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Standard Operating Procedure for Equivalence of Qualifications of Indian School Boards

Section I

1. Introduction

- 1.1 The Government of India vide its notification no.F.11-3/2016-Sch.3 dated 15.11.21 entrusted the responsibility of granting equivalence to Grade10 and Grade12 Board exams/qualifications/courses conducted by various School Education Boards of India to Association of Indian University (AIU) for the purpose of admission to higher education and employment in the Government services. This provision will be applicable to both Government and private Indian school Boards that are set up by an act of Parliament or State Government Legislatures or by an executive order of the Central / State Government or set up by Central Govt bodies / institutions that have the mandate to do so. The said notification is annexed at **Annexure1**.
- 1.2 The order also mentioned that a Standard Operating Procedure (SOP) will be prepared for this purpose for all school Boards in India. The SOP shall ensure that the applicant School Education Board is following the Right of Children to Free and Compulsory Education (RTE) Act, 2009, extant National Curriculum Framework (NCF)and National Education Policy (NEP) 2020 compliant and that the teachers in schools affiliated to the Board possess qualifications as laid down by National Council for Teacher Education (NCTE). The SOP shall ensure that the due diligence process is rigorous and the applicant Board is having a clear-cut scheme/bye-laws of examination and affiliation and is following all other extant laws/rules/regulations/processes applicable to School Boards while granting such equivalence.
- 1.3 The AIU vide its order dated 9th December,2021 constituted an Expert Committee from different stakeholders for drafting the standard operating procedure (SOP) for this purpose. The order dated 9.12.21 is annexed at **Annexure2**. Equivalence will be granted by AIU on the basis of this SOP which will be considered as inter-se parity between the Boards in India, permitting smooth inter school education Board migration, admission to higher education and employment in Government service.
- 1.4 There are many school educations Boards in India at present, some at national level and mostly at State level, which are conducting Grade10/12 exams. There are wide disparities between them with regard to curriculum design, curriculum transaction and curriculum evaluation. There is no mechanism or statutory provision for establishing equivalency amongst them.
- 1.5 As per past practices, the various Boards in India have given equivalence to each other's exams and consequently the transfer from one Board to another is possible on a point-to-point equivalence basis. However, each Board/University is at liberty to put eligibility condition for the next stage i.e., class11 or the first year of college or a professional course. In other words, equivalence is only equating two exams and eligibility may have additional conditions prescribed by the respective Board/University.
- 1.6 AIU, being an inter-University body, has a very wide mandate ranging from liaison and lobbying for the higher education system, research and publications on higher

education policy, co-ordinating inter-University cultural programmes and sporting activities and equivalence of qualifications.

- 1.7 AIU has been giving equivalence to the foreign qualifications since its inception to facilitate member universities. The foreign qualifications are evaluated as per National Education Policy and notifications issued from time to time by various regulatory bodies like UGC, AICTE etc.
- 1.8 In India, as mentioned earlier, school Boards are established by the authorised Central /State Government bodies. However, there exist several private Boards which are operating since a long time in several States and are awarding certificates of 10th and 12th standards. In absence of any mandated organisation to check these private Boards, the authenticity of certificate awarded by these Boards cannot be ascertained. AIU has also been receiving several queries seeking equivalence and authenticity of certificates issued by these Boards.

2. Need for Equivalence

- 2.1 Ensuring quality education in a country like India across the nation is a huge task. It is also vital that this quality of education is on equal level, equivalent and comparable throughout the country. All aspects of education must be taken into account while ensuring such equivalence.
- 2.2 The need for equivalence of qualifications/examinations conducted by various school Boards in India arise due to the following facts:
 1. To safeguard the interests of learners and also of legitimate Boards against the fraud and illegal activities of fake Boards.
 2. To facilitate learners to continue their education in different Boards.
 3. To ensure uniformity in the achievement levels of learners of different Boards.
 4. To highlight achievement levels of learners acceptable at the national and international level.
 5. To ensure that no wrong practices such as biases, discrimination and disparity are there in the education system.
 6. To ensure that the large number of school Boards, the schools affiliated to these Boards and the students enrolled in these schools-urban, rural, rich, poor – must have a level playing field and equal opportunity.
 7. To remove the fear from the minds of students and parents that changing Board or school would adversely affect their learning process.
 8. To lend credence to the certificates issued by the Boards in the eyes of the higher institutions that the students passing out of any equivalent Board possess requisite knowledge and skills necessary for their transition to higher institution.

3. Remodeling School Education Boards in India

- 3.1 The various Education Commissions in India after independence and other reports acknowledged the importance of School Education Boards. One such report was by Dr Amrik Singh Committee which made far reaching recommendations about the role and functions of the School Boards. It recommended that School Education Boards should be reorganized, strengthened, diversified in their approach and shall function as an educational body and not just be mere examining bodies. Para 8 of NEP2020 also mentions about School Education Regulatory Authority to continually improve educational outcomes and also to empower schools and teachers. NEP2020 also mentions about the need to curb the commercialization of education, simultaneously encouraging public- spirited private/ philanthropic schools. The school Boards can be the medium or an extended arm to implement the provisions of State School Standard Authority.
- 3.2 Para 3.2 of NEP2020 States the need for reforming the existing School Boards and recommends that the Board examination should be redesigned to encourage holistic development, promote learning and should test higher order thinking skills. NEP2020 also observed the inherent flaws of current assessment system and advocated the necessary transformation required in the assessment system.
- 3.3 In para 3.3, the NEP2020 envisages an outcome-based approach to assessment of students learning. It requires that the pedagogical approaches are oriented towards enabling students to attain the defined learning outcomes relating to the courses within a program. The outcome-based approach to learning assessment requires a significant shift from teacher-centric to learner- centric pedagogies, from passive to active/ participated pedagogies. The entire new mindset and approach towards assessment policy is aimed at remodeling school education Boards in India so that our school students can achieve global standards. Thus, the school Boards do not have any other choice but to remodel themselves to an educational body.

Section II Recommendations

- 1.1 The Expert Committee constituted by AIU to frame the SOP met, both offline and online, on different dates to discuss and develop the Standard Operating Procedure (SOP).

The Committee during the meetings discussed several issues and challenges involved in ensuring equivalence of qualifications of Grade10 and Grade12 examinations conducted by Government and private school Boards in India, present assessment methodologies, implementation of National Education Policy 2020 in school education, extant National Curriculum Framework in light of NEP 2020, Affiliation and Examination Byelaws for School Boards etc. The Committee deliberated on the entire spectrum of issues including the historical literature and documents, report of Dr Amrik Singh Committee constituted by MHRD on 'Remodeling of the Indian School Boards'.

- 1.2 The Committee deliberated on various issues in terms of un-recognized school Boards, unhealthy competition with regard to evaluation and assessment practices and suggested that the School Boards should not be only examination conducting body but shall have to graduate to educational body as per the international practices.

The Committee was of the opinion that prior to conceptualizing norms on which the school Boards are supposed to function, there is a need to look into the premises on which the School Boards have been established and are functioning. The Boards were initially established to undertake the functions like affiliation/recognition to schools, conduct of Grade10 and Grade12 examinations, prescribe the courses and text books for secondary and senior secondary classes, ensuring uniformity of approach in the conduct of the examinations by other Boards.

The Committee devised an outline plan for developing the elements of SOP and discussed that SOP should have futuristic outlook while deciding the different aspects of curriculum dynamics i.e., curriculum design, curriculum transaction and curriculum evaluation. The framework of SOP may have equivalence under the three broad categories i.e., equivalence among Government Boards, equivalence of Indian Boards with Foreign Boards and equivalence with Private Indian Boards. It was discussed that the School Boards of India must follow the following provisions:

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- Comply with the National Curriculum Framework based on the NEP 2020.
- Comply with provisions of the RTE Act, 2009
- The present system is primarily examination centered. The present system does not assess the competency of the student but only tests the rote learning. There is a need for moving towards assessment of students based on the learning outcomes set for classes 10th and 12th.
- The guidelines provided under NEP 2020 for school Boards.
- Remove compartmentalization for curricular, extra-curricular and co-curricular activities.

- Encourage modular courses and semesterisation of secondary education and ensuring parity in different Boards.
- Use technology for teaching and learning, assessment, correction of data and generating Management Information System (MIS).
- Follow teachers' qualifications as per NCTE requirements and must follow the National Curriculum Framework.
- The scope of school Boards and the SOP should preferably focus on the secondary education i.e., 9th to 12th grade only.
- Reduce stress of the high-stake examinations of 10th and 12th grade.
- Have well laid down Examination bye-laws, Affiliation Bye Laws and Accreditation norms, as the case may be.

1.3 **Assessment of Students by School Boards**

The Committee discussed that the present system of examination is centered on testing memory of students and rote learning. The tendency to inflate marks of the students is creating anomalies in the admission process of universities. Some of these flaws in the system need to be removed by reforming the assessment system. Further, it was discussed that present assessment system is focused only on the 12th grade. It does not lay focus on the quality of education imparted in lower classes and assessment at each stage. In case of the International School Boards/Agencies, most of the Boards are considering school education as a whole and their system of carrying out the assessment is based on outcomes which is helping in improving the quality of education.

There are three dimensions of the assessment i.e., assessment as learning, assessment of learning and assessment for learning. So formative assessment should become an important aspect in school education. Need of reforms in the assessment of students at 10th and 12th grade and the potential of ICT may be explored not only in the teaching and learning but in the assessment also.

The assessment of students should be based on the learning outcomes set for secondary stage. The outcome for secondary education should include problem solving, critical thinking, cognitive flexibility, team work, communication skills while not forgetting ethical and moral values and indigenous knowledge of India. NCERT has already developed learning outcomes up to 10th standards and is in the process of developing learning outcomes for 11th and 12th grade. The assessment of students should be 360 degree and should be conducted using new approaches like project-based, inquiry-based, presentation-based, observations, quizzes, portfolios, experiments, group work, computerized adapted system (wherein the difficulty of the item / question shall change based on the previous response of the student), etc. There is a need to bring in uniformity in the assessment. The assessment shall not be just one-time exercise but should be a continuous and ongoing process. Cumulative Grade Average Point (CGPA) instead of marks as envisaged in the NEP with credit-based system should be implemented in school education and recognition of prior learning and lateral entry should be provisioned.

1.4 Issues Related to the Equivalence of Qualifications Between the Boards

The members expressed their concern on the issue that the number of students from a particular State/school Board (and even district/school) are populating the popular academic programmes of reputed institutions of higher education with almost cent percent scores in the higher secondary level. This skewed representation defies the law of average that any secondary school examination irrespective of the Board are expected to exhibit. Obviously, the outcome of such an admission process is questioned and the ethical clarity, honesty as well as the candour of the evaluation of these school Boards are doubted. Hence, it becomes imperative for the nation to device ways and means to provide an equal and balanced playing field and opportunity to all the young citizens with a sense of equality, equanimity, and fairness in the standards of education and assessment between the various school Boards.

1.5 Eligibility of School Board for Equivalence

The State Boards approaching AIU for equivalence may route their proposal through the State Government concerned, or a No Objection Certificate from the State Government shall be obtained.

1.6 Issues related to Open School Boards

NIOS has been carrying out “On demand examinations” to reduce stress of the high-stake examinations of 10th and 12th grade. So, the open school Board seeking equivalence must ensure this arrangement in their process. The criteria for assessing the competency of vocational education is different and hence shall be dealt with accordingly. Presently, there is no Board in India that has augmented the competency and facility to assess vocational education, as per NSQF norms.

The issue of some open school Boards operating under State Government provision/notification but working pan India without any authorization/permission was raised, it was recommended that SOP must ensure that their jurisdiction is within the State that has established the Board.

1.7 Existing vs New School Boards

The existing school Boards which have been established by the Central/State Government through notification or by an act of Parliament/State Legislature and controlled directly by the respective Govt shall be considered as deemed equivalent.

1.8 Use of Technology in working of School Boards

The Committee deliberated and discussed that school Boards should embrace technology in all spheres for transparency and efficiency in the operations, maintenance of records, examination and result declaration etc. Thus, the school Boards need to ensure minimum technological infrastructure, an IT cell and technology-enabled assessment in line with computer-based assessment system.

All schools affiliated to the applicant Board must maintain a detailed student/school/teachers registry, while all applicant Boards are expected to maintain an aggregated student/teacher/school registry on real-time basis.

1.9 **Affiliation Status**

The applicant Board must make it clear whether it is for formal schooling system or for distance learning. If for formal system, it must have elaborate affiliation bye-laws for affiliating the schools and the affiliation status shall indicate the level or grade for which the schools are being granted recognition.

1.10 **Madarsa Boards**

It has also been observed that complete and authentic information including enrolment of students and teachers and infrastructural facilities are not available about Madrasa schools. Some data are there in **Unified District Information System for Education (UDISE) portal about Madarsa Schools** but those are incomplete. Student's studying in Madarsa schools, in general, do not get opportunity to appear in various competitive exams. A major reason for the same appears to be issue of equivalence of class 10 and class 12 certificates being given to the students by the State Madarsa Boards. The certificates of class 10 and class 12 issued by the Madarsa Boards are not uniformly recognized across the country. Some States have made efforts towards recognition/equivalence of certificates issued by Madarsa Boards within their own States or with other School Exam Boards. Some of the Madarsa Boards have equivalence of certificates of class 10 and class 12 with their State education Board or with other Education Boards. However, there is not much awareness about the equivalence of Madarsa Boards certificates. It was also pointed out that Right to Education Act 2009 is not applicable to the Madrasa schools as per section 1 of sub-section (4) and sub-section (5) of the RTE Act. The teachers in Madrasa schools are, in general, appointed by the Madarsa management. There is no uniformity in qualifications and service conditions of Madarsa teachers. Most of the Madarsa schools follow their own curricula and textbooks. Some of the Madarsa Boards in coordination with UNICEF and SCERT have published textbooks in Urdu for classes 1 to 8 and NCERT text books for classes 9 to 12. Thus, it was pointed out to the Committee that the above issues need to be considered while formulating SOP's for granting equivalence to certificates of Madarsa Boards.

1.11 **Conclusion**

The Committee after deliberations was of the opinion that SOP for equivalence should capture all aspects as per m a n d a t e given by the Government and develop specific and clear parameters on the basis of which proposals/applications received for equivalence would be assessed. The Norms for equivalence of qualifications of the Indian Boards are given in the subsequent paragraphs.

Section III

Norms for Equivalence

1. Short Title & Commencement
 - 1.1. These rules may be called Standard Operating Procedure (SOP) of AIU for granting equivalence to qualifications / examinations /courses / certificates conducted/awarded by school education Boards in India.
 - 1.2. These shall be effective from the date of notification by the AIU.
 - 1.3. Definitions:
In these rules, unless the context otherwise requires:
 - 1.3.1 'Accreditation Committee' means Accreditation Committee of the Board meant for open school system.
 - 1.3.2 'Affiliation Committee' means Affiliation Committee of the Board that gives recommendations on methods for granting affiliation to schools by Board.
 - 1.3.3 'Board' means the School Education Board located in India duly authorized by an act of Parliament/State Assembly or by an Executive Order of the Central /State/UT Government or by institutions/bodies authorized to do so by the Central/State Government and permitted to conduct Grade 10 and Grade 12 examinations.
 - 1.3.4 'Competency Based' examination means an examination which assesses learning outcomes in order to achieve specific pre-determined competencies.
 - 1.3.5 'Equivalence' means granting equivalence to examinations, courses, qualifications & certificates conducted / awarded by Board.
 - 1.3.6 'Executive Committee' means the highest decision-making body of the Board.
 - 1.3.7 'Finance Committee' means the Finance Committee of the Board that monitors and guides the finances of the Board.
 - 1.3.8 'Formal School System' means structured education system where schools are running from foundational stage to secondary level and where attendance in school is a criteria for taking Board examinations.
 - 1.3.9 'Learning Outcomes' means Statement of knowledge, skills and abilities that individual learner should possess on completion of a learning experience at a given stage.
 - 1.3.10 'No Objection Certificate' means a letter issued to AIU by the appropriate authority of education department of the State/Union Territory in respect of the Board situated in the State/UT for equivalence of the Board's qualifications/examinations/certificates/courses.

- 1.3.11 'Objective Type Test' means an examination in which each question has a single correct answer.
- 1.3.12 'Open School System' means schooling where learning happens through distance education mode.
- 1.3.13 'Private Board' means Boards established by appropriate authority and run by non-Government providers.
- 1.3.14 'School' means the recognized school of the Board preparing students for Board Examination.
- 1.3.15 'Subjective Type Tests' means an examination that assesses students' performance that are qualitative.

1.4. Essential Conditions for Equivalence

- 1.4.1 The Government/Private Secondary/Senior Secondary School Board has been established by
 - (i) An Act of Parliament or State Legislature or
 - (ii) An executive order/notification of the Central /State/UT Government or
 - (iii) Set up by bodies/institutions of Central/State Govt. that have been given the mandate to do so by the Central/State Government.

The proof of the eligibility for above categories shall be

- (a) Copy of the relevant Act and the supplements, if any or
- (b) Copy of such Executive Order and the supplements, if any or
- (c) Copy of the appropriate document to substantiate that it has been set up by Bodies/Institutions mandated by Central/Sate Government.

- 1.4.2 The Board is an autonomous self-financing body with a properly constituted Registered Society/Registered Trust or is a government organization getting grant from State/Central Government. It has well defined transparent administrative structure like Chairperson/President, Vice-Chairperson, Secretary/Controller of Examinations and has separate units of Academic, Examination, Affiliation / Accreditation and Administration.

Provided further that a private Board shall be established by societies registered under the Societies Registration Act 1860 of the Government of India or under Acts of the Central / State Governments as educational, charitable or religious societies having non-proprietary character or by Registered Trusts.

The applicant Board must submit documents that include Society Registration Certificate, its autonomous character and the structural set-up of the organization.

- 1.4.3 The Board is of a non-proprietary character, not vesting control in a single individual or members of a family and shall not be a family dominated enterprise.

The applicant Board must submit an affidavit indicating that it is a “not for profit” organization.

- 1.4.4. The Board is a well-established body with delegated responsibility to look after its various activities/functions and it is being run through its various in-house Committees like Academic/Curriculum Committee, Examination Committee, Affiliation / Accreditation Committee and Finance Committee. These Committees must associate people of repute having academic, administrative and social distinction. The Board shall also include Government representatives so that there is no adhocism in its decision-making process.

The applicant Board must include the details of these Committees and their functions.

- 1.4.5 The Board must make it clear whether it is for formal or open schooling system.

For formal school system, it must have an elaborate affiliation bye laws for affiliating the schools and the affiliation status shall indicate the level or grades for which the school has been granted recognition.

For open school system, the applicant Board shall have the accreditation bye laws to accredit the institutions/centres.

The applicant Board must submit the details of affiliation/accreditation bye laws.

- 1.4.6 The schools/institutions affiliated to the Board shall be governed by the provisions of the Right of Children to Free and Compulsory Education Act, 2009 (RTE Act) and the rules framed there under.

The applicant Board shall provide an undertaking signed by Chairperson/Secretary of the Board in compliance of clause 1.4.6 above on the proforma as may be developed.

- 1.4.7 Admission of the students in the schools affiliated to the Board shall be made without any distinction on the basis of gender, disability, religion, caste, creed and race etc. Reservation, if any, for appointment of teachers & student enrolment shall be governed by the applicable Education Act / Rules of the appropriate Government.

- 1.4.8 The schools affiliated to the Board shall promote and preserve constitutional values and shall not violate constitutional provisions in any manner. Neither it shall promote any hatred nor it shall act or issue any Statement against any religion, group, caste in any manner.

The applicant Board shall give in writing about measures taken to ensure safeguards taken against such activities.

- 1.4.9 The Board must follow the provisions of National Education Policy (NEP) 2020 and also the provisions of extant National Curriculum Framework (NCF) as amended from time to time.

The Applicant Board must give the details of above that they are following all the provisions of NEP 2020 and extant NCF on the proforma as may be prescribed.

- 1.4.10 The Teachers in schools affiliated to the Board must possess qualifications as laid down by National Council for Teacher Education (NCTE) which shall also be reflected in the affiliation byelaws/accreditation norms of the Board.

The Applicant Board shall provide the undertaking to this effect.

- 1.4.11 The assessment of students in Grade 10 and Grade 12 shall be done as per the provisions of NEP 2020 and extant NCF and also as per directions issued by State/Central Government from time to time. The assessment must be transparent, credible & must have reliability and validity. No attempt, whatsoever, shall be made to inflate the achievement of the students in any manner.

The Applicant Board shall give an undertaking to this effect.

- 1.4.12 As regard to assessment, the Board shall ensure the following:

- (i) Putting in place common norms, standards and guidelines for assessment of student learning outcomes in alignment with the extant NCF.
- (ii) Adoption/Adaptation of Learning Outcome Based Assessment to help school to track progress of learning.

- 1.4.13 The Board shall develop and maintain its own website providing all vital information regarding the Board on the website like office address, constitution of various bodies of the Board, examination byelaws/rules, affiliation/accreditation byelaws/rules, list of affiliated schools/ accreditation centres **along with their UDISE code**, income and expenditure statement etc. The Board shall ensure that all schools affiliated to it or applying for affiliation have obtained UDISE Code through State Government and provide annual school-wise validated data through State Government to Central Government on UDISE+ Portal.

- 1.4.14 The Board shall not indulge in any of the commercial or unethical practices in regard to the prescription of curriculum, textbooks, reading materials, evaluation processes and other classroom practices.

The applicant Board shall give an undertaking in self-affidavit format against indulging in such unfair practices.

- 1.4.15 The Board shall use technology in respect of collection of data from the schools, processing of examination results, reporting of results to stakeholders and providing pre and post examination related support services to students.

The applicant Board shall submit requisite documents and supplements in support of claims made in this regard.

- 1.4.16 The Board shall take all decisions, in regard to examination results and providing post examination services as per the provisions of examination bye laws and get it subsequently ratified by Governing Body/Executive Committee of the Board.
- 1.4.17 The Board shall ensure that all schools affiliated to it maintain student and teacher registry of all students and teachers. The Board shall ensure that aggregated anonymized data is provided to the State/Central Government as per their requirement from time to time. As far as possible, the registry system may be made by the Board so that a uniform system is followed by all affiliated schools.
- 1.4.18 The Board established by State Government shall operate and function within the State jurisdiction, unless it is allowed by appropriate government.
- 1.4.19 The Boards established by the Central/State Government through notification or by an act of Parliament/ State Legislature and controlled directly by the respective Govt prior to the notification shall be considered as deemed equivalent.

1.5 **How to Apply**

- a. The Board seeking equivalence of qualifications/ examinations/ certificates/courses from AIU shall submit their applications in prescribed proforma on AIU Portal.
- b. Provided further that the applicant Board established by State Legislature seeking equivalence shall route their application through the respective State Government.

1.6 **Withdrawal of equivalence**

AIU shall have power to withdraw equivalence after giving opportunity. The equivalence can be withdrawn on the following conditions: -

- (i) The board has submitted wrong information to AIU in the application and equivalence has accorded based on that information.
- (ii) The board violate the norms, terms and conditions of SOP.

Section IV



भारतीयविश्वविद्यालयसंघ

ASSOCIATION OF INDIAN UNIVERSITIES

AIU HOUSE, 16, COMRAD INDRAJIT MARG, OPPOSITE NATIONAL BAL
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Application for Equivalence of Qualifications/Examinations/Certifications/Courses of Indian School Boards

Section A : Details of School Board

1. Particulars of the School Education Board

Name:			
Address:			
City:	District:	State:	Phone:
Pin code:			
Website:			

2. The manner in which the School Board is constituted:

- a) An Act of Parliament or State legislature
- b) An executive order/notification of the Central /State Government
- c) Set up by bodies / institutions of Central/State Govt. that has been given the mandate to do so by the Central/Sate Government.

3. Category of the Board: -

- a. Established by an executive order of the Central Government
- b. Established by an act of parliament/State assembly
- c. Established by an institution/body authorised by Central/State Government to do so.

4. Jurisdiction of the School Board: -

a. International

b. Pan India

c. State

d. District

(Please provide details of places of Countries, States and District as applicable)

5. Please indicate the type of School Board: -

a) School Education Board

b) Open School Board

6. Nature of Management/Proprietorship of the Board.

(Please attach supporting documents)

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7. Is the Board operating in more than one State? (Y/N)

If yes, give details.

The Board may provide number of schools affiliated in various States: -

State	No. of Schools	No. of Students

8. Schools affiliated for class X & XII examinations.

	No. of Schools	Approx. No. of Students
Class X only		
Class XII only		
Class X & XII		

9. Please indicate whether Board is a Not-for-Profit Organization. (If yes, enclose last three years audited balance sheet and also an affidavit indicating that it is a 'not for profit' organization)

Yes		No	
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10. Funding of the School Board:

- (a) Self-financing body
- (b) Funded by State/Central Government
- (c) Funded by an organization/institution authorized by Central /State Government

11. Enclose the details of administrative structure like Chairperson/President, Vice-Chairperson, Secretary and/or Controller of examination and the constitution of Departments of Academic, Examination, Affiliation and Administration.

12. No. of Regional Offices of the Board?

13. Name of the cities where the Regional Offices are located?

- a) _____ b) _____ c) _____ d) _____

14. Date of establishment of the Board

Section B : Compliance with Extant Regulations

15. Whether, the applicant Board is following the provision of NEP 2020. (If yes, please enclose the undertaking duly filled & signed by authorized person in the prescribed proforma) **(Schedule I)**

Yes		No	
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16. Whether, the applicant is Board following the provision of extant NCF (If yes, please enclose the undertaking duly filled & signed by authorized person in this regard)

Yes		No	
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17. Whether assessment of students in grade 10 and grade 12 are done as per provision of extant NCF and as per directions issued by State/Central Government from time to time. (If yes, please submit an affidavit in this regard)

Yes		No	
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18. Whether the teachers in school affiliated to the Board possess qualification as laid down by National Council for Teacher Education (NCTE). (Please submit an affidavit in this regard)

Yes		No	
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19. Whether the school affiliated to your Board are RTE Act compliant. (If yes, please submit information as per **Schedule II**).

Yes		No	
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20. Does the Board have examination bye-laws? (If yes, please provide a signed copy and filled prescribed performam) **(Schedule III(I))**

Yes		No	
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21. Does the Board have affiliation bye – laws? (If yes, please provide a signed copy and filled prescribed performam) **(Schedule III(II))**

Yes		No	
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22. Are the norms laid down by Board for Sports Facilities in affiliated schools? (If yes, please provide a signed copy)

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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23. Are the norms laid down by Board for Science and other Laboratories Infrastructure and facilities in affiliated schools?
(If yes, please provide a signed copy of the norms)

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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24. Does your School Authorities file ITR and have complied Audited Balance sheets?
(If yes, please provide copies of ITR/AR for the last three years)

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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25. Is there any Court Case pending against the Board that prevents the Board from applying for equivalence?
(If yes, please provide details)

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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Section C : Records & Equivalence Fees

26. Does your Board maintain a dynamic website displaying therein all the details information about the Boards establishment, examination, affiliation/accreditation, bye-laws/rules, Balance Sheet and list of affiliated/accredited school institute along with their **UDISE code**?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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27. Does your Board prescribe any?

a) Text books

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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b) Learning material

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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c) Software application

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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d) Teaching aids etc.

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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28. Please provide details of the following: -

(a) Workshops/Seminars conducted for capacity building of teachers.

(b) Activities/Events/Research carried out on curriculum Design and Curriculum Transaction

(c) IT based collection of Examination Data

29. Has any University in India given equivalence to the examination conducted by the Board?

If so, the details thereof

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30. Equivalence Fee Details. Please provide details of DD/NEFT/RTGS etc.

Registration (non-refundable) & Processing Fees for renewal	
Annual Fees	

Schedule I

(Section IV, Item 15)

Checklist for NEP 2020 Compliance

- Whether the curriculum designs in the entire spectrum of secondary education are as per NEP 2020 and extant NCF. **Yes/No**
- Has a framework been put in place for introducing a systematic and flexible offering of subjects both at grade 9/10 and grade 11/12 stage? **Yes/No**
- Has a strategy and timelines been put in place for offering subjects at two levels for class 10 and class 12 Board Exams and the development of a roadmap for offering subjects at two levels with separately defined curriculum for each level? **Yes/No**
- Whether steps have been taken for the inclusion of contemporary subject areas integrated into the curriculum at various level? **Yes/No**
- Whether emphasis on holistic development of students are taken care of through innovative pedagogies, experiential learning, creativity and critical thinking? **Yes/No**
- Whether assessment patterns for both formative as well as summative assessments and formulated evaluation procedures are in accordance with extant NCF? **Yes/No**
(If yes, please enclose scheme of the examination)
- Whether programmes initiated for building capacity of teachers including preparation of professional online training modules and manuals/handbook for undertaking “assessment as learning” and “assessment for learning”? **Yes/No**
(If yes, please attach annual training calendar, if any)
- Whether programmes-initiated for capacity building of paper setters, moderators and evaluator of Boards examination? **Yes/No**
(If yes, please attach orientation calendar)
- Are guidelines on assessment standards to be achieved by the Board covering multidisciplinary, multi format assessments leading to attainment of 21st century skills in consonance with the stated objectives of the NEP formulated? **Yes/No**
(If yes, please attach copy thereof)
- Whether learning outcomes are fine-tuned to introduce learning outcome-based assessment in all grades to meet the requirements of the NEP 2020 and putting in place a mechanism for tracking progress of learning? **Yes/No**
- Whether the Board has introduced holistic progress card for 360-degree assessment of students? **Yes/No**

Schedule II

(See Section IV, Item 19)

Checklist for RTE Act 2009 Compliance

1. Is the School Board covered under the definition in Section 2(n) of RTE Act 2009 and whether the School Board is ensuring that Schools/Institutions affiliated to it are following the various provisions of RTE Act and the rules and regulations made their under? **Yes/No**

2. Whether the Schools affiliated to the Board are following the provisions of Clause 4 and 5 of the RTE Act? **Yes/No**

3. Whether the Schools affiliated to the Board are complying with the following provisions of the RTE Act:
 - (i) Clause 12(C) regarding schools' responsibility for free and compulsory education. **Yes/No**

 - (ii) Clause 13 regarding no Capitation Fees and Screening procedure for admission. **Yes/No**

 - (iii) Clause 14 for Proof of age for admission **Yes/No**

 - (iv) Clause 15 regarding No Denial of admission. **Yes/No**

 - (v) Clause 16 regarding prohibition of holding back and expulsion of children. **Yes/No**

 - (vi) Clause 17 regarding prohibition of physical punishment and mental harassment. **Yes/No**

 - (vii) Clause 18 regarding no school running without obtaining certificate of recognition. **Yes/No**

 - (viii) Clause 19 regarding norms and standards for school. **Yes/No**

 - (ix) Clause 21 regarding School Management Committee. **Yes/No**

 - (x) Clause 23(1) regarding qualification for appointment and Terms & Conditions of service Teachers. **Yes/No**

 - (xi) Clause 24 regarding duties of Teachers and redressal of grievances. **Yes/No**

 - (xii) Clause 25(1) regarding Pupil-Teacher ratio. **Yes/No**

 - (xiii) Clause 27 regarding prohibition of deployment of Teachers for non-education purposes. **Yes/No**

 - (xiv) Clause 28 regarding prohibition of private tuition by Teachers. **Yes/No**

 - (xv) Clause 29(ii) regarding Curriculum and Evaluation procedure. **Yes/No**

 - (xvi) Clause 30 regarding Examination and awarding Certificates. **Yes/No**

Schedule III (i)
(See Section IV, Item 20)

Check list for Examination Bye-Laws

1. Whether the examination bye-laws of the applicant board contained all the detailed procedures and rules in the conduct of grade 10 and 12 examinations? **Yes/No**
2. Whether the examination bye-laws clearly mentions the provisions for admission of students to schools regarding age limit, qualifying examination, transfer certificate etc. and responsibility regarding checking eligibility and attendance. **Yes/No**
3. Whether following provisions are there in examination bye-laws: -
 - (i) Clear categorisation into regular/private **Yes/No**
 - (ii) Provisions regarding qualifying academic qualifications **Yes/No**
 - (iii) Provision regarding third language **Yes/No**
 - (iv) Provisions regarding requirement of attendance and condonation of attendance **Yes/No**
 - (v) Provisions regarding facilities for candidates with special needs **Yes/No**
 - (vi) Provisions for scheme of examinations and pass criteria **Yes/No**
 - (vii) Provisions about number of papers, duration and marks **Yes/No**
 - (viii) Provisions for practical examination/project/internal assessment **Yes/No**
 - (ix) Provision regarding improvement of performance **Yes/No**
4. Whether the examination bye-laws contain the following provisions for conduct of Board's examinations?
 - (i) All confidential related works regarding conduct of Board's exams like appointment of paper setters/moderators etc. have been taken care of. **Yes/No**
 - (ii) Clearly laid down provisions regarding preparation, moderation, printing and safe keeping of question papers. **Yes/No**
 - (iii) Clear provision regarding of examination centres, appointment of centre superintendent, invigilators etc. **Yes/No**
 - (iv) Provision regarding evaluation centres, marking scheme and ensuring uniform evaluation. **Yes/No**
 - (v) Clearly laid down procedure for imposition and penalties in indulging unfair means. **Yes/No**
 - (vi) Clear laid down provisions regarding declaration of result. **Yes/No**
 - (vii) Clear provision regarding certification of the students. **Yes/No**
5. The examination bye-laws shall not contain: -
 - (i) Any provision having contravening reference to the central or state government policies or rules framed. **Yes/No**
 - (ii) Any provision discriminating between students on the basis of caste, creed, religion, region or ideology. **Yes/No**
 - (iii) Any provision which unreasonably restrict the choice of subjects or restrict the chances of students for appearing in Boards examinations. **Yes/No**

Schedule III (ii)
(See Section IV, Item 21)

Check List for Affiliation Bye-Laws

1. Whether the applicant board do have clear-cut and transparent affiliation bye-laws?
Yes/No
2. Whether the affiliation bye-laws clearly enumerate the categories/types of schools that it may affiliate?
Yes/No
3. Whether the following information are integral part of the affiliation bye-laws: -
 - (i) Requirements of no objection/recognition from state government **Yes/No**
 - (ii) Requirements of land and land ownership clearly mentioned **Yes/No**
 - (iii) Physical infrastructure including sizes of class rooms/laboratory/library are mentioned **Yes/No**
 - (iv) Requirement of playground **Yes/No**
 - (v) School website **Yes/No**
 - (vi) Composition of school management committee **Yes/No**
4. Whether following post affiliation requirements are mentioned?
 - (i) Staff and service conditions **Yes/No**
 - (ii) Admission of students **Yes/No**
 - (iii) Curriculum, syllabus and prescription of books **Yes/No**
 - (iv) Pupil teacher ratio and section wise restriction of students **Yes/No**
 - (v) Fee regulation and management of financial resources **Yes/No**
5. Whether the following provisions are also mentioned in the affiliation bye-laws?
 - (i) Procedures related to grant of affiliation **Yes/No**
 - (ii) Composition of inspection committee for affiliation **Yes/No**
 - (iii) Enumerating penalties for defaulting schools **Yes/No**
 - (iv) Clearly defined responsibilities, duties and powers of School Management Committee (SMC), principal, manager etc. **Yes/No**
 - (v) Safely and security parameters including fire safety arrangements **Yes/No**

Schedule III (iii)
(See Section IV, Item 20)

Check List for Accreditation Norms (For Open School Board)

1. Whether the applicant board for open school system do have laid down clear cut and transparent norms for accrediting study centre? **Yes/No**

2. Whether norms have been laid down to cover
 - (i) Categories of schools **Yes/No**

 - (ii) Categories of affiliation **Yes/No**

 - (iii) Essential information that includes classrooms, teaching staffs, laboratory, library facilities, audio-video facilities **Yes/No**

3. Whether accreditation norms do mention about the category of the accredited institution (AI) to be established and the limitation of the number of learners to be enrolled? **Yes/No**

4. Whether the norms do mention about the various assistance to be provided to accredited institution to associate personnel for administrative and academic work? **Yes/No**

5. Whether the accreditation norms clearly laid down the procedure for withdrawal of accreditation? **Yes/No**