Hubs of Learning

Transforming Education

Central Board of Secondary Education - 2019

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भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक सम्पूर्ण [1]प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य बनाने के लिए, तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनैतिक न्याय,
विचार, अभिव्यक्ति, विश्वास, धर्म
और उपासना की स्वतंत्रता,
प्रतिष्ठा और अवसर की समता
प्राप्त कराने के लिए
तथा उन सब में व्यक्ति की गरिमा
[2]और राष्ट्र की एकता और अखंडता
सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई॰ को एतद्द्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

1. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से "प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य" के स्थान पर प्रतिस्थापित।
2. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से "राष्ट्र की एकता" के स्थान पर प्रतिस्थापित।

भाग 4 क

मूल कर्त्तव्य

51 क. मूल कर्त्तव्य – भारत के प्रत्येक नागरिक का यह कर्त्तव्य होगा कि वह –

(क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;

(ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;

(ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे;

(घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;

(ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं;

(च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परिरक्षण करे;

(छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणिमात्र के प्रति दयाभाव रखे;

(ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;

(झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;

(ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई उंचाइयों को छू ले;

[1](ट) यदि माता-पिता या संरक्षक है, छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, यथास्थिति, बालक या प्रतिपाल्य के लिये शिक्षा के अवसर प्रदान करे।

1. संविधान (छयासीवां संशोधन) अधिनियम, 2002 द्वारा प्रतिस्थापित।

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a [1]**SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the[2] unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "unity of the Nation" (w.e.f. 3.1.1977)

THE CONSTITUTION OF INDIA

Chapter IV A

FUNDAMENTAL DUTIES

ARTICLE 51A

Fundamental Duties - It shall be the duty of every citizen of India-

(a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;

(b) to cherish and follow the noble ideals which inspired our national struggle for freedom;

(c) to uphold and protect the sovereignty, unity and integrity of India;

(d) to defend the country and render national service when called upon to do so;

(e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;

(f) to value and preserve the rich heritage of our composite culture;

(g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;

(h) to develop the scientific temper, humanism and the spirit of inquiry and reform;

(i) to safeguard public property and to abjure violence;

(j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;

[1](k) to provide opportunities for education to his/her child or, as the case may be, ward between age of 6 and 14 years.

1. Subs, by the Constitution (Eighty-Sixth Amendment) Act. 2002.

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ABOUT THE HANDBOOK

The Central Board of Secondary Education (CBSE) is widely acknowledged as an extremely progressive board which constantly reinforces its commitment towards educational processes by ensuring dynamic reengineering and reinvention of its programs and processes in line with the requirements of the present and the future.

In the emerging context we endeavour to make our schools future-ready by ensuring quality education, adoption of innovative pedagogies, experiential and active learning with a focus on competencies, art and sports, capacity building of teachers and holistic development of the child through life-skills and value- based education.

In continuation of our efforts for bringing equity in education among all our affiliated schools, Hubs of Learning have been conceived. These Hubs of Learning have been formed to empower our schools to create collaborative 'Communities of Practice'. Five or more schools of a 'Hub' shall be engaged together to bring about common and shared cultures, healthy interdependence across different areas of teacher-learning curriculum planning and other skill practices. These schools shall share resources like sports facilities, laboratories, auditoria, and organise training for principals and teachers as well as sports and cultural events, science exhibitions, art exhibitions. The Hubs shall be encouraged to organise seminars on issues such as safety and security, energy and water conservation, environment, digital innovations, ethics and values and leadership skills for students. The Hubs shall foster partnerships, celebrate success, analyse failure and engage in mutually beneficial practices to facilitate change in the school culture.

With this, we will bring together schools for resource sharing, academic collaboration, professional development of teachers and staff, systemic reforms, building a sense of community and understanding and implementing joyful and experiential learning, art-integration, implementing examination reforms and many other progressive pedagogies.

As a community service, the Hub will be encouraged to adopt a school and village or develop gardens, among other activities. The Hub will also ensure

that each student is engaged in a hobby or sport or learn a vocational skill.

We envision that the Hubs of Learning shall enable the schools to create learners who will impact and meet the realities of the 21st century and beyond and become co-creators of a shared future.

The Hubs will create mutual trust and sensitivity among parents, teachers and students to support and resolve the issues and concerns within the school system.

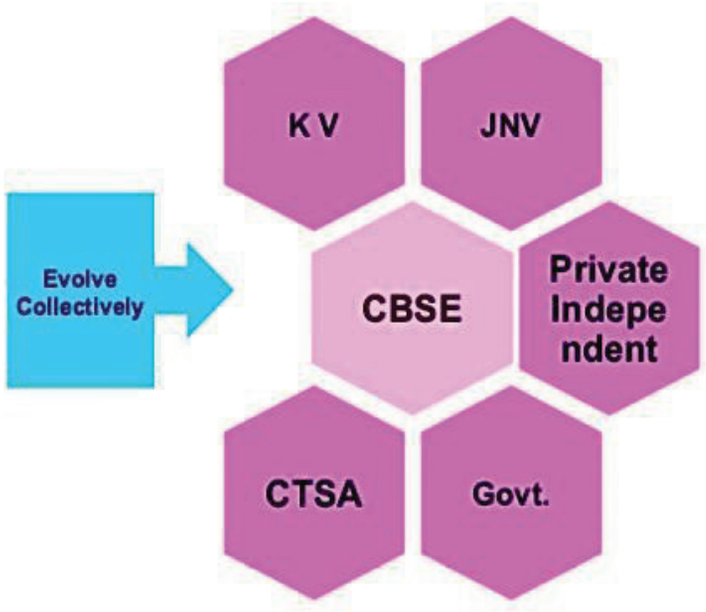
This Handbook is meant for all members of the Hubs of Learning, as an enabling instrument, for though the Board is training all the Lead Collaborators of all the Hubs, this Handbook will give that 'extra' which adds value to any initiative or programme.

All schools are encouraged to go through this Handbook and commence their journey towards becoming harbingers of change on the educational horizon. Do also share this with as many educationists, Principals, teachers, school managements, and other stakeholders, as you might be able to reach to, from within as well as outside the CBSE system, as collaboration is known to go a long way in augmenting the quality of learning and education.

Positive change may come slowly, but it is the incessant, creative and collaborative efforts we make that will determine the pace at which we shall usher it, in the life of our students and in the growth and progress of our schools.

IN A NUTSHELL

THE CBSE HUB OF LEARNING:
A COLLECTIVE EFFORT TOWARDS QUALITY



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GLOSSARY OF IMPORTANT WORDS/ABBREVIATIONS/ TERMS USED IN THE HANDBOOK

Term/ Words	Meaning
21st Century Skills	Skills / abilities required for life beyond the classroom/ real-life situations
Concept Map	A kind of graphic organiser to represent knowledge or information about a concept;begins with the main idea and branches out to various parts and sub-parts of the concept
CPD	Continuous Professional Development
Execution	Carrying out an activity
Exemplar	A good example **This Handbook contains suggestive exemplars of activities to be undertaken by Hubs.**
HoL	Hubs of Learning mandated by the Board
How To Assess?	Rubrics/ parameters of Assessment
Lead Collaborator	The school nominated as the lead school by the Board on the basis of the results and other criteria, such as, pupil teacher ratio, innovative practices in the school, etc.
MoM	Minutes of the Meeting
Rubrics/ Assessment Criteria	Rubric is a scoring tool, set of parameters, a method of assessing the performance / outcomes of an assignment/ project/ task assigned. It analyses if the desired outcome/ result of the work has been achieved or not. There are various components of a rubric on which the given task/ assignment/ project is assessed. Each parameter contains a clear description of the target to be achieved / characteristics to be found under that parameter. Rubrics are used to provide feedback and support the efforts for improvement. **(In this Handbook, there are Rubrics for each activity as well as Rubrics for overall Self Assessment by Hubs.)**
Sahodaya	Voluntary groups of schools not mandated by the Board

CHAPTER-1

INTRODUCTION

1.1 Background:

The Central Board of Secondary Education (CBSE) is a premier National Board under the aegis of Ministry of Human Resource Development, Govt. of India which affiliates schools and conducts the Secondary and Senior Secondary examination at All India Level. The Board also handholds the schools to raise the standard of education through a network of dedicated CBSE Regional Offices and Centers of Excellence. The Board is keen to make its schools future ready with the active participation of all affiliated schools, by ensuring quality education, adoption of innovative pedagogies, such as, experiential and active learning, focus on skills, art and sports, capacity building of teachers, and holistic development of the child through life-skills and value-based education. The Board has taken up several initiatives to impact positively on the quality of education being imparted in the schools affiliated to it.

The overall aim of the Board is to create a school system that provides the most **joyful, creative, exploratory and vibrant school experience and environment for its learners and the most satisfactory experience for its teachers.** It is understood that there are several best and innovative practices already existing within the affiliated schools of CBSE. It is, therefore, important for schools to **learn from each other and partner with each other** to augment their self-improvement. This can be achieved with the active participation of all affiliated schools. And, nothing is impossible when we decide to excel and also help each other in excelling by collective efforts.

1.2 What are Hubs of Learning?

The Board has taken up several initiatives to impact positively on the quality of education. One such measure is the creation of **Hubs of Learning** notified vide **Circular No. Aff-12 dated March 9, 2019 (Please see Annexure)**. It is a part of the policy of the board to share, co-operate and learn from each other by forming a small cluster of schools into **Hubs of Learning - for collaboration among schools for quality enhancement.**

Hubs of Learning are formed as clusters of 4-6 neighborhood schools each, for the purpose of collaborative growth, promoting self-improvement and for ensuring the enhancement of the quality of education.

1.3 Mission of Hubs:

To create an environment of collaboration for learning guided by 21st Century Skills

1.3.1 . The key skills that we are looking at for achieving in 21st century are as follows:

Learning Skills	Literacy Skills	Social Skills
• Critical Thinking • Creativity • Collaboration • Communication	• Information Literacy • Media Literacy • Technology Literacy • Cultural & Civic Literacy • Financial Literacy • Numeracy Literacy	• Flexibility • Leadership • Curiosity • Persistence • Initiative • Productivity • Tolerance and Objectivity • Citizenship • Ethical Behaviour

1.4 What is the need for collaboration through Hubs?

This collaborative partnership between schools is needed to create an ecosystem for the schools to take up effective all round self-improvement. This collaboration will allow not only sharing of best practices, but also the possibility of adaptation or even replication of these practices. It is expected that school leadership would assume greater responsibility towards improving the quality of their schools and also extend their support to neighbourhood schools. All schools in a given group are expected to be "givers" as well as "receivers" of support, fresh ideas, resources, opportunities for student learning, opportunities for teacher learning, other joint activities, etc. The Board is of the view that **there is as much to learn from a small school with less resources as from a large school with several resources.**

1.4.1Need for Hubs of Learning:

1.5. Objectives of Hubs:

The linking of schools into Hubs of Learning would provide a common and shared platform with the objectives to:

Objectives of Hubs of Learning

1. **Create a culture of support and healthy interdependence across different areas of teaching learning viz. curriculum planning, teaching-learning activities and other school practices.**

2. **Promote solidarity by facilitating joint conduct of various student/staff activities culminating in an enriched school life.**

3. **Enable sharing of resources: manpower, infrastructure, teaching-learning material etc.**

4. **Provide an opportunity to share a repertoire of ideas, instructional and assessment strategies which would help individual teachers to improve classroom practices and contribute to their continuous professional development**

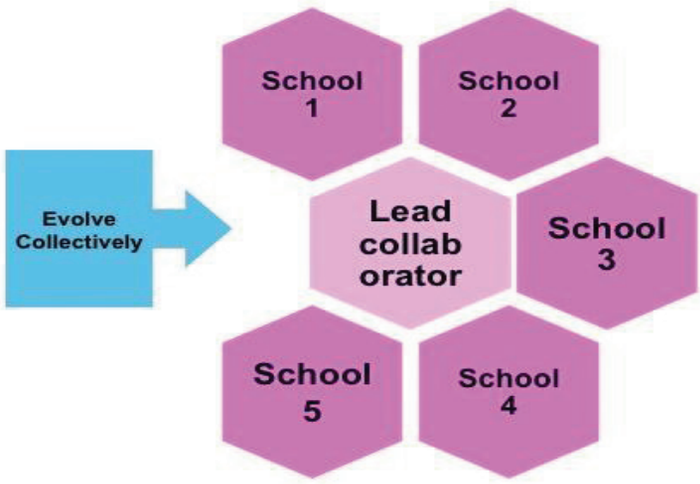
1.6 Hubs of Learning viz-a-viz Sahodayas:

- Though the Hubs and Sahodaya may like to work in harmony with each other for defined activities for a defined period, it may be noted that **the Hubs of Learning are in no way co-terminus with, or an extension of Sahodaya**.
- Therefore, Sahodaya groups cannot give directions to these hubs or join them.
- Further, it must be understood that unlike Sahodaya which is a voluntary effort, the Hubs of Learning are mandated by the Board.

CHAPTER-2

HUBS OF LEARNING: STRUCTURE AND SCOPE

2.1 Structure of a Hub:



2.2 How shall CBSE form Hubs?

- The Board will identify members for each hub from amongst 4-6 neighbouring schools in a district, preferably in the same city.
- For CBSE schools located abroad, efforts will be made to group them with Hub of Learning (HoL) in Delhi.
- These groups will be called Hubs of Learning. Each group would be assigned a unique number which shall be based on state, district and city code.

2.3. Role of Lead Collaborator of a Hub:

- From among the schools participating in a HoL, one school shall be nominated as Lead Collaborator School by the Board on the basis of Board results and other criteria, such as, pupil teacher ratio, innovative practices in the school, etc.

- The Lead Collaborator School shall get all the schools of its HoL on board, and all schools within a HoL will ensure that they devise their own systems for quality enhancement and self-improvement.

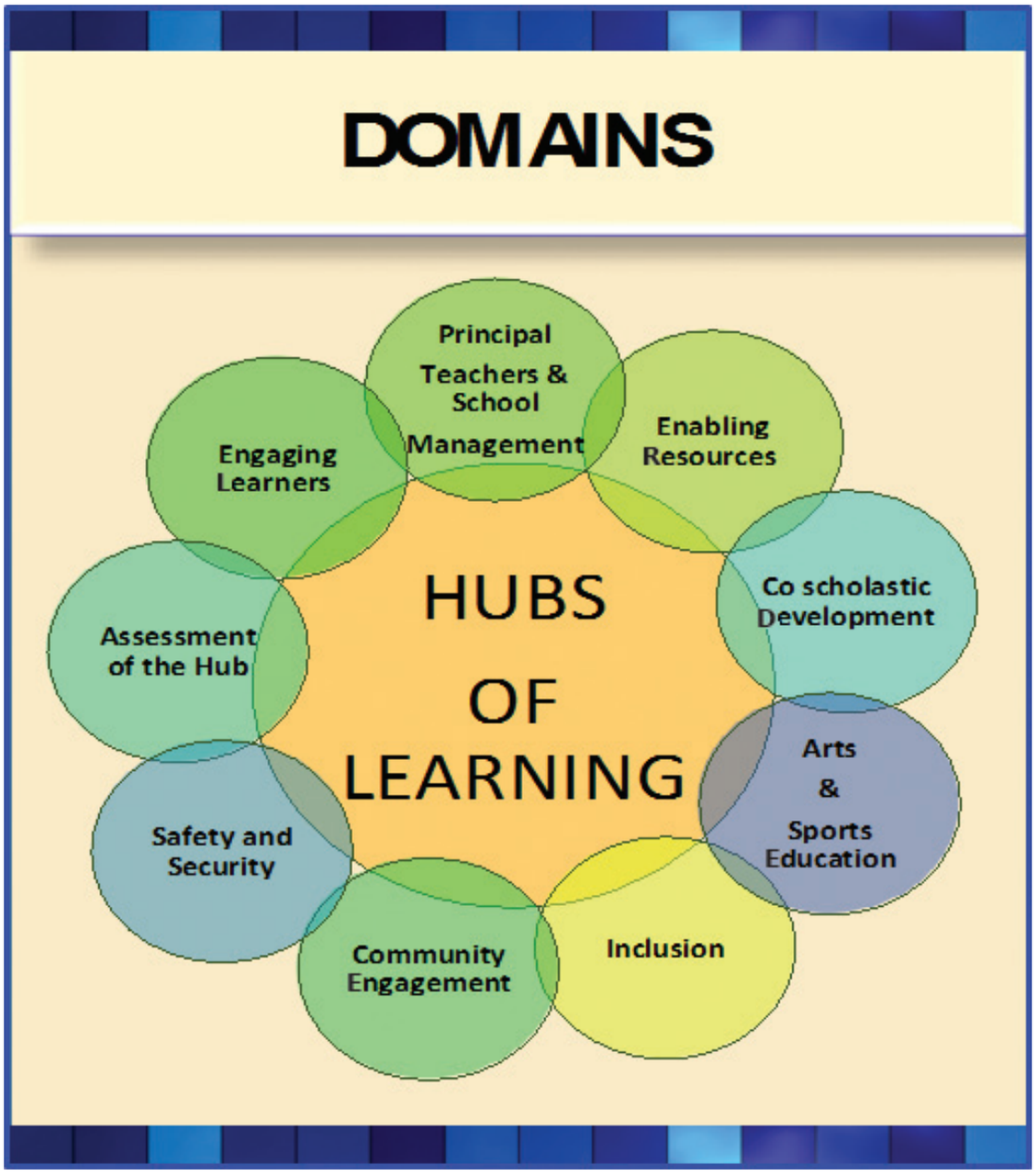
- The school initially named as Lead Collaborator School by the Board shall function as such for a maximum period of two years. Thereafter, the HoL schools after mutual discussion may nominate any other school from within the group to act as Lead Collaborator School on rotation basis. If mutually agreeable, they can also nominate the same school as Lead Collaborator School again.

- The Lead Collaborator School in collaboration with the member schools shall take up all mentioned activities but at their own pace (depending on their capacity and ability).

- The Lead Collaborator School must also provide handholding support to all schools in its Hub to ensure the implementation of safety guidelines as laid down in CBSE Affiliation Byelaws.

2.4.Domain of activities of each Hub:

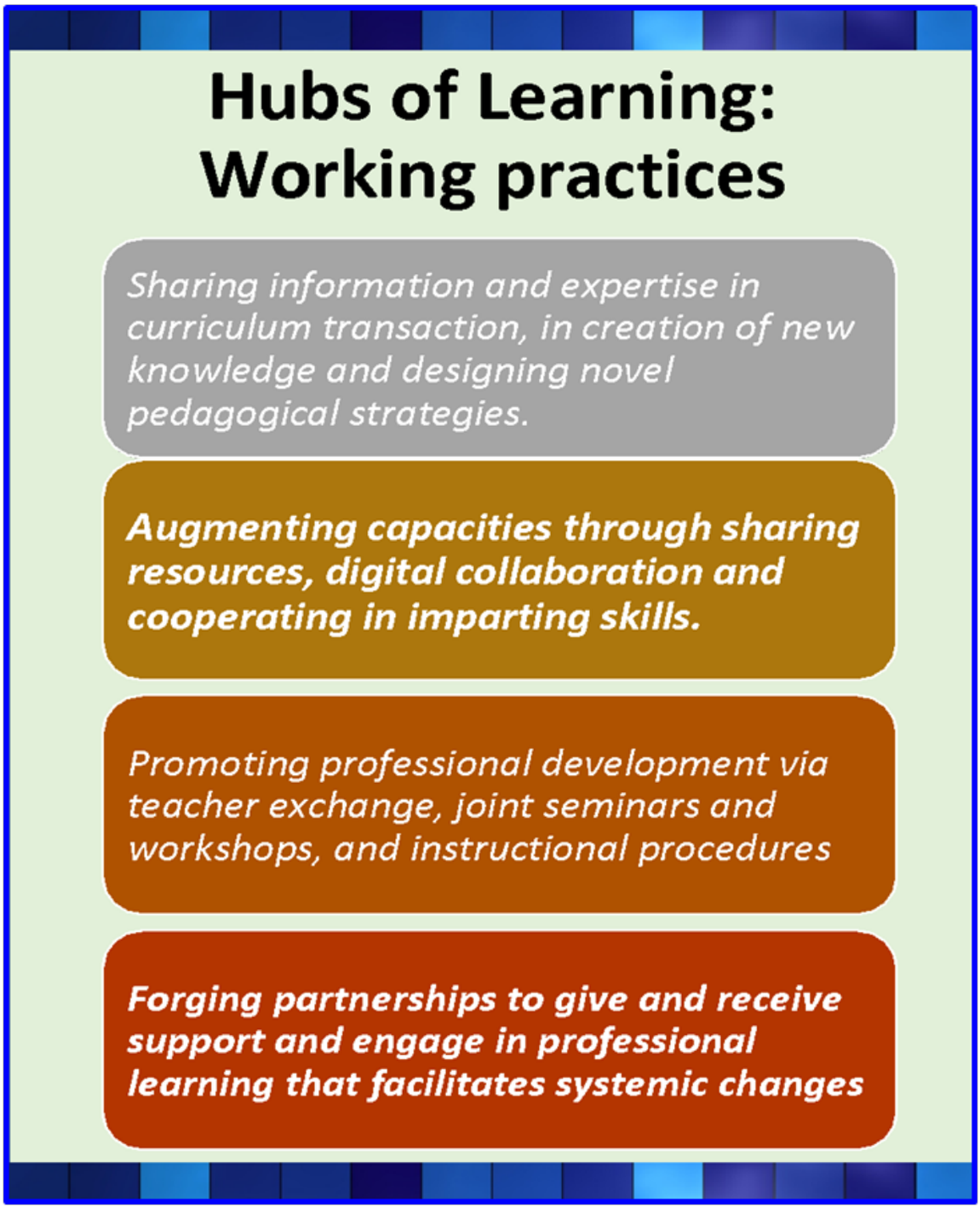
Each of the hubs will include activities in their domain as per the following representation:



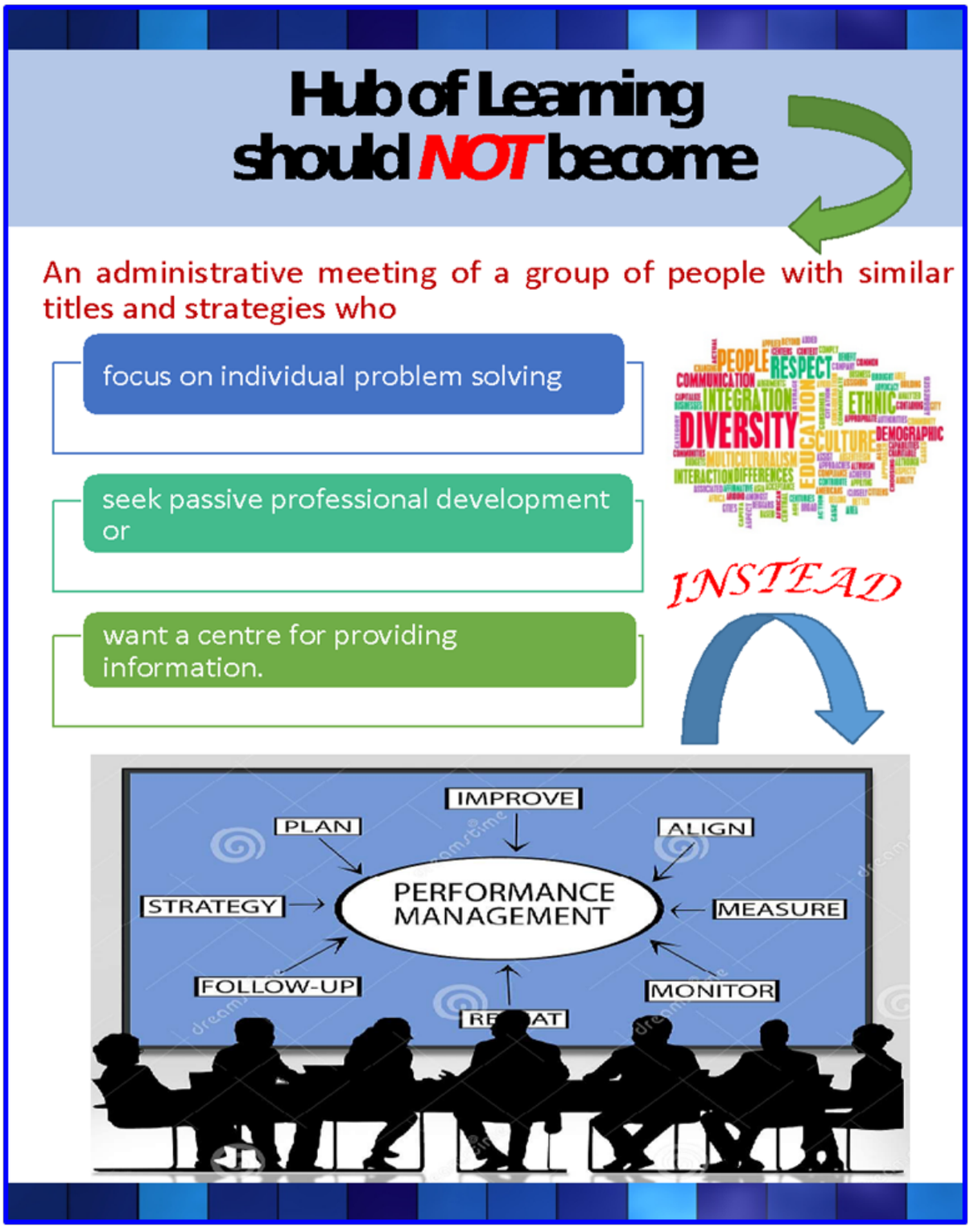
As per the details given above, each Hub will conduct activities, develop best practices for all stakeholders, Principals, Teachers, Students, Staff, Parents and Community in the areas of Scholastic, Co-scholastic development, School Safety and Security, Inclusion, Community Service, Arts and Sports, Assessment Practices and any other area as decided upon mutually by the Hubs.

2.5 Working Practices of Hubs:

The working practices of Hubs have been delineated as follows for the ease of adoption by the Hubs:



2.5.1 Be Cautious: While working together the Hubs need to be cautious about their roles. The role of Hubs is participatory and collaborative, not merely administrative. Thus:



CHAPTER-3

ACTIVITIES OF HUBS OF LEARNING

3.1: Though details are outlined earlier, broadly, the Hubs shall engage in activities in the following fields:

1. Academic Collaboration
2. Resource Sharing
3. Professional development of Teachers and Staff
4. Sense of Community to Overcome Isolation
5. Systemic Reforms

3.1.1 Academic Collaboration:The Hubs of Learning will:

a. Share information and expertise, observations and reflections on areas such as:

- annual pedagogical plans
- curriculum plans and transaction strategies,
- learning outcomes,
- innovative pedagogy, etc. that would encourage the adoption of best practices.

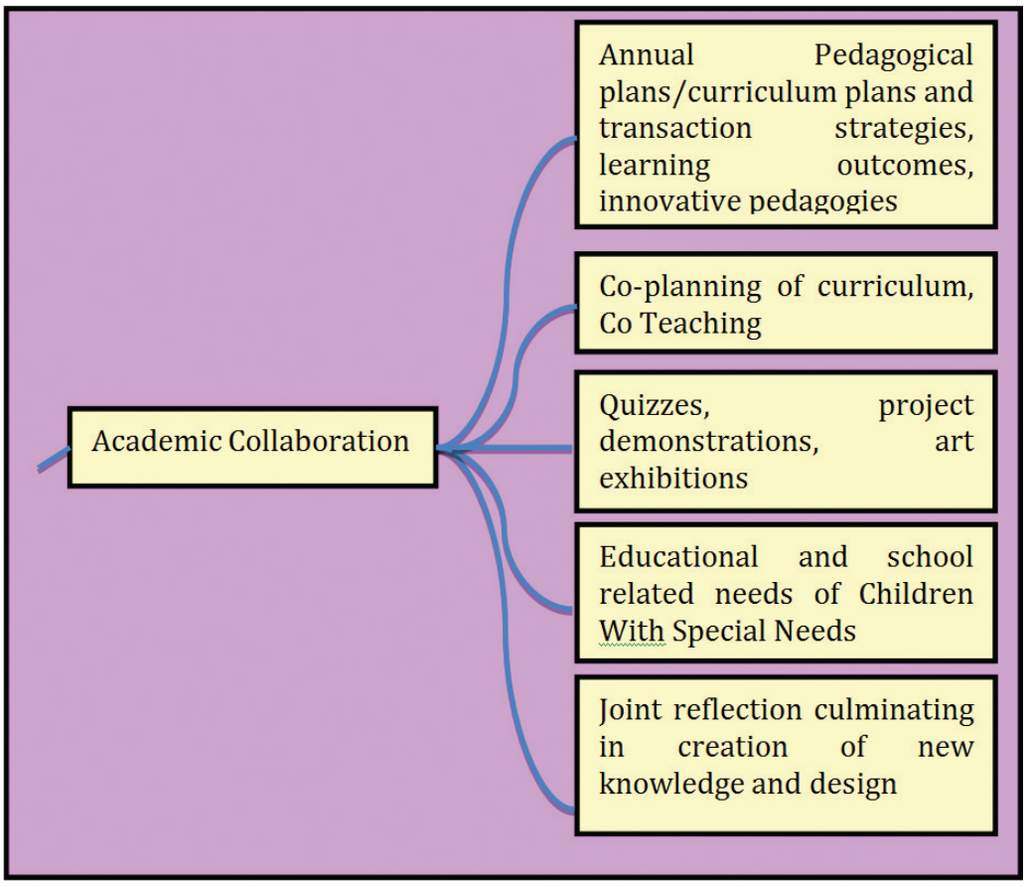
b. Make efforts for co-planning of curriculum transaction and if required, and feasible, even co- teaching in areas of difficulty.

c. Organize various activities together, such as:

- quizzes,
- project demonstrations,
- art exhibitions,
- and other co-curricular and extra-curricular activities as mutually decided

d. Cooperate with each other in the area of educational and school related needs of Children With Special Needs.

e. Help each other in the creation of new knowledge and designing novel pedagogical strategies to provide holistic education.



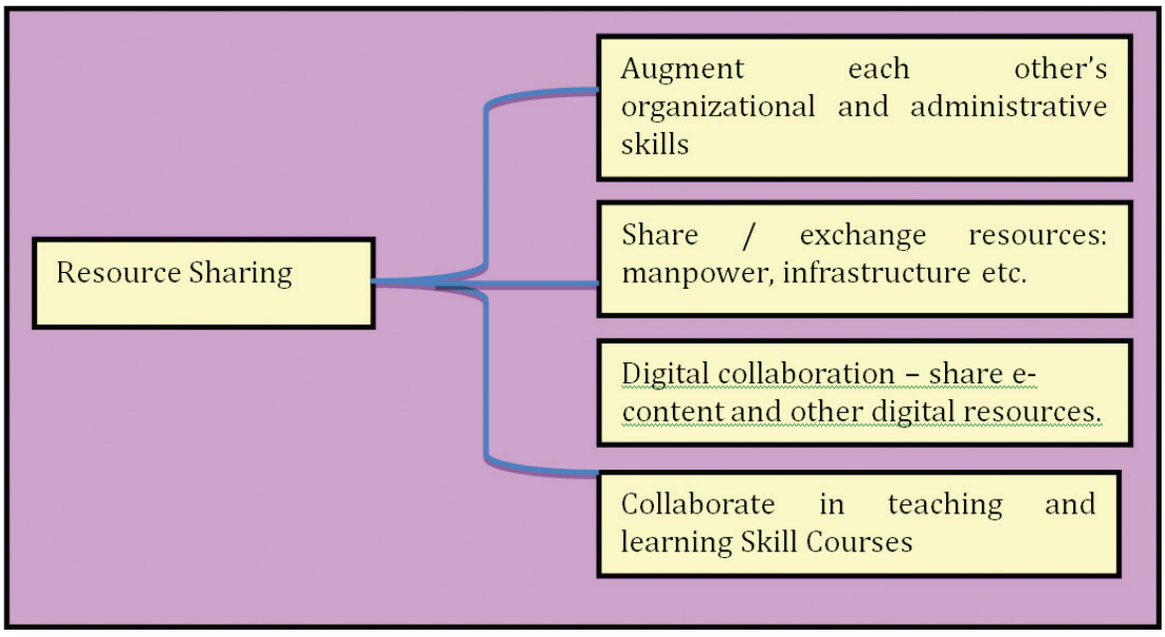
3.1.2 Resource Sharing: The Hubs will:

a. Add to each other's organizational and administrative skills.

b. Share/exchange resources: manpower, infrastructure etc., as far as possible.

c. Ensure Digital collaboration – share e-content and other digital resources, learn from each other's digital tools for better teaching and learning and even administrative practises.

d. Collaborate in teaching and learning of Skill Courses viz. tying up jointly with industry, etc.



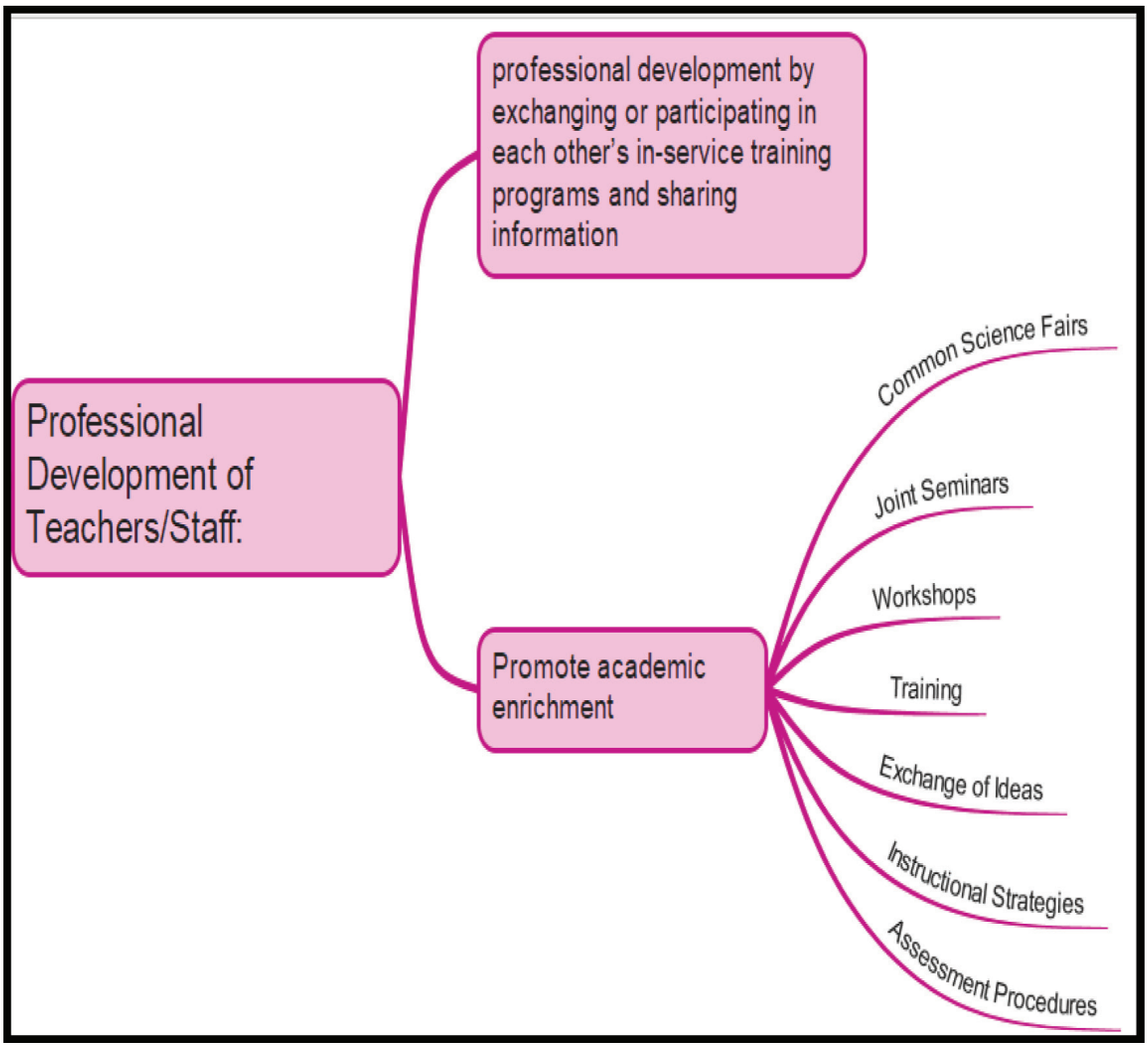
3.1.3 Professional development of Teachers and Staff: Please also refer to the circular no. Acd-13, March 9, 2019 at Annexure 2.

a. Support each other in professional development by exchanging or participating in each other's in- service training programs, and sharing information related to this. (Training of all school teachers has been made mandatory in Affiliation Byelaws 2018, by providing for minimum number of days of training per year.

b. Training is to be conducted preferably in association with the COEs of the Board or through any Teacher's training institute recognized by the Centre/UT/State/Regional Teachers Training Institutions.

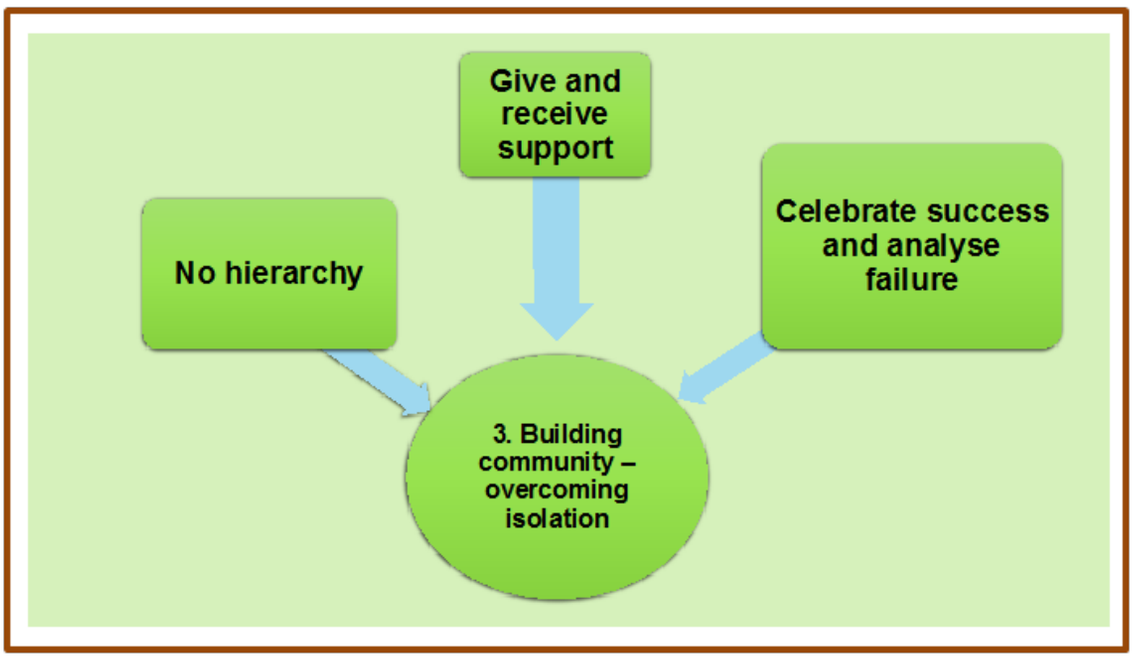
c. Promote academic enrichment through teacher exchange programmes, common science fairs, joint seminars, workshops, trainings, exchange of ideas, instructional strategies and assessment procedure .

d. **It may be noted that the Board shall not be funding the HoLs in any form.**



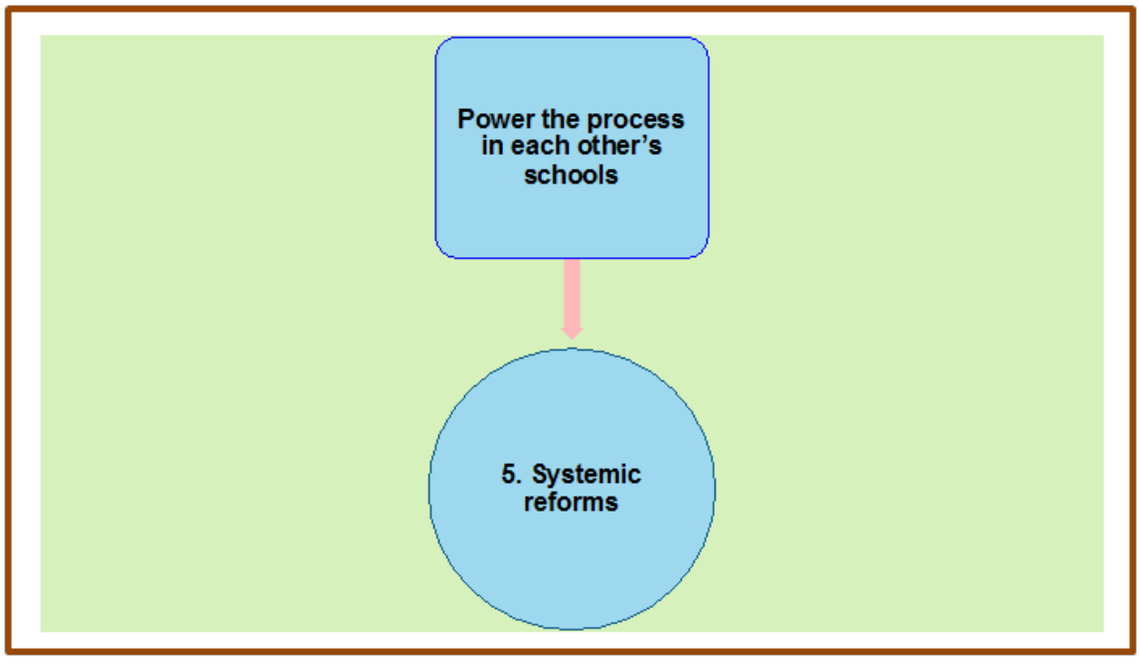
3.1.4: Sense of Community to Overcome Isolation: The Hubs will create a Sense of Community to overcome Isolation by:

- Making conscious and dedicated efforts to forge partnerships with each other to give and receive support.
- Disregarding the notions of hierarchy and learn to work together.
- Celebrating success and analyzing failure collectively to gain insights.



3.1.5: Systemic Reforms

They will engage themselves in Systemic Reforms including mutually beneficial professional learning that has the power to facilitate systemic changes in school processes and culture.



CHAPTER-4

METHODOLOGY FOR HUBS

4.1 How to know my Hub ?

All CBSE affiliated schools have been grouped in Hubs of Learning .

Schools can go to the following link to track their Hub:

http://59.179.16.89/cbse/2019/mm/Login.aspx

4.2 Methodology:

The following is a suggestive methodology. The Hubs are free to improve upon this suggestion. The Hubs can also devise their own methodology, keeping in view the following essential requirements:

- Hubs have been made for collective growth of all CBSE affiliated schools and are NOT to be taken or canvassed as a level of superiority or power by the Lead Collaborator schools.
- Each member of the Hub is important and all members of the Hub are equal.
- Participation of all schools of the Hub must be ensured.
- Regular interaction among the Hub Schools must be done.
- Each school must get an opportunity to conduct the activities.
- It must be noted that the activities can be taken up even in the minimum of resources available.
- Maximum utilization of readily available resources should be done without posing any financial burden on any school.

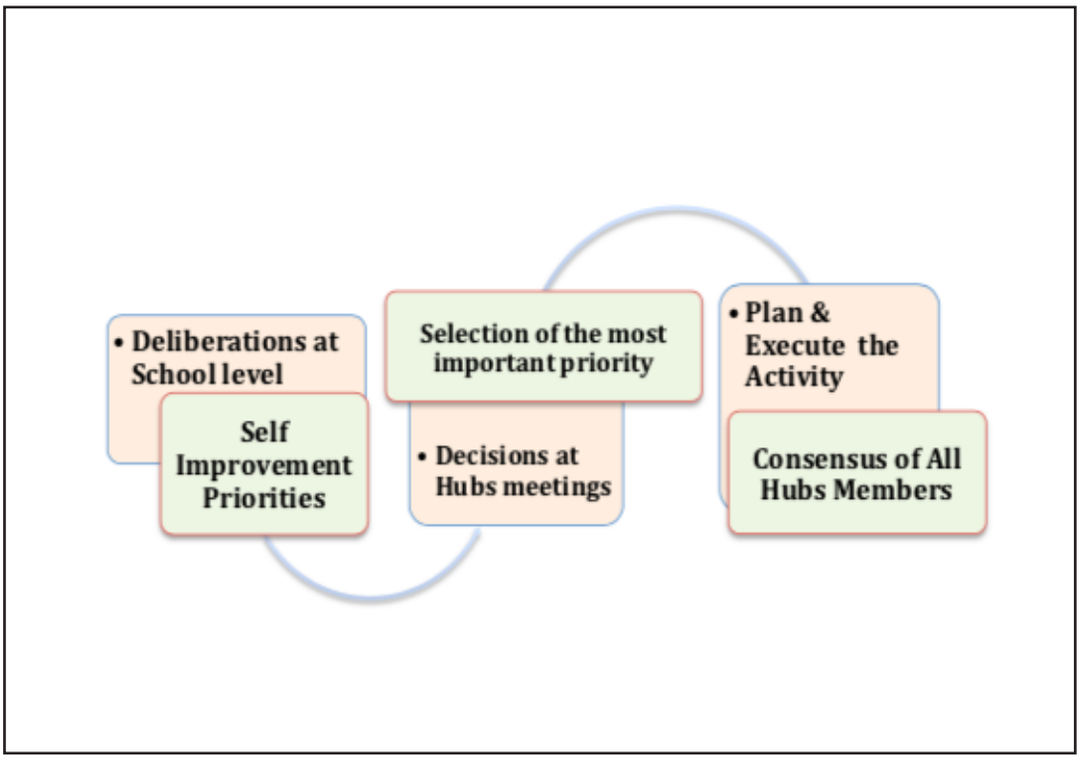
4.2.1 Suggestive Methodology:

4.2.1.1 AT THE SCHOOL LEVEL:

A. Constituting a SCHOOL HUB COMMITTEE:

A committee to be formed in each school comprising Principal and other teachers who can help in the activities of the Hub.The Principal can either nominate such teachers or also ask the teachers to volunteer for the activities of the Hub.

B. Deciding Self-Improvement Priorities by each school:



Each school must identify and decide its priorities for self-improvement, and the areas of concern , discussing in detail with all teachers and SMCs. Accordingly, it can further put its requirement before the Hub.

4.2.1.2: AT THE HUB LEVEL:

A. THE FIRST MEETING:

LEAD COLLABORATOR SCHOOL will call for the first meeting. It will inform each school to bring its own annual calendar and the list of self-improvement priorities. The Best Practices of each school can also be shared in this meeting. The concerned school can present the same in Hub meeting and also circulate its documentation amongst the Hub schools.

B. THEN:

✔ The common time/dates where various activities related to the Hub of schools can be conducted can be identified.

C. NEXT:

ANNUAL HUB CALENDAR WILL BE PREPARED:

✔ Accordingly, the details of the Annual Calendar of possible activities in the Hub can be discussed and outlined, taking care of the requirement of each school.

✔ The Hub calendar shall ideally contain :

- list of activities

ALONG WITH THE CALENDAR, THE FOLLOWING CAN BE SHARED THROUGH E-MAIL:

- what is hoped to be achieved through the activity or the expected outcomes
- list of persons responsible for the activities and timelines of the activity
- how the activity will be executed in the hub.
- rubrics for assessing the activity for whether the expected outcomes have been achieved.
- likely challenges and possible solutions to those challenges.

D. THEREAFTER:

- ✔ The overall Hub calendar can be shared on a common social media Platform or a Hub School Website or through emails. Magazine, Blogs – managed by Lead School - if deemed fit, can also be used for this.
- ✔ Subsequent meetings can be in any school as maybe decided jointly.
- ✔ Hubs should make it a practise to visit all schools in the Hub through these meetings.

E. HOW MANY MEETINGS OF A HUB?

- ✔ It is desirable that the Hub meets once every month. The meeting can also be virtual through Skype, etc. if the schools of the Hub are not located in the same city or are remotely located from each other.
- ✔ Wherever joint activities are possible (such as Teacher Trainings, Art exhibitions, pedagogical planning, etc.), there the number of meetings may accordingly be increased. The venue of joint activities too shall be jointly decided.

G. DOCUMENTATION: HOW AND WHY?

HOW?

- ✔ It is advisable to maintain brief minutes of all meetings and activities of the Hub, as it will help in measuring the improvements in Hub schools.
- ✔ The progress in each area of Hub activity by each school must be jointly monitored and analysed by the entire Hub. The Hub could think of developing their own set of rubrics for monitoring progress in each activity.

WHY?

- **The Board may ask for list of activities undertaken and achievements, if any, by schools, at the time of registration of the school's candidates for Board examinations.**
- **At the time of school inspection for Extension or Upgradation, the aforementioned record will also be checked to ascertain the genuine efforts made by the schools for self- improvement. This will be done with the objective to facilitate reflection and help set goals.**

4.3. Points to be Noted:

- The HoL must meet at least once a month and keep a record of all activities undertaken jointly.
- It may be noted that the Board shall not be funding the HoL in any form.

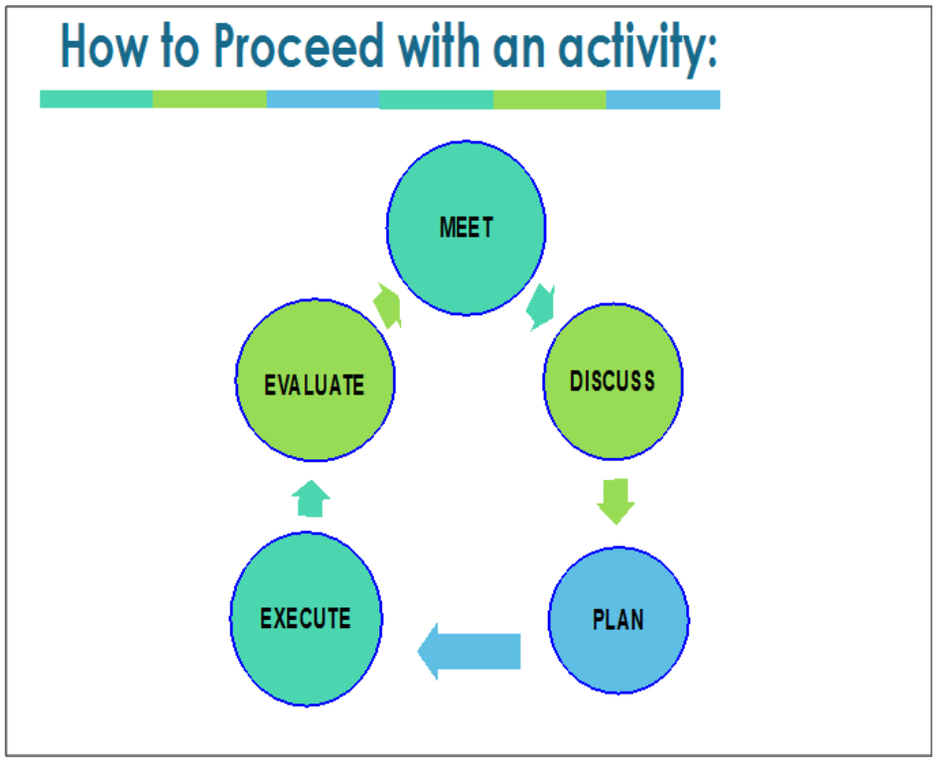
4.4. WHAT MORE IS THERE?

THE BOARD MAY:

- engage with selected HOLs for partnering with the Board in developing teacher training modules, e-content for teaching and learning, teacher handbooks/sourcebooks/manuals, providing master trainers, etc. The HOLs will be selected based on their innovative activities and rate of progress.
- disseminate the case studies, e-content, teacher manuals, documentation of innovations and best practices, etc. sent by Hubs as exemplars for the teaching community for wider adoption/adaptation/replication.

It is expected that all the HoLs will become fully functional as envisaged, latest by July 2019.

4.5. How to proceed with an activity?



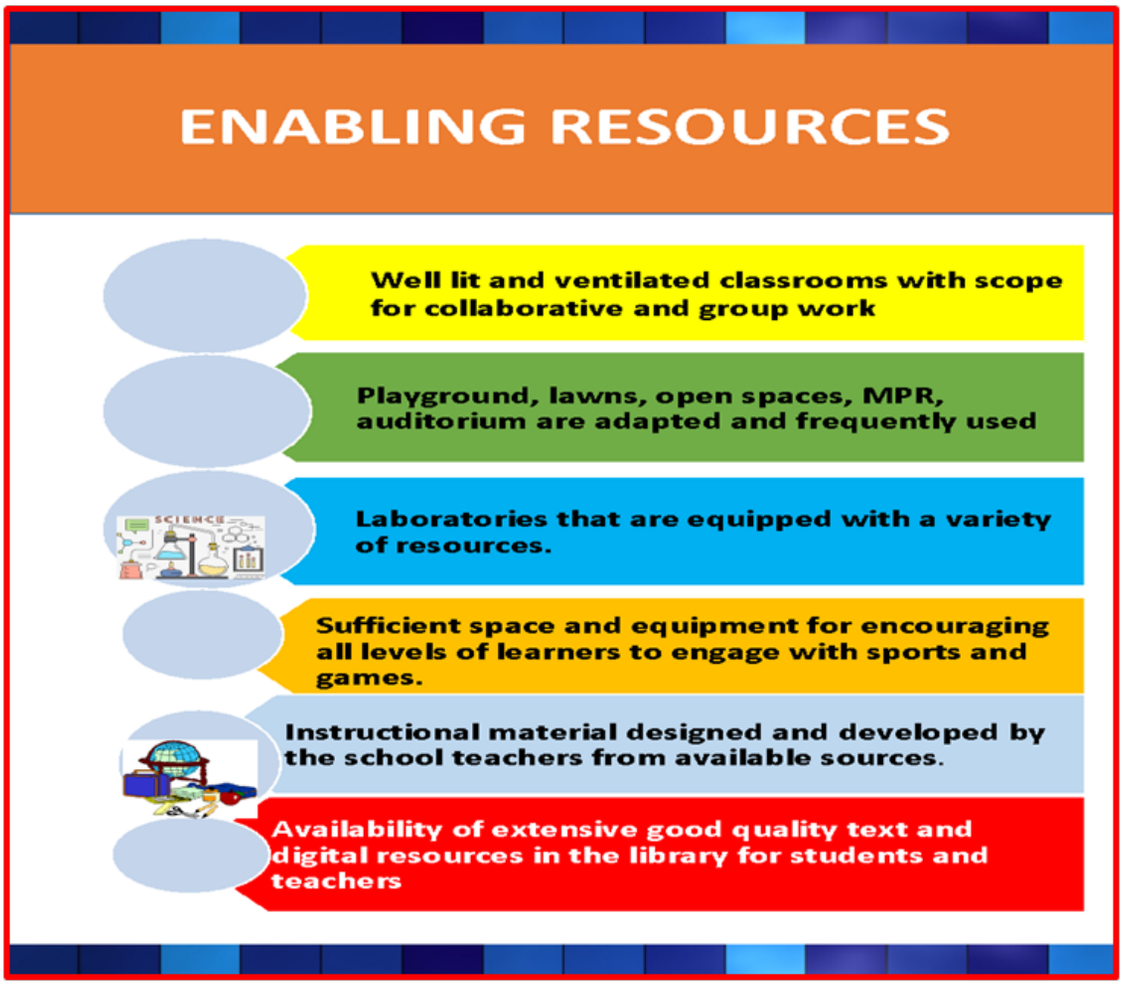
Example: Joint Art Exhibition

ALL EXEMPLARS GIVEN IN THE FOLLOWING CHAPTERS ARE SUGGESTIVE ONLY. HUBS MAY PLAN THEIR OWN ACTIVITIES FOR VARIOUS FIELDS.

CHAPTER-5

EXEMPLAR: RESOURCE SHARING (TEACHERS EXCHANGE PROGRAM)

5.1 Enabling Resources:



5.2 Teachers Exchange Program for Sharing Teaching Learning Process.

WHY?

i. Enhancement of Communication Skills

ii. Bringing New pedagogical ideas

iii. Mutual Awareness about best practices

iv. Initiation of collaborative culture

v. Promotion of research and academic activities

vi. Resource pool generation

vii. Availability of new resource for students

5.2.1 Process Note

5.2.1.1 Plan-

- The Hub schools can hold meetings to understand the best practices followed in each school to enrich the knowledge of the teachers.
- The best and noted teachers of a particular subject can go to other hub schools as a part of the teachers exchange program to clarify doubts and take classes on some pre-identified topics.
- Identification of the teachers, subjects and topics is to be done in the planning stage. Dates, Time, Teachers and School need to be decided in advance.
- A suggestion box or a WhatsApp group can also be made for teachers of the hub school to put in their suggestions over a topic and then the topic could be further discussed at the meeting, teacher/s could be identified for delivering or clearing the doubts for other schools.

Skill Development

- Collaboration
- Communication
- Critical thinking
- Productivity
- Numeracy Literacy
- Technology Literacy
- Information Literacy

Aligning with High-performing School Ideals

- Focussed professional Development
- High levels of collaboration
- Resource sharing
- Clear and shared focus
- Supportive Learning Environment
- Frequent monitoring of learning and teaching

5.2.2 Process of Execution

- Areas for Teachers' intervention through Exchange progamme to be identified by each school and be shared among the Hub schools.
- Minutes of the final meeting should be shared among all schools of the Hub.

- Guidelines of dos and don'ts to be shared with each hub school.
- Teacher/s - experts on the identified area of requirement will be sent to school/s for sharing better pedagogical practices by actual demonstration in classrooms.
- An annual calendar can be prepared with the dates of the various sessions that can range from sharing a methodology to a doubt clearing session. etc to be conducted amongst the hub schools and the same to be circulated to all the schools through the Host hub school & Lead hub school.
- At the same time, the hub school members should be intimated about the time, date, class and school of the subject- based workshop so that specific teachers from the other hub schools can be present to attend the event involving the demonstration by the expert and providing better scope towards understanding of the concept.

5.2.3 Check

- **During the sharing of methodology by any teacher, one should try to do a pre and post-test of students' learning so that the effectiveness of the process is measured.**
- Note: This activity should also be assessed on the backdrop of assessment criteria provided by CBSE in the Classroom Management and subject specific trainings and workshops conducted by CBSE.
- **Note: Hub schools must avoid the inter- school poaching or hiring of teachers. Instead they must promote capacity building of teachers amongst the hub schools.**

5.2.4 How to Assess?

The following rubric is suggestive in nature and may be helpful in partially assessing the performance of the teacher during exchange programme. Hubs as well as the member schools can use it for the Teacher Exchange Programme and devise further strategies for improvement.

(1 to 3, where 3 is the highest.)

	1	2	3
Clarity of content	The teacher does not abide to the creating, evaluating, analysing and applying of the content.	The teacher has tried some new ideas and is able to communicate the topic. The content has an enriched understanding of the concepts can make distinctions among them.	The content is innovative and abides to the creating, evaluating, analysing and applying of the content or context, with an optimum emphasis on all sub topics.
	1	2	3
Process	The process is haywire not systematic, not synchronised with the flow and the goal or lesson plan.	Teacher has followed the Lesson plan as per the CBSE guidelines shared in various capacity building workshops.	The teaching learning process is structured and uses most forms of communication skills for the complete learner engagement have been applied.
	1	2	3
Output/effect	The desired output does not come out from the lesson taught.	Makes the learner know more about the discussed topic. Output is visible in post assessment analysis.	Evidence of higher order of thinking/ critical thinking (Questions and responses), and teaching ensures the learner knows more about the discussed topic which is evident in analysis.

CHAPTER-6

EXEMPLAR: ENGAGING LEARNERS (FOR CO-SCHOLASTIC AREAS)

WHY?

i. Additional exposure for developing co-scholastic areas

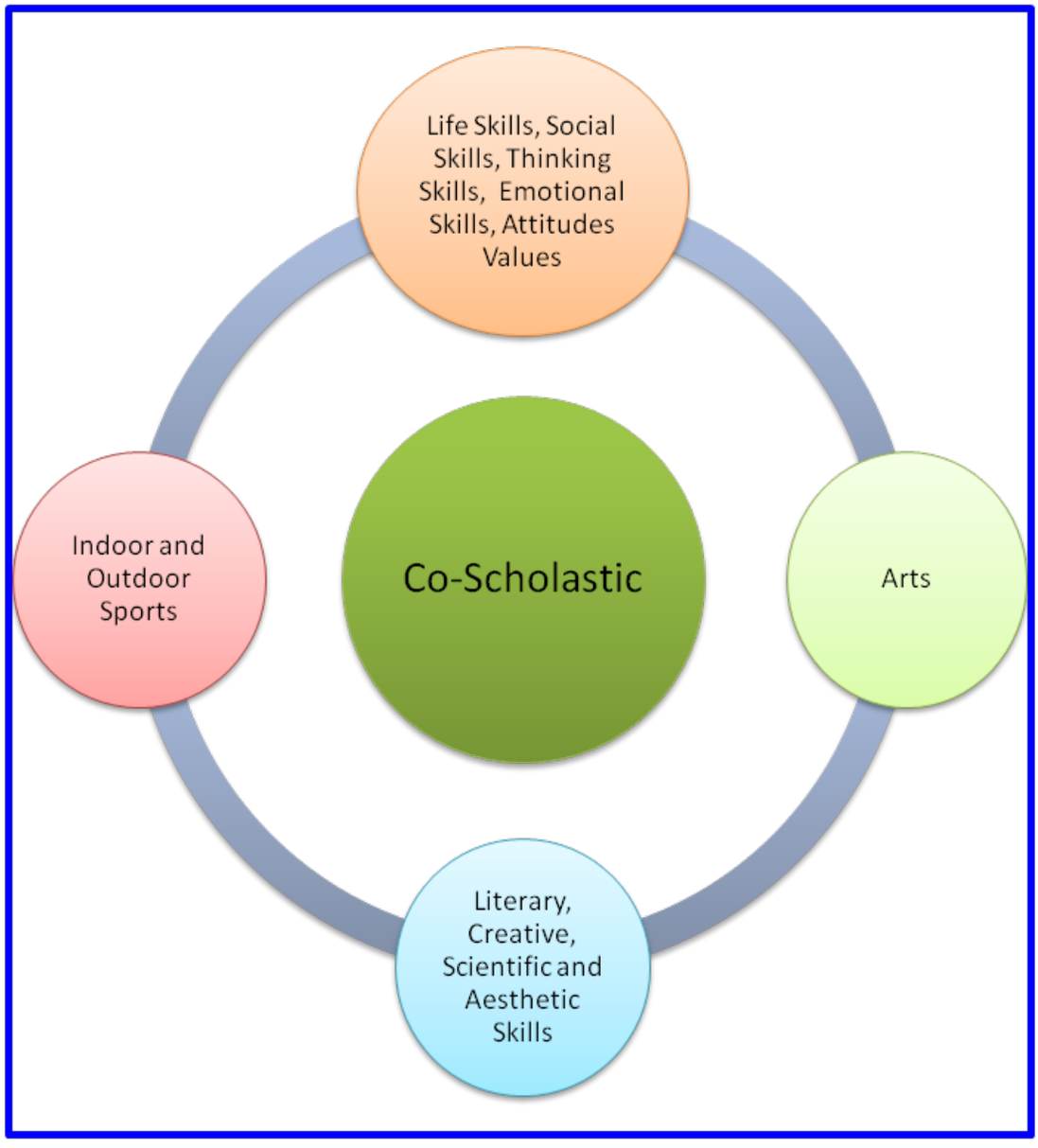
ii. Establishing the importance of co-scholastic areas in holistic development

iii. Promoting team-work and cooperation

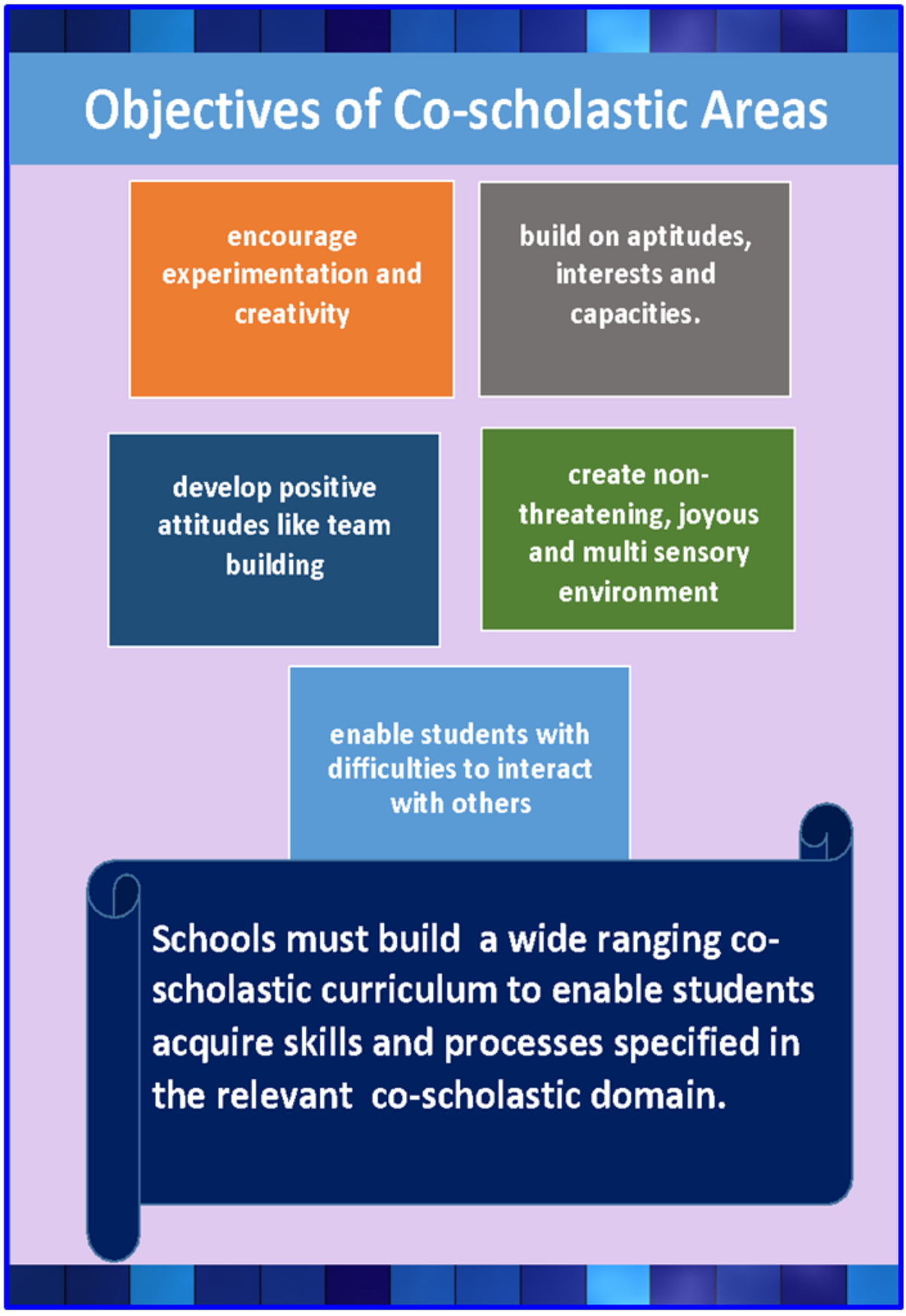
iv. Creating opportunities for Joyful learning

v. Awareness about local art and culture

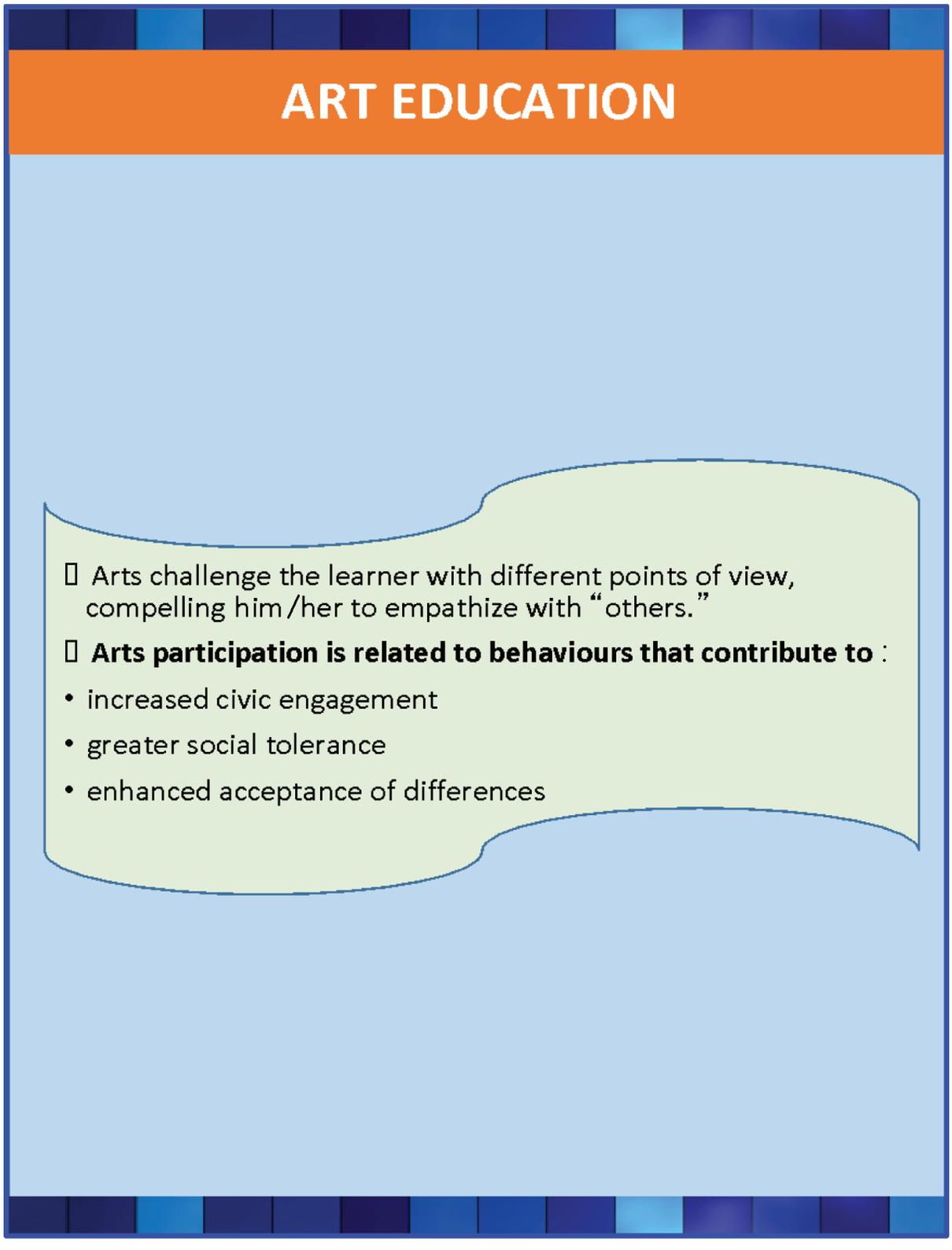
6.1 : Co-scholastic Areas:



6.1.1: Objectives of Co-scholastic Areas:



6.1.2 Art Education : Common Art Exhibition



6.1.2.1 Process Note:

6.1.2.1.1 Plan:

Inter-hub Art exhibition and competition to be conducted annually to develop a healthy competition among the students and widen their learning horizon.

A meeting can be conducted to decide upon:

- the theme and the process of selecting students at respective schools for the final round;
- dates of activities (Intra and Inter) with timelines, instructions, theme and assessment rubrics to be shared amongst the schools;
- the host school for the competition;
- panel of neutral Judges;
- assessment rubric or criteria to be discussed and shared with all schools.

Skill Development

- Creativity
- Communication
- Curiosity
- Media Literacy
- Cultural and Civic Literacy
- Productivity

Aligning with High-performing School Ideals

- Supportive Learning Environment
- High Standard and Expectation for all students
- Assessment aligned with standards
- Resource sharing
- Family and Community involvement

6.1.2.2.Process of Execution:

- Intra-school competitions can be conducted as per the shared guidelines.
- Name of selected students to be sent to the host school.
- Selected students can take part in final inter-hub competitions
- Final competition to be held in the host school.
- The winners can be felicitated in the decided school. The best art works from all the schools, apart from the winners will be displayed as an exhibition, which can be visited by parents and students from the hub schools.

6.1.2.3. How to Assess? (Suggestive only)

The following rubric is suggestive in nature and may be helpful in assessing the Creativity and Quality of Artistic Composition.

(1 to 3 , where 3 is the highest.)

Creativity	**1**	**2**	**3**
A	Student making an art work which is same in idea that has been observed multiple times.	Student making the artwork which depicts something new but fails to build on the idea.	Student able to express a new idea with a great relevance and makes an impact
B	Mostly copied or stuck to the usual interpretation and solutions but occasionally made modifications and changes the routine.	Usually attempts to give an original interpretation or solution which is different and unusual but attempts to be creative from a known and tried and tested parameter.	Mostly offers innovative and unusual interpretation and presentation of ideas and solutions. Creative in making unusual association that comes together meaningfully and has impact.
C	Work is sometimes harmonious but routine, follows pattern and set norms most of the time.	Work presented usually has few elements of pleasant and harmonious presentation that is aesthetically pleasing.	Highly evolved sense of aesthetics and can generate creative ideas fluently most of the time. Has great variety in presentation and is always varied and engaging.

Quality of Artistic Composition			
	1	2	3
A	Does not take a creative and moderate approach Does not demonstrate proportion in size and clarity	Takes an innovative and creative approach moderately. Reveals proportion in size and clarity, moderately	Takes an innovative and creative approach completely. Demonstrates proportion in size and clarity absolutely
B	Does not understand the importance of colour, balance and brightness.	Understands the importance of colour, balance and brightness moderately	Understands the importance of colour, balance and brightness absolutely.

6.2 : Common Cultural Programme- Dance

6.2.1 Process Note:

6.2.1.1 Plan

- Inter-hub Dance competition can be conducted annually to encourage the students.
- A meeting can be conducted to decide upon the type of dance such as classical, semi-classical or modern and the theme of the dance along with time limit for each participant
- Discuss the process of selecting students at respective schools for the final round
- Dates of activities (Intra and Inter) with timelines, Instructions, theme and assessment rubrics to be shared amongst the schools.
- The host school for the competition can be finalized during the meeting.
- Selection of neutral Judges can be discussed.
- Assessment rubric or criteria to be shared with all schools.

Skill Development

- Creativity
- Communication
- Collaboration
- Flexibility
- Productivity

Aligning with High-performing School Ideals

- Supportive Learning Environment
- High Standard and Focused professional development
- Supportive Learning Environment

6.2.1.2.Do's:

Intra-school competitions can be conducted as per the shared guidelines.

- Name of selected students to be sent to the host school at least 2 weeks in advance.
- Theme or topic, if any, to be shared very categorically.
- Selected students can take part in final inter-hub competitions.
- Final competition can be held in any of the hub host school.
- The winners to be felicitated and the result shared on common platform.

6.2.2. How to Assess?

The rubrics that can be used to assess is given as under. The parameters on which the activity is to be assessed are as follows:

- **Technique**
- **Costume**
- **Expression**

(1 to 3 where 3 is the highest.)

Technique	1	2	3
A	Student does not demonstrate core concept of technique or creativity.	Student demonstrates some concepts of technique and creativity.	Student demonstrates all core concepts of technique.
B	Performance does not contain a visible beginning, middle or end.	The beginning, middle and ending of the dance are same but distinction is visible.	Contains a well-defined visible beginning, middle and end.
C	The movements & body language do not reflect the theme.	The movements and body language reflect the theme to a certain extent.	The movements and body language is unique and reflects the theme.

Costume	1	2	3
A	Costumes were either non-existent, ill fitting, or inappropriate.	Costumes were somewhat appropriate.	Costumes were perfectly suited.
B	Hair messy and inconsistent and not appropriate for the type of dance.	Hair moderately neat.	Hair perfectly styled for the type of dance.
C	Make up did not accentuate the dancer's expression.	Make up moderately accentuated the dancer's expression.	Make up perfectly accentuated the dancer's expression.

Expression	1	2	3
A	Expression does not sync with performance.	Expression in sync with performance sometimes.	Expression in sync with performance all the time.
B	Rarely connects with the audience.	Connects with the audience at times.	Always connects with the audience.
C	Student is not focussed, concentrated and committed.	Students is mostly focussed, concentrated and committed.	Student is completely focussed, concentrated and committed.

6.3. Common Cultural Programme –Vocal

6.3.1. Process Note:

6.3.1.1 Plan

Inter-hub Vocal competition to be conducted once a year to encourage the students.

- A meeting can be conducted to decide upon the specific theme and the time limit for each participant.
- The process of selecting students at respective schools for the final round to be finalized.
- Dates of activities (Intra and Inter) with timelines, instructions, theme and assessment rubrics to be shared amongst the schools.
- The host school for the competition can be finalized during the meeting.
- Selection of Neutral Judges can be discussed.
- Assessment rubric or criteria to be shared with all schools.

6.3.1.2 Do's

Intra-school competitions can be conducted as per the shared guidelines.

- Name of selected students to be sent to the host school
- Selected students can take part in final inter-hub competitions
- Final competition will be held in the host school.
- The winners will be felicitated in the decided school.

Skill Development

- Creativity
- Communication
- Collaboration
- Productivity
- Flexibility

Aligning with High-performing School Ideals

- Supportive Learning Environment
- High Standard and Expectation for all the students
- Assessment aligned with standards

6.3.2. How to Assess?

This activity can be assessed on the following parameters:

- Pitch
- Rhythm
- Expression
- Presence

Each parameter has a clear description of the characteristics to look for / targets to be found in the performer. Each parameter is divided into 3 levels(levels 1 to 3, where 3 is the highest.)

Pitch	**1**	**2**	**3**
	Not tuned and focussed.	**Mostly tuned and focussed.**	**Well focussed and in tune with the optimum level.**
Rhythm	**1**	**2**	**3**
	No rhythmic accuracy.	**Rhythmic accuracy is moderate**	**Rhythmic accuracy is high**
Expression	**1**	**2**	**3**
	Multiple concerns with pronunciation.	**At some places missed correct pronunciation.**	**Correct vowel sounds and consonants with clear and fine diction.**
	Phrases are not at all clear.	**Phrases were a bit mixed up.**	**Correct phrasing of words.**
Presence	**1**	**2**	**3**
	Body posture poor.	**Body posture moderate.**	**Excellent Body posture.**
	Poor level of confidence.	**Moderate level of confidence.**	**Level of confidence excellent and was evident all through the performance.**
	Facial expression inappropriate and non-coherent.	**Facial expression moderate. a bit afraid.**	**Facial expression showed that performer enjoyed the performance.**

CHAPTER-7

EXEMPLAR: PROFESSIONAL DEVELOPMENT PROGRAMMES

WHY?

i. to identify areas of academic concern among the Hub schools

ii.to augment subject knowledge and teaching skills of practicing teachers

iii. to help teachers learn new teaching techniques

iv. to enable joyful and innovative transaction of curriculum in the classrooms

v. to facilitate teachers' professional well-being

vi. to create opportunities for teachers for their professional growth

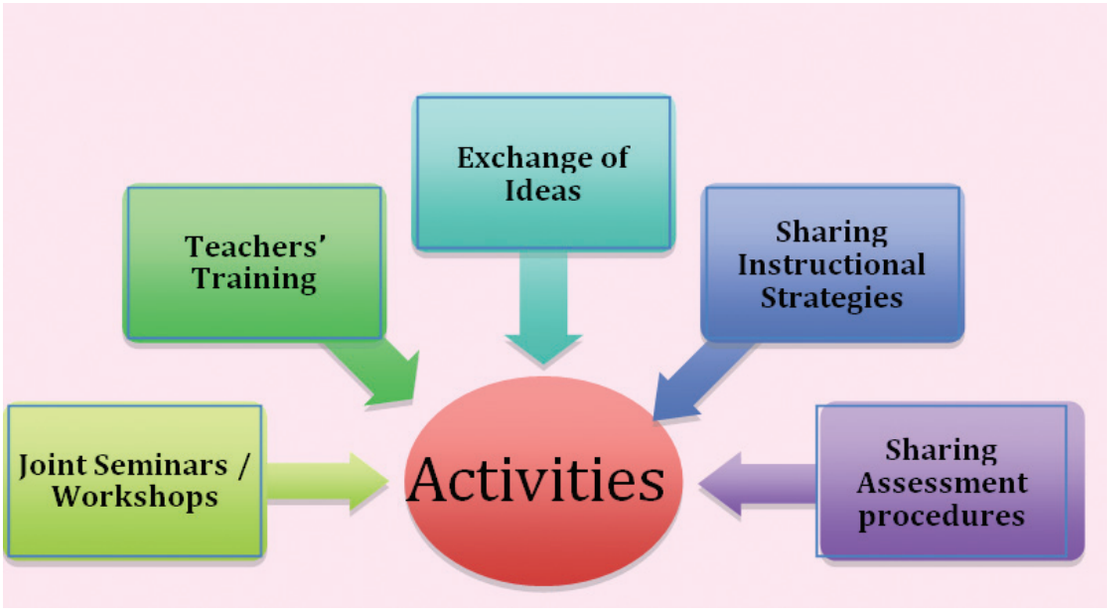
vii. to enable schools to exchange best practices in pedagogies

viii. to promote Research among schools

ix. to comply with the provisions of the Affiliation Bye- Laws

7.1 Teacher Development Programmes:

Some Suggestive Professional Development Activities:



7.2. Joint Seminars/workshops

7.2.1 Process Note

7.2.1.1 Plan-

Inter-Hub Joint Seminars can be conducted for various subjects to be held once/twice a year to promote academic enrichment and help in professional development.

- By exchanging and participating in each other's in-service training programs, and sharing information, for which meetings can be held twice a year and subject, topic and resource person can be jointly decided.
- Discussion about the best and the latest practices used globally for the enrichment of the knowledge of students.
- Hub school needs to identify the benefits of the seminar and map the strategic goals against the vital points of making the seminar successful.
- Hub schools should also align the activities of the seminar with the goals they want to achieve through it.
- Date and venue should be decided at this level.
- A short feedback session after all the sessions should be designed to map the understanding of the teachers attending the seminars.

Skill Development

- Collaboration
- Communication
- Critical thinking
- Initiative
- Creativity
- Information Literacy
- Technology Literacy
- Leadership
- Curiosity

Aligning with High-performing School Ideals

- Focussed professional development
- High levels of collaboration
- Curriculum aligned with standards
- Resource sharing
- Clear and shared focus
- Supportive Learning Environment
- Frequent monitoring of learning and teaching

7.2.1.2 Process of Execution

- Minutes of Meeting of the final meeting should be shared with all the hub schools.
- Agenda or Minute to minute plan to be made and all stake holders must be made aware of the same, at least 2 weeks in advance.
- Guidelines should be shared with each hub school.
- Confirmations of members participating should be sent to the host school.
- Any presentation to be made by any school involving children should be co-ordinated well in advance.

- There should be one point of contact to clarify the doubts, if any, at the host school to avoid confusions.
- Slides of the seminar can be sent/ shared with all the hub schools.
- Suggestions and feedback can be prepared by collecting questions from all the schools and then compilation can be done by the host Hub school for the participating teachers.

7.2.1.3 How to Assess?

The assessment criteria or rubrics for this activity are given as follows. The parameters are Presentation, Content and Expression of Point of View. There are 3 levels of assessing each parameter, level 1 to 3, where 3 is the highest level. Through this criteria, you can analyse the outcome of the presentation in Joint Seminar.

Presentation	**1**	**2**	**3**
	The presentation has the old idea and has been observed multiple times.	**The presentation has tried some new ideas but fails to communicate.**	**The presentation is innovative and highlights the best and the latest practices used globally.**
Content	**1**	**2**	**3**
	Provides basic insight into the content.	**The content has an enriched understanding of the concepts and can make distinctions among them.**	**Broader understanding of the nuanced nature of the content and synthesizes it with what has been learnt.**
Expresses a point of view	**1**	**2**	**3**
	Clear focus and organization are lacking.	**Point of view is focussed and original, followed by logical organization and clear connection.**	**The point of view has a well-focussed and well organised analysis that logically connects creative, original and relevant ideas.**

7.4 Teachers Training

7.4.1 Process Note:

7.4.1.1.Plan

Inter-Hub Teachers' Training can be conducted for various subjects by the hub schools to promote academic enrichment and help in professional development for which meetings can be held quarterly and, together they can decide upon the subject, topic and the resource person of Training sessions.

- They can discuss about the best and the latest practices used globally for the enrichment of the knowledge of students stressing more on experiential learning.

- While in the planning stage the Hub school needs to identify the benefits of the training.

- Dates and venues needs to be decided at this level.

- Resource persons for various subjects can be selected for the training amongst the hub schools.

- Inter-school exchange of resource persons (as per the subject) can happen amongst the hub schools.

- An annual calendar can be prepared with the dates of the various workshops to be conducted amongst the hub schools and the same to be circulated to all the schools through the host hub school. At the same time, the hub school members should be intimated about the time, date and venue of the subject based workshops so that specific teachers from all the hub schools can attend the same.

- A short presentation can be conducted in groups to assess the outcome of the workshop conducted.

Skill Development

- Collaboration
- Communication
- Critical thinking
- Creativity
- Information Literacy
- Initiative
- Leadership
- Productivity
- Flexibility

Aligning with High-performing School Ideals

- Focussed professional development
- High levels of collaboration
- Curriculum aligned with standards
- Resource sharing
- Clear and shared focus
- Supportive Learning Environment
- Frequent monitoring of learning and teaching

7.4.1.2. Execution

- Minutes of the meeting should be shared of the final meeting to all the hub schools.
- Guidelines should be shared with each hub school.
- Confirmations of the resource person should be sent to the host school.
- Two weeks before the training, the agenda should be floated to the hub schools.
- There should be one point of contact to clarify the doubts, if any, at the host school to avoid confusions.
- Presentation to be done by the participating teachers.

How to Assess?

- Teachers can be encouraged to give presentation on a topic/ area related to the training after the session to assess the understanding of the topic.
- Feedback can be given to the Trainers for future improvement.

CHAPTER-8

EXEMPLAR: COLLABORATIVE E-MAGAZINE

WHY?

1. **to give a platform to students to showcase their achievements**
2. **to bring out creative zeal of students, teachers and other personnel of schools**
3. **to document the activities conducted by Hubs**
4. **to create awareness about a particular theme/ issue selected for the magazine**
5. **to make students/ teachers/ contributors think towards issues of social and national concerns**

8.1 Process Note:

8.1.1 Plan –

An E-magazine can be compiled where students from Hub schools can contribute.

- The Members to meet and decide :
  - ✔ whether the magazine should be monthly, bi-monthly or quarterly;
  - ✔ the language of the articles – English/ Local / Hindi/ Sanskrit;
  - ✔ the various sections – either based on themes or general;
  - ✔ the number of articles per issue;
  - ✔ type of articles – prose/ poetry/ short stories/ riddles/ skit;
  - ✔ the maximum number of articles each school can send.
- One section should be on how students can render their contribution for the society.
- Individual schools can send the selected articles from the school.
- Meeting to be conducted to finalize the cover and the back page.
- A literary committee with editorial board to be formed comprising selected teachers from all the Hub Schools who can finalize the articles.
- Assessment rubrics to be shared with the hub schools

Skill Development

- Creativity
- Communication
- Critical Thinking
- Information Literacy
- Initiative
- Productivity
- Media Literacy
- Information Literacy
- Technology Literacy

Aligning with High-performing School Ideals

- Supportive Learning Environment
- High Standard and Expectation for all the students
- Assessment aligned with standards

8.1.2. Do's –

- Intra school competitions to be conducted to select the articles from the respective schools.
- Article to be checked for Plagiarism.
- Students to be inform about original and creative thought.

8.2 How to Assess?

The following parameters can be used to assess this activity:

- Creativity
- Fluidity
- Spelling and Grammar

Each parameter has 3 levels and each level has a clear set of description highlighting the levels . The three levels are 1 to 3, where 3 is the highest.

Creativity	**1**	**2**	**3**
	Many cliché ideas	Some new and imaginative ideas	New and imaginative ideas
	Title not aligned with content	Title is ordinary	Title of the write up innovative
Fluidity	**1**	**2**	**3**
	Logical flow of language	Flow of language moderate	Illogical flow of language
	Proper sentence structure	Sentence structure partially varied	Sentence structure improper
Spelling and grammar	**1**	**2**	**3**
	Major error in spelling and grammar	Minor error in Spelling and grammar	Proper use of spelling and grammar, consistency throughout the writing

CHAPTER-9

EXEMPLAR: COMMUNITY ENGAGEMENT

WHY?

1. **creating a sense of social and national responsibility among all stakeholders**
2. **social and overall development of the learners**
3. **development of the society**
4. **fruitful community engagement**
5. **motivation and engagement of students in learning**

9.1 A 'Community' is an interwoven unit of social and economic relationships and the places where those relationships interact and help each other in their development.

9.2 Community Engagement:

Community engagement is the key word for any sort of development.

Community engagement is a dynamic relational process that facilitates communication interaction involvement, and exchange between an organization and a community for a range of social and organizational outcomes.

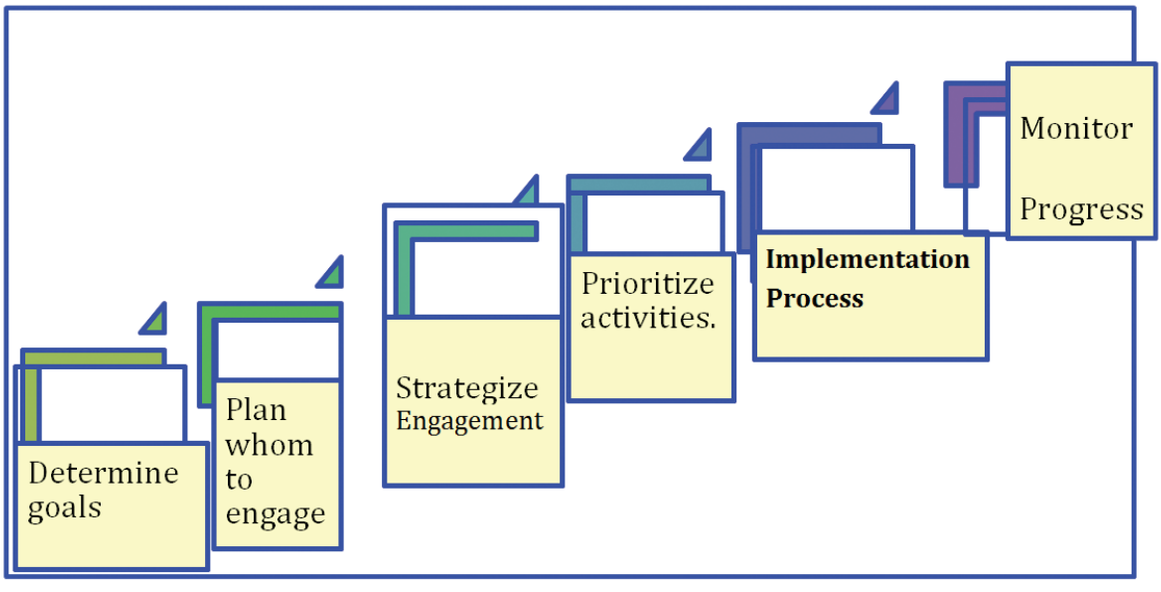
Organising camps for the underprivileged residing beside the school campus.

Involvement in programs, projects and partnerships launched by the local leadership service clubs and NGOs.

Taking forward the Swachh Bharat Abhiyan in collaboration with the municipal corporation.

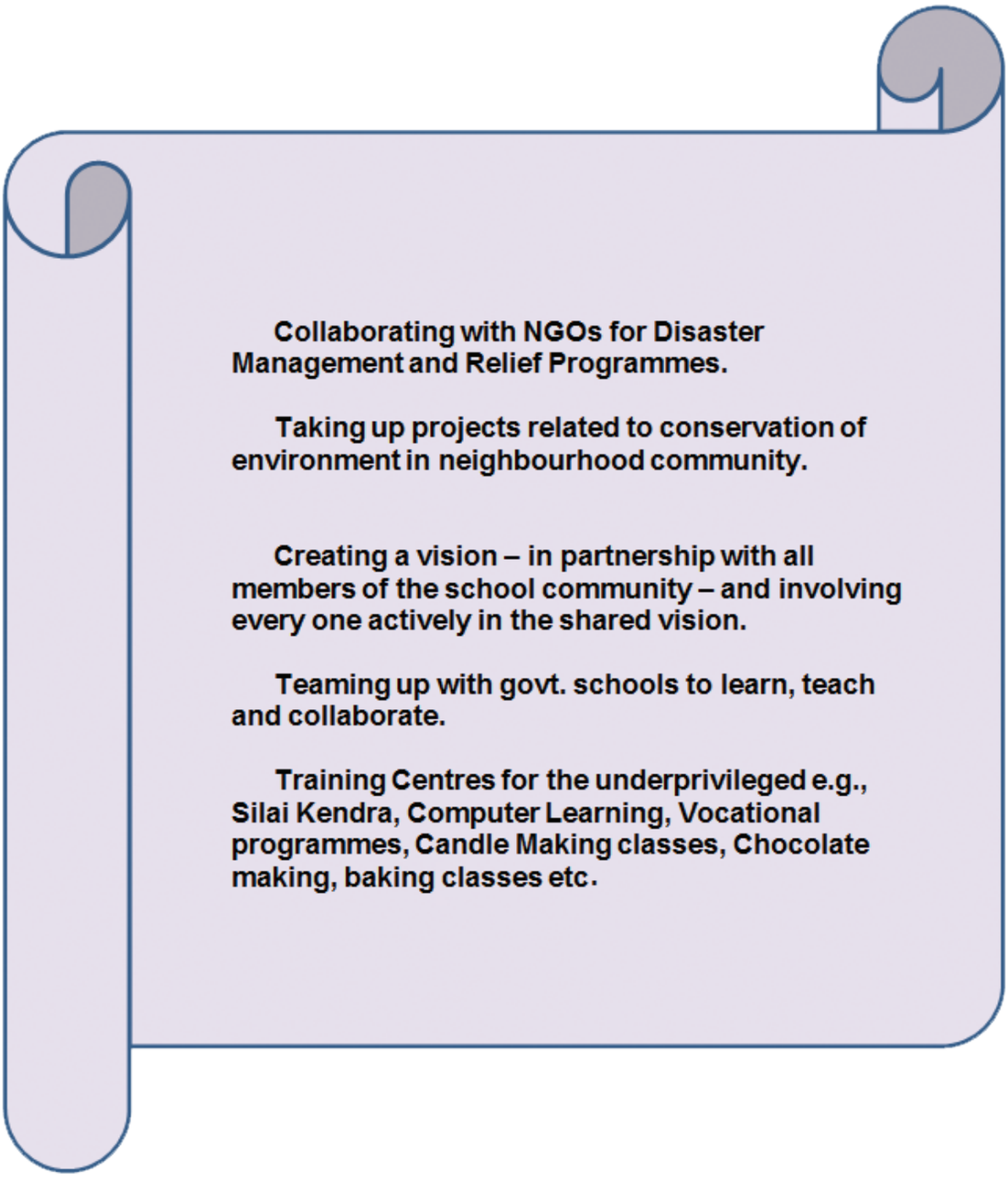
9.3 Steps to Community Engagement:

It is important to engage the community for a holistic learning experience to help children develop qualities of heart, head and hands which will make them self reliant individuals and fine human beings, socially and culturally aware, compassionate, kind and global citizens.



9.4 Community Service Activities:

Examples



9.4.1 More Activities:

9.5 Start-Up Exhibition

9.5.1. Process Note :

9.5.1.1 Plan

The competition will promote entrepreneurship among the students by encouraging them to initiate and build up on their idea to a meaningful business model.

- A meeting will be conducted to decide upon the subject and theme of exhibition.
- Timeline for Intra and Inter school competition.
- Timeline for exhibition which will be conducted in each individual school with a common set of rubrics for assessment to be decided.
- A common set of instruction will be decided and the final date of exhibition amongst the winner of the individual school has to be finalized.
- The maximum and minimum number of students for each group to be specified.
- Number of groups to participate in the final round from each school to be finalized.
- The Judges (two) for the events to be finalized – identified from the Government MSME Department.

9.5.1.2 Do's

- An intra-school competition to be held in respective schools as per the guidelines shared by the Hub Schools.
- The names of the selected teams to be shared with the host schools for the preparation of the final round.
- The students should reach the venue school along with escort teachers and the projects.
- All arrangements to be made by the host school.
- The results can be declared in the same day and the felicitation to be done the same day.
- Opportunity for students to discuss about their model startup ventures with the judges.
- Scope to be given to the students to note down the valuable feedback.
- **Exhibition may be open for neighbouring schools which are non-CBSE.**

9.5.2. How to assess?

The following parameters can be used to assess this activity.

- Innovation
- Utility to Society
- Presentation

Each parameter has been divided into 3 levels, 1 to 3, where 3 is the highest.

Innovation	1	2	3
	The project produced is very basic and does not have scope of escalation.	The project / plan is innovative but lacks detailing but can be made into real life Business model.	The project plan is good and scalable , the team has well thought about all aspects of business.
Utility to Society	1	2	3
	The plan is not of much use in real life.	The plan is relatively useful for society but needs more thought in terms of execution/ implementation/ use in society.	The plan is very innovative and will address the social problem.
Presentation	1	2	3
	The team has a very basic plan and is not prepared with any thing to fall back onto like PPT / Project Report etc.	The team has some plan and is prepared with PPT / Project Report / Model etc. Average presentation.	The team has some plan and is prepared with PPT / Project Report / Model / Software etc for making their presentation livelier.

CHAPTER-10

EXEMPLARS: SYSTEMIC REFORMS (SAFETY, SECURITY AND WELL-BEING)

SCHOOL SAFETY
Safety Measures
Health & Safety Committee
Security
Surveillance
Safety on Buses
Identity Cards
LOGIN
Password
ONLINE SECURITY
PROTECTION
DATA
100%
Search

WHY?

Students spend a considerable amount of time in school making it important for school authorities and teachers to ensure :

- their safety inside the school and while commuting to and fro from the school;
- potable water;
- clean and safe toilets;
- protection from natural or man-made disasters;
- safety from any kind of abuse;

Safety Is Not An Option But A Default Priority.

What are a child's rights in a school ?

Child Rights:

Right to Survival – to life, health, nutrition, name, nationality

Right to Development – to education, care, leisure, recreation, cultural activities

Right to Protection – from exploitation, abuse, neglect

Right to Participation – for expression, information, thought, religion

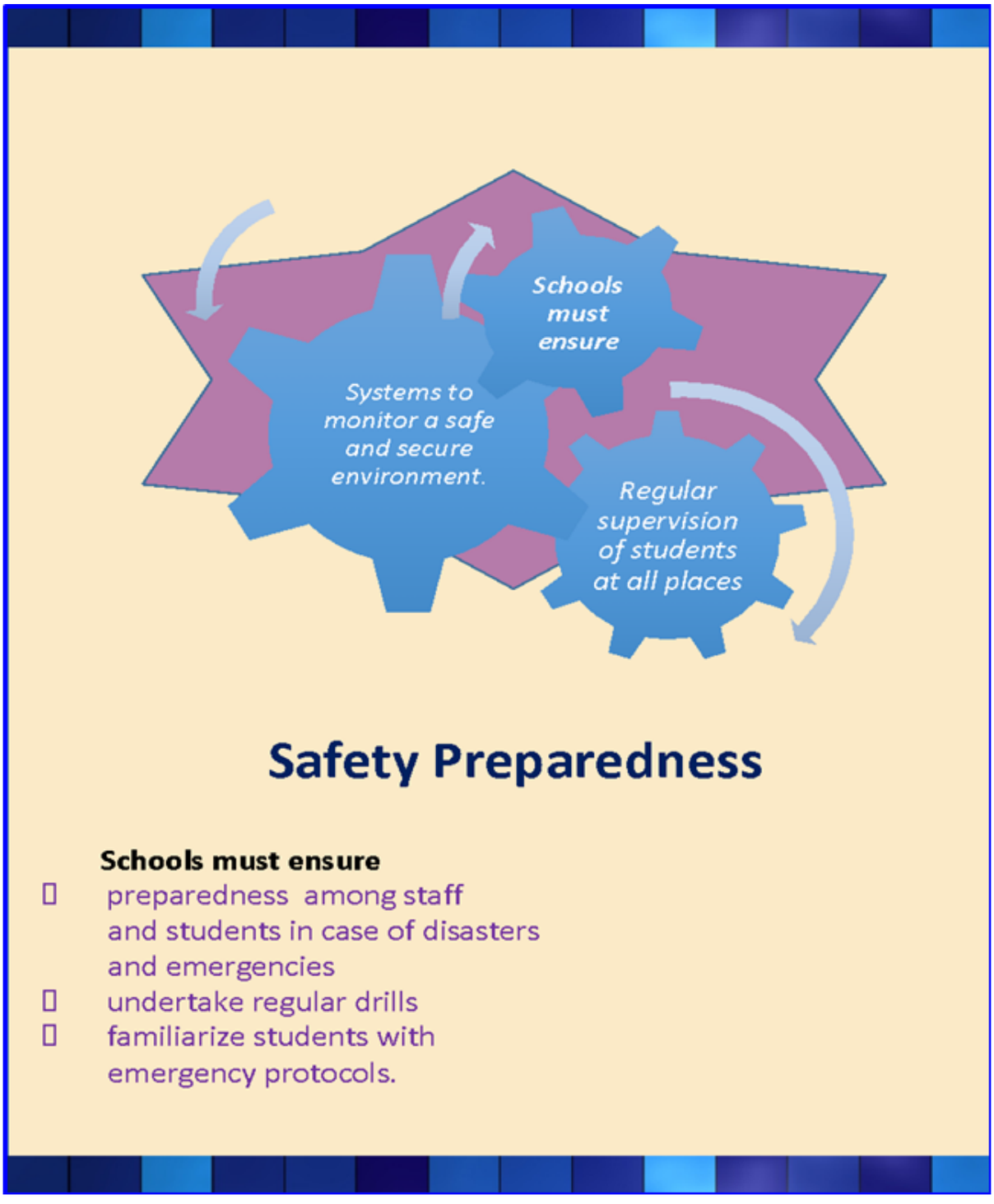
10.1 Activities - Organising Awareness Programmes :

WHAT SHOULD HUBS TAKE UP JOINTLY OR WITH EACH OTHER'S HELP?

To create awareness among the schools about:

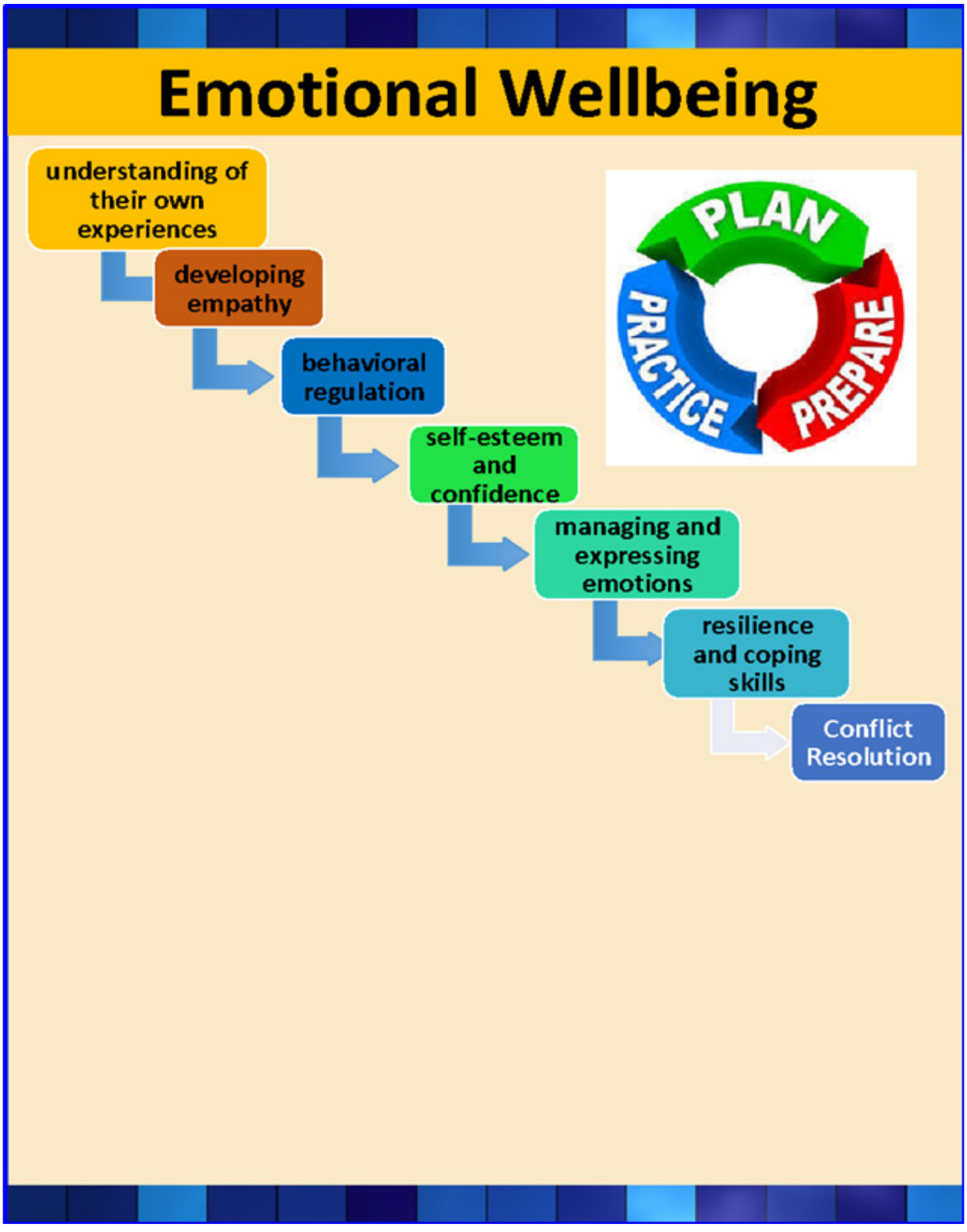
1. **ensuring safety and security**
2. **sanitation and hygiene**
3. **social, emotional and personal well-being**
4. **issues of cyber-security**
5. **planning intervention programmes to achieve maximum awareness on the above issues**
6. **make schools safe and secure spaces for students and all stakeholders**

10.1.1 Ensuring Safe Physical Environment



10.1.2: Ensuring Safety and Hygiene

10.1.3: Emotional Well-being:



10.1.4. Fostering Personal, Social and Emotional Well-being :

Fostering Personal Social Emotional Wellbeing by-

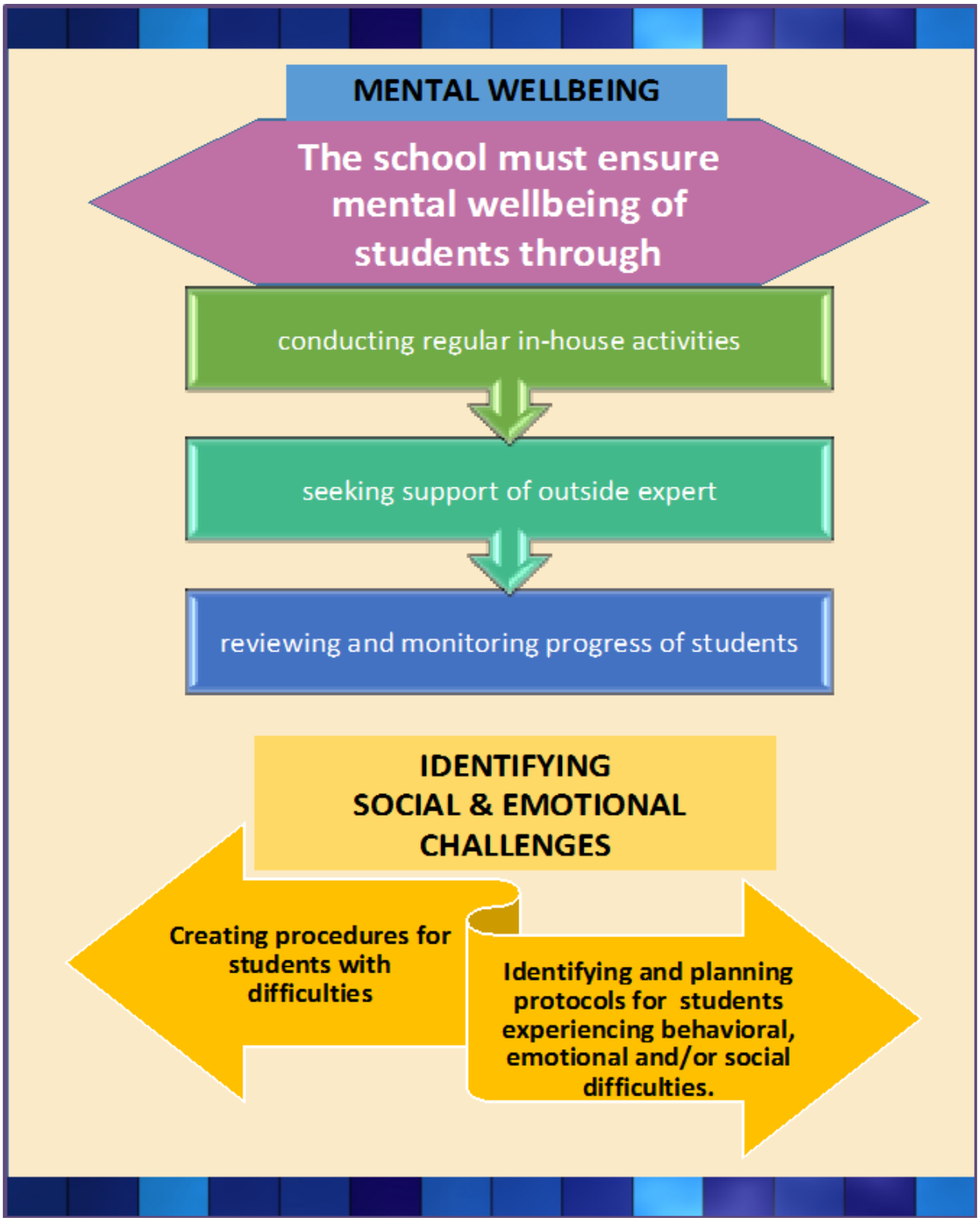
- framing policies and curriculum supportive of learner development and progress.
- training school staff to understand students' development stages
- gearing school system towards capacity building of students.

Schools should

- *provide a planned Continuous Professional Development programme for all staff to support the teaching of personal, social, emotional skills.*
- *identify children and families who are in need of additional support and adopt new ways of working with them.*
- *review ongoing practices, update policies,*
- *build community connections and collaborate with other agencies to provide staff training.*

5 Ways to Wellbeing

10.1.5.: Mental Well-being:



10.1.6: Gender Safety and Sensitization

ACCESS

Equal opportunities to attend and participate in educational programmes and learning *(formal and non-formal)*

EQUALITY

- Equality in the learning process
- Equality of learning outcomes
- Equality of job opportunities and earnings

EQUITY

- **Fairness and justice** in the distribution of benefits and responsibilities between students.
- Recognize the difference in the needs and requirements of girls and boys and address them in a manner that **rectifies the imbalance due to inequality**.

10.1.7 Cyber Safety

10.2 How to Do All This?

A. INTERVENTION PROGRAMS

The Hubs of Learning can facilitate each other:

- put in place a structured intervention program to address issues of identified students who are experiencing behavioural, social, emotional difficulties.
- take note of incidents such as violence, bullying, aggression, victimization, substance abuse etc.
- offer a wide range of resources as support and referral pathways.
- solve issues with collaboration of trained personnel and teachers.
- assure confidentiality so that students feel comfortable reporting risk situations and behavior.

B. RECORDS AND FOLLOW UPS:

School to have :

- an evolved structure of recording incidents of bullying and other anti-social behaviour .
- procedure to follow up and monitor students who are involved with Counsellors/teachers/mentor students as a regular follow up procedure

CHAPTER-11

SELF-ASSESSMENT RUBRICS

11.1 Self-Assessment leading to Collective Growth:

(THIS IS A SUGGESTIVE CRITERIA. HUBS MUST FOCUS ON IMPROVEMENT THROUGH SELF-ASSESSMENT. RECORDS MUST BE DOCUMENTED AND MAINTAINED.)

For collective growth of all schools, the Board expects the Hubs of Learning/ Lead Collaborators as well as the individual schools to keep records and send the Board case studies, e-content, teacher manuals, documentation of innovations and best practices, etc. which may subsequently be disseminated by the Board as exemplars for the teaching community for wider adoption/adaptation/replication. The Board may ask for list of activities undertaken and achievements, if any, by schools, at the time of registration **of the school's candidates for Board examinations.**

Each Hub can use the following Rubrics(please refer to the glossary of important words.) for self-assessment of the Hubs as a whole. This can be used quarterly in session for having a review of the activities done by the Hub. Through these rubrics, Hubs can find out the level of their overall performance and decide strategies for further improvement to the next level.

11.1.1 Suggestive Areas :

Suggestive areas are :

- Working Together
- Learning Together
- Developing Together
- Common Vision Values
- Enable and Empower

11.1.2 Suggestive Areas :

The levels are:

- EMERGE
- EVOLVE
- EMBED
- EXCEL

RUBRICS:

PARAMETER	EMERGE	EVOLVE	EMBED	EXCEL
WORKING TOGETHER	• Regular meetings as a net-work. • System driven. • Planning scheduled activities. • Assigned core team from each school to run the hub.	• Documenting, & providing systems for working together. • Regular sharing of knowledge, data & resources. • Over 75% attendance at meetings. • Orientation & induction of hub members. • School visits with feedback.	• Hub guided by a plan that is regularly reviewed. • Systems in place for peer review through data sharing. • Well defined roles and responsibilities. • Achievements celebrated within the hub. • Inter/Intra classroom visits and feedback within the Hub.	• Leadership distributed across the hub. • Hub collaborates with other networks to improve practices. • Hub is aware of circulars, relevant changes within CBSE and the state. • Hub encourages students' voice.

PARAMETER	EMERGE	EVOLVE	EMBED	EXCEL
LEARNING TOGETHER	• Sharing experience and practices during hub meetings. • Referring to data for evidence. • Scaffolding and supporting hub members.	• Regular sharing and discussion of teaching practices and curriculum transaction. • Sharing information, best practices and strategies. • Arranging professional development from subject. • Self-reflection based on learning. • Receiving and giving feedback to improve teaching practices.	• School data is shared regularly by all members. • Trust exists between members regarding information sharing. • Joint development approach for observation of class room teaching, review, creation of learning material and providing mentoring and monitoring facilities. • Learning goals are monitored and evaluated annually.	• Hub continually challenges itself to improve. • Hub holds each school accountable for maintaining its focus. • Evidence based outcome is embedded in all development activities. • Transparency of results is an integral part of the hub.

PARAMETER	EMERGE	EVOLVE	EMBED	EXCEL
DEVELOPING TOGETHER	• Working together for building excellent practices. • Discussing and sharing ideas and practices.	• Most activities shared by the hub. • Emphasis on improvement of teaching practices. • Identifying and nurturing leadership talent in the hub.	• Clear & shared focus on student outcomes. • Hub members understand data literacy in order to deconstruct shared data. • Leadership development embedded in all teaching learning practices.	• Hub is guided by a 2-year term vision for improving student outcomes. • Collective vision of hub shared with wider vision in community. • Hub shares data from all member schools and creates tools to analyse and communicate it. • Mentoring and coaching is closely connected to leadership development.

PARAMETER	EMERGE	EVOLVE	EMBED	EXCEL
COMMON VISION VALUES	• Sharing experiences and ideas within the Hub.	• Hub has a shared vision and a purpose. • Teachers and Principals benefit by being part of the hub.	• Purpose of hub is to improve student outcomes. • Hub focusses on sharing & overcoming competition between individual schools to encourage well-being and positive learning outcomes.	• Deep engagement with values & responsibility for learning outcomes and well-being of. • Sense of team work with high performing schools collaborating with challenged schools on specific outcomes. • Hub is an enabler of long term goals and improvement.

PARAMETER	EMERGE	EVOLVE	EMBED	EXCEL
ENABLE AND EMPOWER	• Regional and area support from Co-hubs.	• Hub is supported by its schools. • Has sufficient resources to function well. • Results and achievements are recognised officially.	• Time management is apparent to manage hub matters.	• Hub is constantly involved with self-improvement through joint development and ongoing evaluation. • Hub supports teachers working together across schools through career development.

CHAPTER-12

SCHOOL QUALITY ASSESSMENT AND ASSURANCE

12.1. BACKGROUND:

With the adoption of Sustainable Development Goals 2030 by India wherein one of the goals is improving the quality of education, raising the quality of school education in the country has become one of the priority areas.

In view of the great need to improve standards of school education, focus has to be shifted on the performance and improvement of schools. Therefore, a comprehensive school evaluation system has been developed by CBSE.

12.2. SQAA: CBSE INITIATIVE FOR QUALITY ASSURANCE IN SCHOOLS:

- CBSE envisions quality to be pervasive in all aspects of school education. Accordingly, a mechanism of School Quality Assessment and Assurance (SQAA) is being initiated.

12.3. AIMS OF SQAA:

- SQAA aims to:

✔ monitor and achieve identified outcomes at all levels and across all spheres of school education.

✔ help teachers, educational administrators and all other stakeholders involved in school education to learn from this exercise and improve themselves.

✔ provide global parameters of attainment as standards in schools affiliated to it.

✔ lay down a set of standards and best practices as paradigms for attaining the benchmark in an individual institution.

✔ upliftment of learning outcomes in the domain of school education imparted to children.

12.4. IMPLEMETATION OF SQAA:

The School Quality Assurance Assessment (SQAA) is meant to be easily implementable, feasible, transparent, objective.

The main purpose of SQAA is enhancement of quality, recognition of excellence, promotion of accountability, and benchmarking schools across a range of descriptors or indicators of assessment.

- An effort will be made to capture the unique ethos of an institution such as a school nurturing and promoting excellence in sports, or integrating innovative technology in classroom teaching, or with state of the art infrastructure or incubators of innovation in teaching learning processes, or involved extensively with community outreach activities, or focused on promoting social cohesiveness and equity, or excelling in the area of science and technology.

- **This will not involve ranking institutions/schools, rather, establishing a level of acceptable quality for all assessed schools while respecting their unique mission.**

- SQAA will document the strengths and weaknesses of educational practices and institutional effectiveness of schools leading them to desired objectives. This will help them to clearly visualize their unique features and make them aware of what could be improved further.

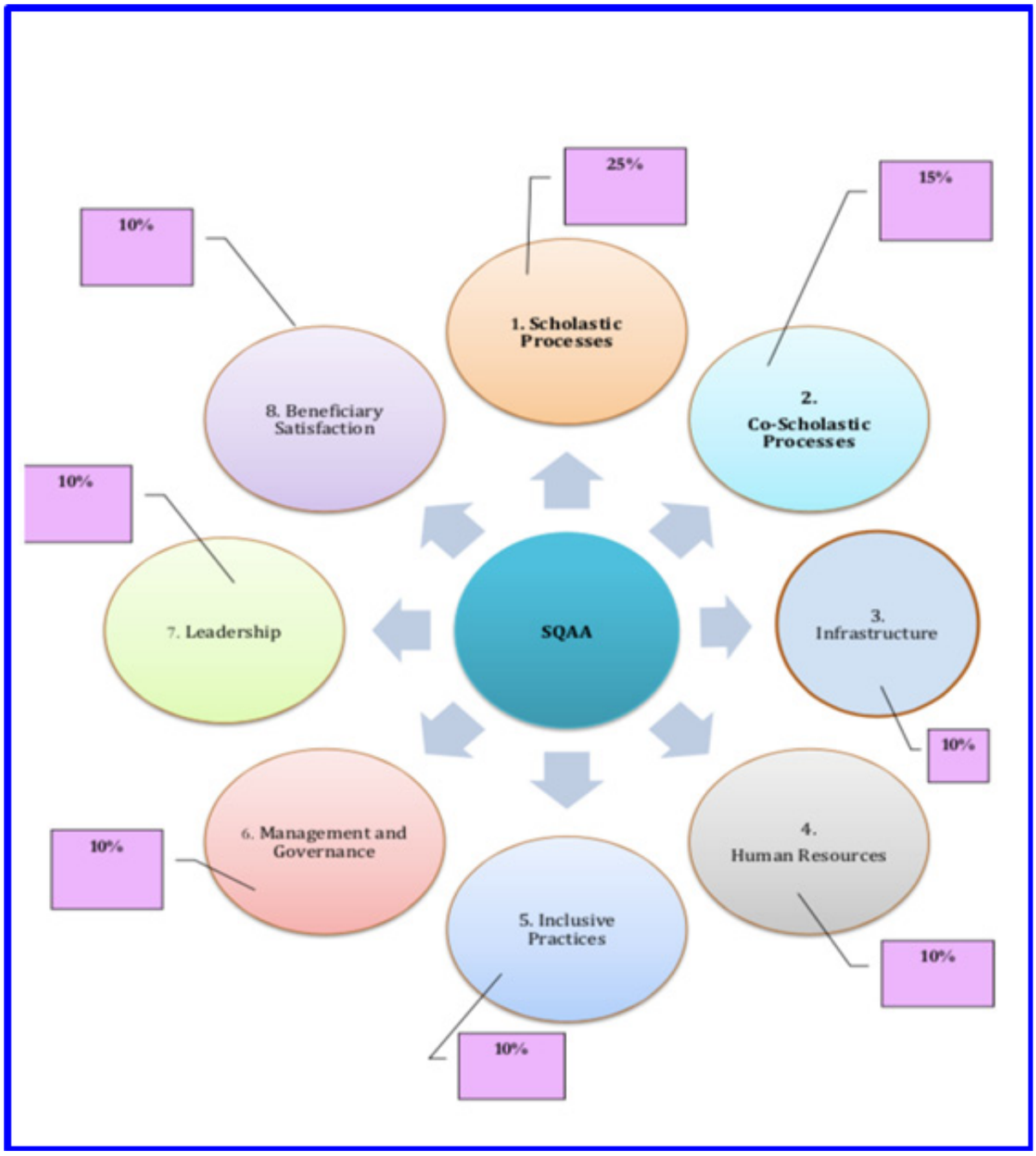
12.5. ASPECTS OF SQAA ASSESSMENT:

CBSE School Quality Assessment and Assurance is holistic and it covers the following aspects of school functioning,:

- ✔ **Scholastic Processes**
- ✔ **Co-Scholastic Processes**
- ✔ **Infrastructure**
- ✔ **Human Resources**
- ✔ **Inclusive Practices**

- ✔ **Management and Governance**
- ✔ **Leadership and Beneficiary Satisfaction**.

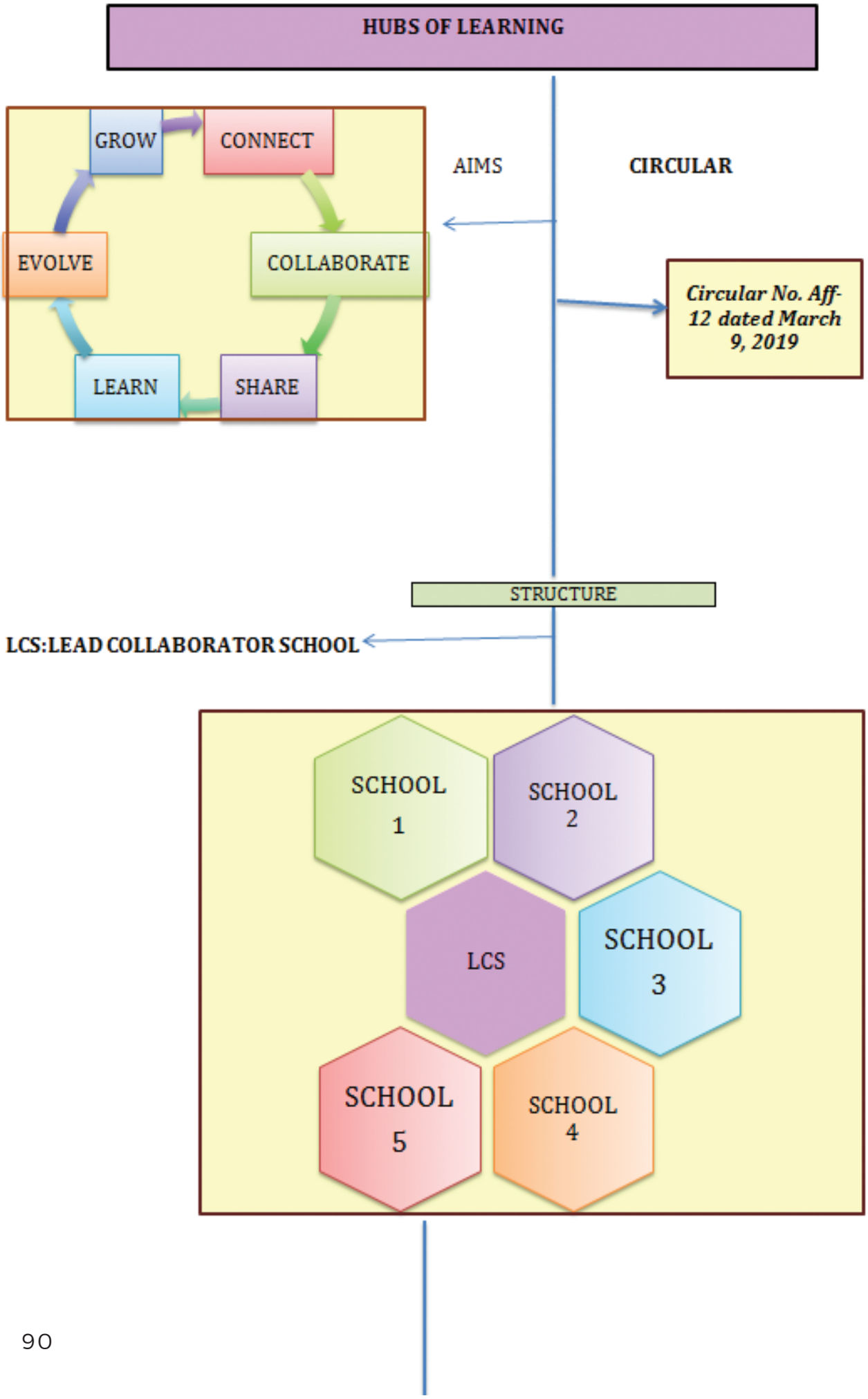
These eight domains carry different weightage and are further divided into sub domains which qualify the various aspects of that particular domain.



A DETAILED MANUAL AND GUIDELINES ON SQAA ARE BEING RELEASED SHORTLY. HUBS OF LEARNING MUST CONTINUOUSLY ENDEAVOUR TO IMPLEMENT BEST PRACTICES AS DESIRED IN THESE GUIDELINES SO THAT EVENTUALLY ALL EVOLVE AS HUBS OF EXCELLENCE.

CHAPTER-13

CONCEPT MAP ON HUBS OF LEARNING


HUBS OF LEARNING
GROW
CONNECT
EVOLVE
COLLABORATE
LEARN
SHARE
AIMS
CIRCULAR
Circular No. Aff-12 dated March 9, 2019
STRUCTURE
LCS:LEAD COLLABORATOR SCHOOL
SCHOOL 1
SCHOOL 2
LCS
SCHOOL 3
SCHOOL 5
SCHOOL 4

ACTIVITY

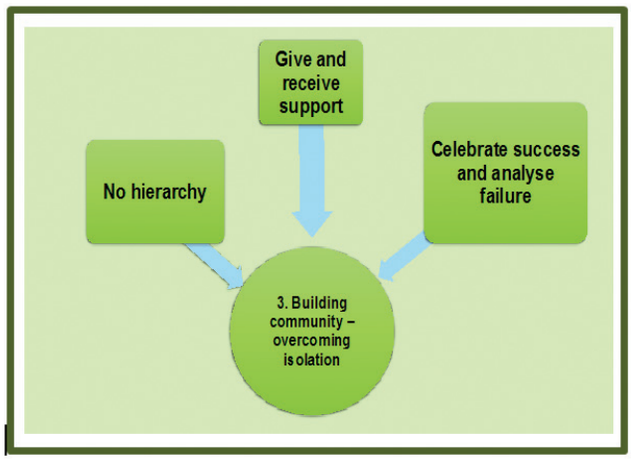
Academic Collaboration

- Annual Pedagogical plans/curriculum plans and transaction strategies, learning outcomes, innovative pedagogies
- Co-planning of curriculum, Co Teaching
- Quizzes, project demonstrations, art exhibitions
- Educational and school related needs of Children With Special Needs
- Joint reflection culminating in creation of new knowledge and design

Resource Sharing

- Joint reflection culminating in creation of new knowledge and design
- Share / exchange resources: manpower, infrastructure etc.
- Digital collaboration – share e-content and other digital resources.
- Collaborate in teaching and learning Skill

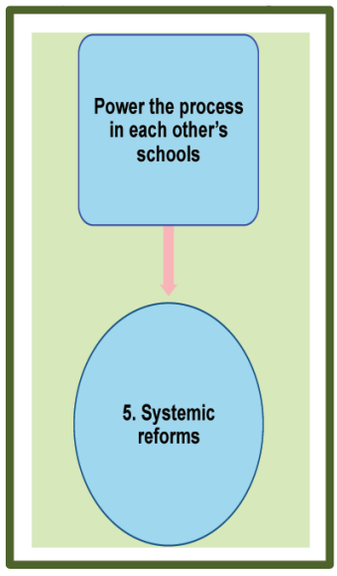
Building Sense of Community

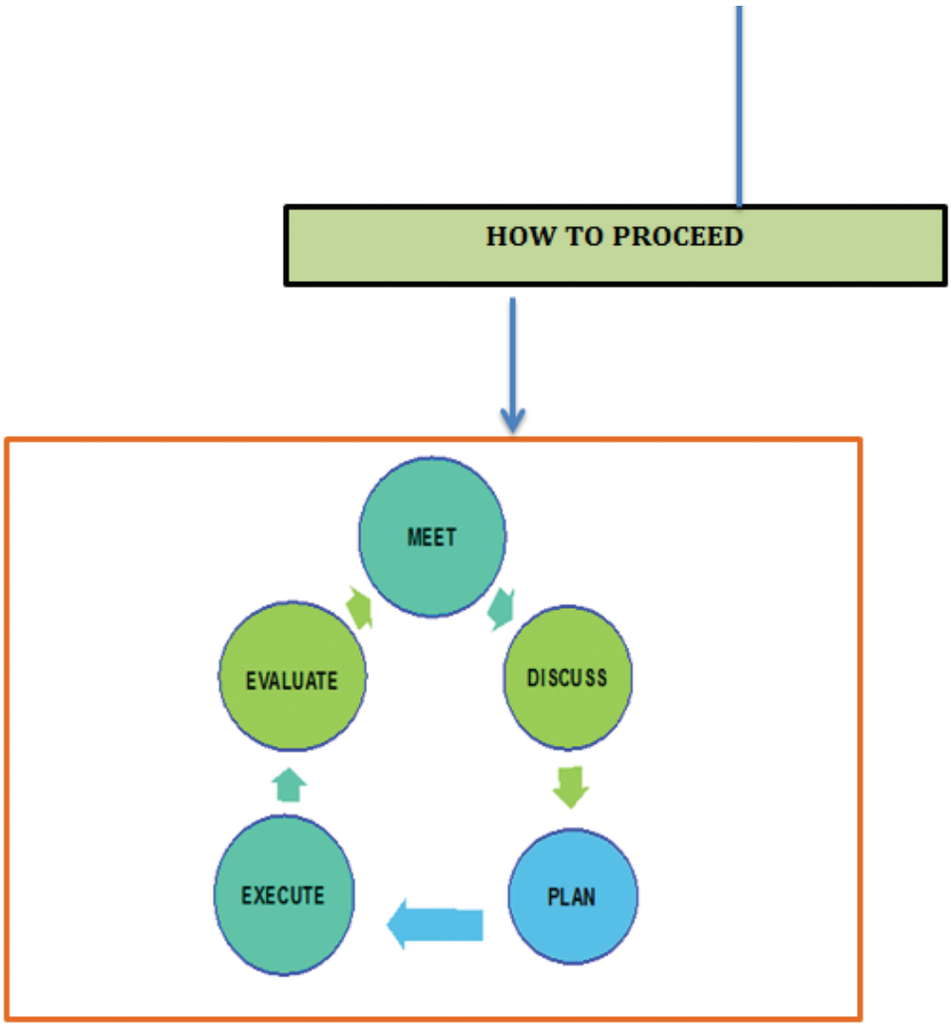


Professional Development of Teachers / Staff

- Professional development by exchanging or participating in each other's in-service training programs and sharing information.
- Promote academic enrichment

Systemic Reforms

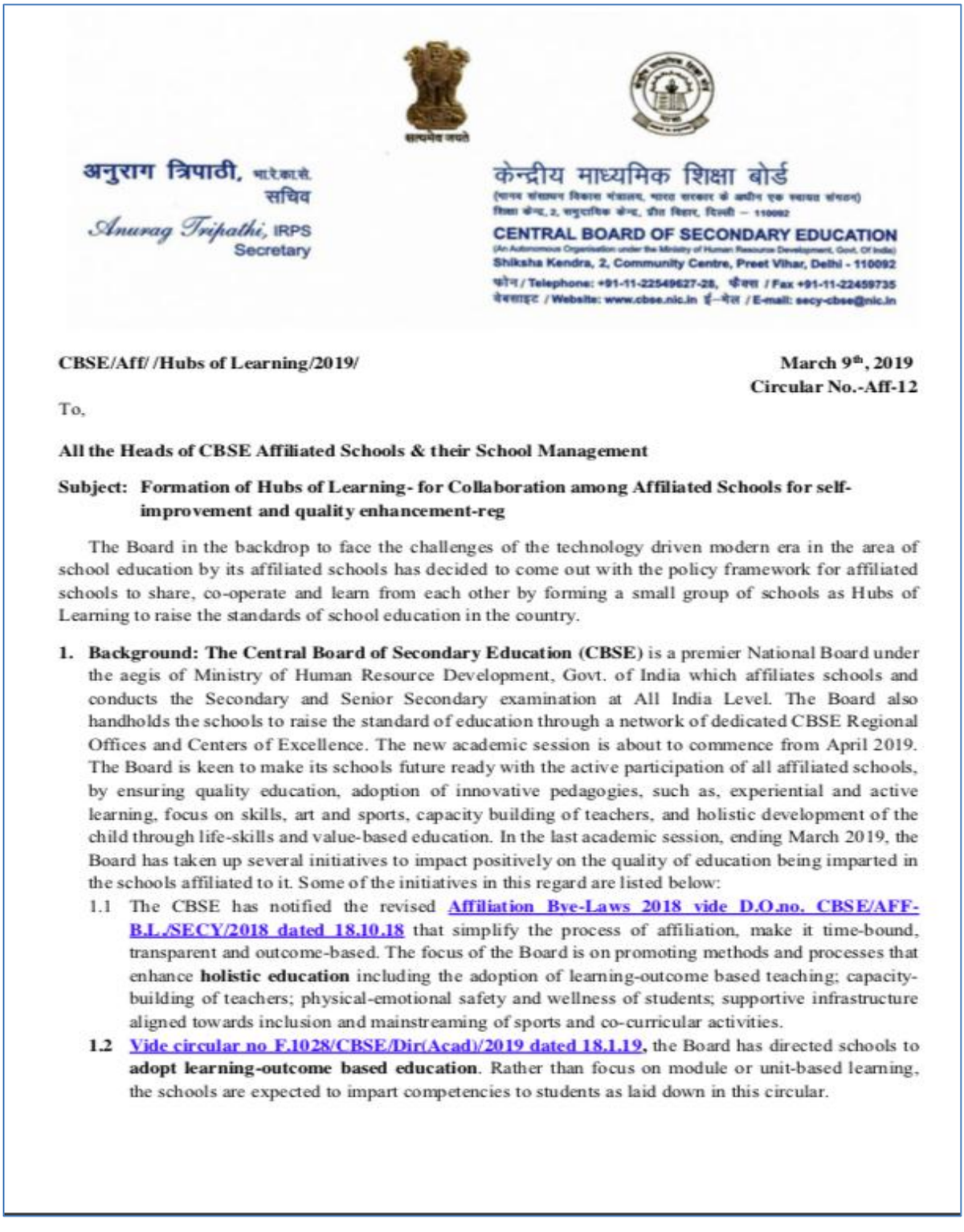



HOW TO PROCEED
MEET
DISCUSS
PLAN
EXECUTE
EVALUATE

We are also thankful to:

- Ms Nidhi Tewari, IT Co-coordinator & Supervisor, Springdales School, Pusa Road, New Delhi
- Dr. Nishit Jain, HOD Arts, Springdales School, Pusa Road, New Delhi
- TGTs and PGTs of SAI International School, Bhubaneswar, Odisha

ANNEXURE



अनुराग त्रिपाठी, भा.प्रे.का.से.
सचिव
Anurag Tripathi, IRPS
Secretary

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CBSE/Aff/ /Hubs of Learning/2019/ **March 9th, 2019**
Circular No.-Aff-12

To,

All the Heads of CBSE Affiliated Schools & their School Management

Subject: Formation of Hubs of Learning- for Collaboration among Affiliated Schools for self-improvement and quality enhancement-reg

The Board in the backdrop to face the challenges of the technology driven modern era in the area of school education by its affiliated schools has decided to come out with the policy framework for affiliated schools to share, co-operate and learn from each other by forming a small group of schools as Hubs of Learning to raise the standards of school education in the country.

1. **Background: The Central Board of Secondary Education (CBSE)** is a premier National Board under the aegis of Ministry of Human Resource Development, Govt. of India which affiliates schools and conducts the Secondary and Senior Secondary examination at All India Level. The Board also handholds the schools to raise the standard of education through a network of dedicated CBSE Regional Offices and Centers of Excellence. The new academic session is about to commence from April 2019. The Board is keen to make its schools future ready with the active participation of all affiliated schools, by ensuring quality education, adoption of innovative pedagogies, such as, experiential and active learning, focus on skills, art and sports, capacity building of teachers, and holistic development of the child through life-skills and value-based education. In the last academic session, ending March 2019, the Board has taken up several initiatives to impact positively on the quality of education being imparted in the schools affiliated to it. Some of the initiatives in this regard are listed below:
   1.1 The CBSE has notified the revised **Affiliation Bye-Laws 2018 vide D.O.no. CBSE/AFF-B.L./SECY/2018 dated 18.10.18** that simplify the process of affiliation, make it time-bound, transparent and outcome-based. The focus of the Board is on promoting methods and processes that enhance **holistic education** including the adoption of learning-outcome based teaching; capacity-building of teachers; physical-emotional safety and wellness of students; supportive infrastructure aligned towards inclusion and mainstreaming of sports and co-curricular activities.
   1.2 **Vide circular no F.1028/CBSE/Dir(Acad)/2019 dated 18.1.19,** the Board has directed schools to **adopt learning-outcome based education**. Rather than focus on module or unit-based learning, the schools are expected to impart competencies to students as laid down in this circular.

1.3 Vide circular no. Acad-15/2019 dated 9.3.19 the Board has mandated that the **Principals of all the schools affiliated to the Board shall henceforth be the pedagogical leaders of their schools** and shall prepare innovative annual pedagogical plans for the transaction of curriculum for all grades and all subjects.

1.4 While considering teachers as the most important resource in maintaining a desirable standard of education, Vide circular no. CBSE/Dir./Training & Skill Edu)/2019 dated 9.3.19 the Board has laid down the **aims of training, the annual theme for training and the various training programmes, etc** offered by the Board with the objective of ensuring all around capacity building of teachers.

1.5 Vide circular no. 14/2019 dated 9.3.19, issued by Skill unit of CBSE, the Board has introduced **Artificial Intelligence, early Childhood Care Education and Yoga** as new subjects in school curriculum from the new academic session with a view to inculcate a sense of future readiness in our schools and learners.

1.6 **Vide circular no.** F.1002/CBSE/Dir(Acad)/Mathematics/2019 dated 10.1.19, the Board has introduced **two levels of Mathematics** examinations for secondary level Board exams from the academic session ending March, 2020 onwards.

1.7 **To promote creative thinking and problem-solving ability, the Board vide its** circular no. Acad-12/2019 dated 8.3.19, has decided to **integrate art with education**. This is done with the view to help students apply art-based enquiry, investigation and exploration, critical thinking, etc for a deeper understanding of concepts.

1.8 Vide circular no. Acad-10/2018 dated 21.3.18, the Board has made it compulsory for all schools to ensure **one period of sports per day**. Similarly, vide **circular.** CBSE/Acad-H & PE/sport/2019, no. Acad-16/2019 dated 9.3.19, the Board has made it compulsory for all its affiliated schools to reserve one period per day for sports and outdoor activities for classes 1 to 8 from the academic session 19-20.

1.9 Vide circular no. CBSE/COORD/112233/2018, the Board has categorically expressed its sensitivity to the needs of **Persons with Benchmark Disabilities**, by laying down exemptions/concessions that are to be extended to them during the board exams of class X and XII.

1.10 Vide circular no. Acad-11/2019 dated 6.3.19, the Board has modified the design for internal and external assessment for the purpose of **strengthening assessment and evaluation practices** of the Board. The objective is to synchronise the process of **assessment with Learning Outcomes** based education.

1.11 All the aforementioned circulars have been issued with the overall aim to create a school system that provides the most **joyful, creative, exploratory and vibrant school experience and environment for its learners and teachers**. It is understood that there are several best and innovative practices already existing within the affiliated schools of CBSE. It is therefore important for schools to **learn from each other and partner each other** to augment their self-improvement.

Hubs of Learning

1.12 In order to ensure the enhancement of the quality of education and to promote self-improvement, it has been decided by the Board to form **groups of 4-6 neighborhood schools for collaborative growth**. These would be ***Hubs of Learning***. The main aim of this collaborative partnership between schools is to create an ecosystem for the schools to effectively take up all round self-improvement. This collaboration will allow not only exposure to best practices, but also the possibility of adaptation or even replication of these practices. It is expected that school leadership would assume greater responsibility towards improving the quality of their school and also extend their support to neighbourhood schools. All schools in a given group are expected to be "givers" as

well as "receivers" of support, fresh ideas, resources, opportunities for student learning, opportunities for teacher learning, other joint activities, etc. *The Board is of the view that* ***there is as much to learn from a small school with less resources as from a large school with several resources.***

2. **Objectives: The linking of schools into Hubs of Learning would provide a common and shared platform with the objectives to:**
   a. create a culture of support and healthy interdependence across different areas of teaching learning viz. curriculum planning, teaching-learning activities and other school practices;
   b. provide an opportunity to share a repertoire of ideas, instructional and assessment strategies which would help individual teachers to improve classroom practices and contribute to their continuous professional development;
   c. enable sharing of resources: manpower, infrastructure, teaching-learning material etc.; and
   d. promote solidarity by facilitating joint conduct of various student/staff activities culminating in an enriched school life.

3. **Activities to be undertaken by the Hubs: It is expected that the schools in the Hub of Learning shall collaborate for various activities as follows:**

Academic Collaboration:

   a. Share information and expertise, observations and reflections on areas such as - annual pedagogical plans/curriculum plans and transaction strategies, learning outcomes, innovative pedagogy, etc. that would encourage the adoption of best practices.
   b. Make efforts for co-planning of curriculum transaction and if required, and feasible, even co-teaching in areas of difficulty.
   c. Organize quizzes, project demonstrations, art exhibitions, and other co-curricular and extra-curricular activities together
   d. Cooperate with each other in the area of educational and school related needs of Children With Special Needs.
   e. Joint reflection culminating in creation of new knowledge and designing novel pedagogical strategies to provide holistic education.

Resource Sharing:

   f. Augment each other's organizational and administrative skills.
   g. Share/exchange resources: manpower, infrastructure etc., as far as possible.
   h. Digital collaboration – share e-content and other digital resources, learn from each other digital tools for better teaching and learning
   i. Collaborate in teaching and learning Skill Courses viz. tying up jointly with industry, etc.

Professional Development of Teachers/Staff:

   j. Support each other in professional development by exchanging or participating in each other's in-service training programs, and sharing information related to this. (Training of all school teachers has been made mandatory in Affiliation Byelaw, 2018, by providing for minimum number of days of training per year. Training is to be conducted preferably in association with the COEs of the Board or through any Teacher's training institute recognized by the Centre/UT/State/Regional Teachers Training Institutions).
   k. Promote academic enrichment through teacher exchange programmes, common science fairs, joint seminars, workshops, trainings, exchange of ideas, instructional strategies and assessment procedures

Building a Sense of Community to Overcome Isolation

l. Make conscious and dedicated efforts to forge partnerships with each other to give and receive support

m. Disregard the notions of hierarchy and aspire to learn and work together

n. Celebrate success and analyze failure collectively to gain insights.

Systemic Reforms

o. Engage in mutually beneficial professional learning that has the power to facilitate systemic changes in school processes and culture

4. **Methodology: In order to achieve this objective, the collaboration shall follow the methodology mentioned hereunder:**

a. The Board will identify members for each hub form amongst 4-6 neighboring schools in a district, preferably in the same city, as far as possible.

b. For CBSE schools located abroad, efforts will be made to group them with HoL in Delhi.

c. These groups will be called ***Hubs of Learning***. Each group would be assigned a unique number which shall be based on state, district and city code.

d. Wherever the schools in an identified hub are not located in the same city, and if frequent real-time meetings are not possible, the schools can do virtual meetings and programmes, with the use of IT tools such as Skype, etc.

e. Though the Hubs and Sahodaya may like to work in harmony with each other for defined activities for a defined period, it may be noted that these groups are in no way co-terminus with, or an extension of Sahodaya. Therefore, Sahodaya groups cannot give directions to these hubs or join them. Further, it must be understood that unlike Sahodaya which is a voluntary effort, **the Hubs of Learning are mandated by the Board.**

f. From among the schools participating in a HoL, one school shall be nominated as ***Lead Collaborator School*** by the Board on the basis of Board results and other criteria such as pupil teacher ratio, innovative practices in the school, etc.

g. The Lead Collaborator School shall get all the schools of its HoL on board, and all schools within a HoL will ensure that they devise their own systems for quality enhancement and self-improvement.

h. The school initially named as **Lead Collaborator School** by the Board, shall function as such for a maximum period of **two years**. Thereafter, the HoL schools after mutual discussion may nominate any other school from within the group to act as Lead Collaborator School on rotation basis. If mutually agreeable, they can also nominate the same school as Lead Collaborator School again.

i. The Lead Collaborator School in collaboration with the member schools shall take up all activities listed in para 3 above, but at their own pace (depending on their capacity and ability).

j. The Lead Collaborator School must also provide handholding support to all other schools to ensure the implementation of safety guidelines as laid down in CBSE Affiliation Byelaws.

k. The HoL must meet frequently, at least **once a month** and keep a record of all activities undertaken jointly. At the time of school inspection for Extension or Upgradation, this record will also be checked to ascertain the genuine efforts made by the schools for self-improvement.

l. Please see **Annexure-A** with regard to the 9 characteristics of high-performing schools. This has been provided to facilitate reflection and help set goals.

m. It may be noted that the Board shall not be funding these HoL in any form.

n. Depending on the excellence achieved by these groups in their collaborative efforts, the Board may engage with few groups for partnering with the Board in developing teacher training modules, e-content for teaching and learning, teacher handbooks/sourcebooks/manuals, providing master trainers, etc.

o. The Board expects the HoL as well as the individual schools to keep records and send the Board case studies, e-content, teacher manuals, documentation of innovations and best practices, etc. which may subsequently be disseminated by the Board as *exemplars* for the teaching community for wider adoption/adaptation/replication.

p. The Board may ask for list of activities undertaken and achievements, if any, by schools, at the time of registration of the school's candidates for Board examinations.

q. It is expected that all the HoLs being formed by this order will become fully functional as envisaged here, latest **by July 2019**.

5. The Regional Offices of the Board can make changes in the formation of the groups as per exigencies. However, they will take care to maintain the co-location character and small size of the Hubs.

6. This initiative of the Board is an effort to facilitate overall mutual growth and enhancement in the education standards amongst all schools affiliated with the Board. We look forward to you forging innovative partnerships with your neighbourhood schools and becoming high-performing schools in all areas of school education.

Anurag Tripathi

(Anurag Tripathi)
Secretary

Enclosed: Annexure-A quoting from School Performance Improvement Frameworks (SPIF) Project, 2010, Australia stating the 9 characteristics of high-performing schools.

****To see your Hub of Learning (HoL) Click Here. School can also locate its Hub of Learning on CBSE website.**

ANNEXURE-A

Nine Characteristics of High-Performing Schools

The Nine Characteristics of High-Performing Schools are as follows:

1. **Clear and shared focus.** Everybody knows where they are going and why. The focus is on achieving a shared vision, and all understand their role in achieving the vision. The focus and vision are developed from common beliefs and values, creating a consistent direction for all involved.
2. **High standards and expectations for all students.** Teachers and staff believe that all students can learn and meet high standards. While recognising that some students must overcome significant barriers, these obstacles are not seen as insurmountable. Students are offered an ambitious and rigorous course of study.
3. **Effective school leadership.** Effective instructional and administrative leadership is required to implement change processes. Effective leaders seek help when needed. They nurture an instructional program and school culture conducive to learning and professional growth. Effective leaders have different styles and roles – teachers and other staff, including those in the district office, often have a leadership role.
4. **High levels of collaboration and communication.** There is strong teamwork among teachers across all grades and with other staff. Everybody is involved and connected to each other, including parents and members of the community, to identify problems and work on solutions.
5. **Curriculum, instruction and assessment aligned with standards.** The planned and actual curriculum is aligned with the essential academic learning requirements. Research-based teaching strategies and materials are used. Staff understand the role of classroom and state assessments, what the assessments measure, and how student work is evaluated.
6. **Frequent monitoring of learning and teaching.** A steady cycle of different assessment identifies students who need help. More support and instructional time is provided, either during the school day or outside the normal school hours. Teaching is adjusted based on frequent monitoring of student progress and needs. Assessment results are used to focus and improve instructional programs.
7. **Focused professional development.** A strong emphasis is placed on training staff in areas of most need. Feedback from learning and teaching focuses extensive and ongoing professional development. The support is also aligned with the school or district vision and objectives.
8. **Supportive learning environment.** The school has a safe, civil, healthy and intellectually stimulating learning environment. Students feel respected and connected with the staff and are engaged in learning. Instruction is personalised and small learning environments increase student contact with teachers.
9. **High levels of family and community involvement.** There is a sense that all have a responsibility to educate students, not just teachers and school staff. Families, businesses, social service agencies, and community colleges/universities all play a vital role in this effort.

Source: Shannon, G.S. & Bylsma, P. (2007). *The Nine Characteristics of High-Performing Schools: A research-based resource for schools and districts to assist with improving student learning*. (2nd Ed.). Olympia, WA: OSPI.