amount payable to the individual Model School. Subsequent to it, the Board results of the previous year will be taken into consideration to estimate the payable amount.

GRACE PERIOD

First two academic years of the Model School will be treated as grace years and no penalties or incentives for better performance specified in this Annexure shall apply for those academic years.

The School Management shall be entitled to specify and declare the next three years as additional Grace Period and during this period, the penalties and incentives specified in this Annexure shall be deemed to be reduced to one-fourth thereof.

ANNEXURE-17

ACCOUNTS AND AUDIT

1. The Government shall have the right to inspect the premises or records of the GSMSC or PSM and obtain copies of relevant extracts of books of accounts, duly certified by the Auditors.
2. The GSMSC or PSM shall, within 30 days of the completion of 6 months of an Accounting Year, furnish to the Government its unaudited financial results for the earlier year in the prescribed format.
3. The GSMSC shall appoint its Auditors, who shall also audit the accounts of PSM, a reputable firm of chartered accountants selected in conformity with the eligibility criteria set. All fees and expenses of the Auditors shall borne by the GSMSC.
4. The Government shall have the right, to appoint at its cost at any time, another firm of its choice to audit and verify all those matters which the Auditors are required to do.

AUDITED ACCOUNTS

GSMSC or PSM shall maintain books of accounts recording all its receipts from the School (including revenues derived/ collected by it from or on account of the School Infrastructure and/ or its use), income, expenditure, payments, assets and liabilities, etc. It shall provide two copies of its Balance Sheet and Profit and Loss Account, along with a report thereon by its Auditors, within 90 days of the close of the Accounting Year to which they pertain and such audited accounts shall form the basis of payments.

CERTIFICATION OF CLAIMS BY AUDITORS

Any claim provided by GSMSC or PSM relating to receipts, income, payments, costs, expenses, accounts or audit shall be valid and effective only if certified by its Auditors.

ANNEXURE -18

MANPOWER TO BE SUPPORTED BY THE STATE GOVERNMENT DURING FIRST 5 YEARS

State Government will fund full cost of the approved manpower, as per Annexure-18, during the first three years of the Project in order to ensure that these Model Schools are set up in time, are managed as per objectives of this Project and to facilitate setting of the systems and procedures for smooth running of the Model Schools. Government support will be reduced to 75% of the actual or estimated cost, whichever is lower, during the subsequent 2 years.

It is expected that majority of the Model Schools will fully develop within the first 5 years of this Project and the GSMC will be able to reduce some of the manpower which will be replaced by proper and established systems, will be able to generate its own resources for paying the remaining manpower or will modify its organogram in view of projected work-load and financial resources available with it. Keeping in view this assumption, the Government support to the manpower of GSMC will be withdrawn after the first five years.

ANNEXURE – 19

TRANSPORTATION ARRANGEMENTS FOR STUDENTS AND TEACHERS

As the Model School is expected to cater to the needs of 8 to 10 villages, the State government will ensure school buses through Gujarat State Road Transport Corporation. A Committee headed by District Education Officer with Principal of every Model School from the District, Depot Manager of GSRTC and Executive Engineer of the Road & Buildings Department (Panchayat) as other members will perform following roles :

- a)** To finalise the bus routes for individual schools in such a way that the students from the catchments area are timely brought to the school and are taken back at close of the School;
- b)** To ensure that the routes for the catchments villages are moterable throughout the year and minor repairs, etc. are timely carried out by R&B Department;
- c)** To review the punctuality of the buses on monthly basis;
- d)** To review the safety of the buses and also the careful driving and proper behaviour of the GSRTC staff manning buses;
- e)** To make arrangement for collection of fare and issue season tickets to the students without any hassle; and
- f)** A summary of issues which remain unresolved in any district, will be sent to the C.E.O. of the GSMSC, who will also hold a monthly co-ordination meeting with the senior officials of R&B Department and GSRTC to look into these issues.