COVID-19

**SOP/Guidelines for
Health and Safety protocols for
Reopening of Institutions for Students
and Learning with Physical/Social
Distancing**

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SOP/Guidelines for Health and Safety protocols for Reopening of Technical Institutions for Students and Learning with Physical/Social Distancing

The Ministry of Home Affairs vide Order No. 40-3/2020-DM-I (A) dated 30th September 2020, has issued guidelines for re-opening, following lockdown measures put in place for containment of COVID-19 in the country under the Disaster Management Act, 2005. Among the activities permitted outside the Containment Zones is the **re-opening of institutes**, **after 15th October 2020, in a graded manner, and subject to the following conditions: -**

a. Online/distance learning shall continue to be the preferred mode of teaching and shall be encouraged

b. Where institutes are conducting online classes, and some students prefer to attend online classes rather than physically attend school, they may be permitted to do so.

c. Students may attend schools/institutions only with the written consent of parents.

d. Attendance must not be enforced and must depend entirely on parental consent

e. Schools that are allowed to open will have to mandatorily follow the SOP to be issued by Education Departments in consultation with the Department of Health and Family Welfare, Haryana.

f. Institutes, which are allowed to open, will have to mandatorily follow the SOP.

Accordingly, the Department of Technical Education Haryana has prepared the following guidelines/ SOP for re-opening of Technical Institutions. The guidelines are divided into two parts:

Part I refers to the health and safety aspects for reopening Technical Institutions. These are based on the prevailing instructions of Ministry of Home Affairs and Ministry of Health and Family Welfare with regard to health and safety protocols, and may be implemented by adopting/adapting in accordance with the local situation.

Part II refers to learning with physical/social distancing and the academic aspects related to the delivery of education, such as, curriculum transactions, instructional load, timetables, assessment, etc. These are advisory in nature. Institutions may use these in the manner deemed fit to prepare their own guidelines**.**

PART III refers to Ensuring Smooth Transition of Students from Home-Based Institutions During Lockdown To Formal Institutions

PART IV refers to Ensuring Emotional Wellbeing of Students and Teachers.

PART-I

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SOPs FOR HEALTH, HYGIENE

AND

SAFETY

1. STANDARD OPERATING PROCEDURES (SOPs) FOR HEALTH, HYGIENE AND OTHER SAFETY PROTOCOLS BEFORE OPENING OF TECHNICAL INSTITUTIONS

a) **Ensure proper cleaning and sanitation facilities in the technical institutions**

1. Arrange for thorough cleaning and disinfecting of all areas, furniture, equipment, stationery, storage places, water tanks, kitchens, canteen, washrooms, laboratories, libraries, etc. on institute campus and ensure air flow in indoor space.

2. Ensure working hand washing facilities in the institute.

3. Ensure availability of key supplies like thermometers, disinfectants, soaps etc., and arrange for availability of these essentials. The thermometer to be used should be a calibrated contact-less infrared digital thermometer.

4. Ensure sanitization of institute transport before they start plying.

5. Guidelines issued by the Ministry of Health and Family Welfare on Disinfection of Common Public Places available at http://www.mohfw.gov.in/pdf Guidelines on disinfection of common public places including offices.pdf may be referred to for suitable follow-up.

b) **Form different Task Teams**

1. Task Teams such as, Emergency Care Support/Response Team, General Support Team for all stakeholders, Commodity Support Team, Hygiene Inspection Team, etc. with earmarked responsibilities will be helpful.

2. Teachers, students and other stakeholders deemed fit for being the members of these task forces may be identified to be the members of these task forces who will work collaboratively to take strategic and immediate actions.

c) **Seating plan**

1. As suggested by the Ministry of Health, there must be at least 6 feet

distance between students in the revised seating plan. It is advisable to mark the seating that students should occupy.

2. If there are single-seater desks, simply providing space between the desks in the classrooms to maintain physical/social distancing of 6 feet will be effective. If benches are used, 'one student one bench norm' may be considered.

3. Similarly, physical/ social distancing shall also be maintained in the staff rooms, office area, and other places of public interaction.

4. If available, temporary space or outdoor spaces (in case of pleasant weather) may be utilized for conducting classes, keeping in view the safety and security of the students and physical distance protocols

5. Seats may be designated with adequate distance for teachers in the staff room and other available rooms/halls.

6. The number of seats in the reception area may be limited such that at least 6 feet distance between them is maintained.

d) Ensure Physical / social distancing at the Entry and Exit Points of the technical institutions

1. Staggering the timing of entry and exit for students of different classes.

2. Earmarking different lanes for coming and going.

3. Opening all the gates at the time of entry and exit, in case instiute has more than one gate and earmarking classes for each gate to avoid crowding.

4. Making announcements through Public Announcement System to guide parents/guardians and students to maintain physical/social distancing.

e) Institutes SOPs based on guidelines from States/UTs

1. Institutes are encouraged to make their own SOPs based on the guidelines issued by Department for the following, keeping in view the safety and physical/social distancing norms, and ensuring that the notices/ posters/ messages/ communication to parents in this

regard are prominently displayed/ disseminated:

    a) Use of Playground, Library and Laboratory

    b) Break Time- Canteen area

    c) Regular Cleaning and Disinfection of institutes infrastructure including hostel, mess, recreation room etc.

    d) Use of Institutes Transport

    e) Private pick up and drop off facility

    f) Monitor and Plan for Absenteeism of both staff and students

    g) Information Sharing System with partners

    h) Dealing with emergency situation

    i) Visit of service providers, parents and other visitors to technical institutions

f) Display Signages and markings for enforcing physical/ social distancing and safety protocols -

1. Displaying posters/ messages/ stickers and signage at appropriate places in the institutions reminding students about maintaining physical/social distancing such as inside the classroom, libraries, outside washrooms, hand washing stations, drinking water areas, institute's kitchen, halls, Laboratory/ workshops, buses/ cabs parking, entry and exits.

2. Ban on spitting shall be strictly enforced.

3. Marking circles on ground at different places like reception, water facility stations, hand washing stations, hand sanitization stations, area outside washrooms, and other areas.

4. Marking separate lanes with arrows for coming and going at all possible places in institutes to avoid physical contact.

g) Academic Calendar and Staggering timetables – some alternatives:

1. One way of ensuring physical/social distancing is to have flexible, staggered and reduced timings planned for different classes in such a way that physical

/social distancing is maintained along with other guidelines.

2. Allowing only a certain percentage of the students to attend the institutes depending on the enrolment, rotationally on alternate days, or every two days in a week and combining with home assignments could be another mechanism.

3. Alternatively, there could be a weekly class-wise timetable for attendance. All classes need not attend institutes every day.

4. Odd-Even Formula for classes can also be considered.

5. Running institutes in two shifts in case of high enrolment institutes can also be considered by reducing time duration of institute's hours per shift, such that the institute is able to manage with the same set of teachers in the overall institute's hours.

6. In case size of classroom is small, classes may be held in rooms having larger area such as computer room, library, laboratory etc. with physical distance of 6 feet between the students.

7. In view of the present scenario and future uncertainties:

   i. HSBTE may adopt and implement these Guidelines in a transparent manner by making alterations/ additions/ modifications/ amendments to deal with particular situation(s) in the best interest of students, educational institution and the entire education system, except in respect of those guidelines that are mandatory.

   ii. If admission making body HSTES faces difficulty in making admissions as per the existing policy, it may adopt alternative modes of admission process, if otherwise legally tenable.

   iii. In case of educational institutions located at places where the Government (Centre/ State) have imposed restrictions on gathering of public, the institutions may plan accordingly. In any case, the above recommendations shall not cause any restrictions on the guidelines/directions issued by the appropriate Government/ competent authority. Notwithstanding the above Guidelines, every institute has to ensure that it is prepared in all respects to carry out

the academic activities following necessary advisories/ guidelines/ directions issued by the Central/State Government, MHRD or UGC/ AICTE from time to time to prevent the spread of COVID-19.

8. Institutes may be allowed to open for regular teaching/ practical/ guidance of students visiting the institute in a staggered manner w.e.f 2nd November, 2020 or as per Govt. orders, as per following schedule:

    i.   Students of 5th semester – 1st to 10th day of every month

    ii.   Students of 3rd semester – 11th to 20th day of every month

    iii.   Students of 1st year – 21st to last day of every month

9. Institutes will make their time table accordingly. Alongwith regular interaction, teachers will continue their online classes..

10. Institutes will make their time table keeping in view the layout/ location of classrooms/ labs and availability of infrastructure. Alongwith regular interaction, teachers will continue their online classes. For this, Principals will make proper and systematic time table which will be duly notified to all students Time table shall be duly notified to all students and hosted on their institute's website. Online attendance may be ensured.

h) **Institutes events, congregation, meetings etc.**

1. Institutes should not undertake/ organize events where physical/social distancing is not possible.

2. Functions and celebration of festivals should be avoided in institutes

3. However, institutes assembly may be conducted by the students in the irrespective classrooms or outdoor spaces or other available spaces and halls under the guidance of the class teacher.

4. Likewise, if possible, virtual parent teacher meetings can be arranged.

5. Efforts may be made to conduct admissions online wherever possible.

i) **Sensitize students, parents, teachers, community members and hostel staff on COVID-19 related challenges and their role:**

1. Institutes may share the guidelines issued by the Ministry of Human

Resource Development, Ministry of Home Affairs and the Ministry of Health and Family Welfare with all the stakeholders.

2. Prior to reopening of Institutes, arrangements may be made for sensitization of teachers, parents, staff, and members of Institutes Management Committee through online/offline modes such as pamphlets , letters, public announcement systems in villages, urban wards etc. on COVID appropriate behavior such as:

   a) Required do's and don'ts including maintenance of hand hygiene, respiratory hygiene and disinfection of frequently touched surfaces
   b) Maintaining physical distance
   c) Hygienic practices necessary for the prevention of COVID-19
   d) Stigmas attached toCOVID-19
   e) Thermal screening for fever detection
   f) Avoiding attending Institutes if having symptoms and seeking medical care

3. Staff and students belonging to containment zones shall not attend the Institutes until the containment zone is de notified.

4. Students and staff shall be advised not to visit areas falling within containment zone.

5. The recommendations of MoHFW are to be followed, i.e, "All employees who are at higher risk i.e, older employees, pregnant employees and employees who have underlying medical conditions to take extra precautions.. They should preferably not be exposed to any frontline work requiring direct contact with the students."

j) **Ensure availability of medical support**

   1. Ensure availability in Institutes or at contactable distance full-time trained health care attendant/ nurse/ doctor and counsellor to take care of physical and mental health of the students.
   2. Regular health check-up of students and teachers may be organized.

k) **Redefine the Institutes attendance and sick leave policies:**

1. Attendance must not be enforced, and must depend entirely on parental consent.

2. Flexible attendance and sick leave policies may be developed to encourage students and staff to stay at home when sick.

3. Alternate staff for critical Institutes jobs/ roles may be identified and given orientation for their new job roles.

l) Academic Calendar:

1. Plan for academic calendar changes for all classes, particularly in relation to breaks and exams.

2. See section on Learning with physical/ social distancing for greater detail.

m) Collect information:

1. From students, parents and teachers:

   In the form of self-declaration regarding their health condition, Arogya Setu health assessment, recent travels abroad or inter-state, and decide if the person will require additional time away from institute.

2. From local administration:

   About the State and district help lines and the nearest COVID Centre and other contact details for dealing with emergency.

n) Ensure Safe Residential Stay at Hostel:

1. Hostels may be opened only in such cases where it is necessary while strictly observing the safety and health preventive measures. However, the sharing of rooms may not be allowed in hostels as first priority. Symptomatic students should not be permitted to stay in the hostel under any circumstances.

2. If required, temporary partitions may be erected to separate inmates/boarders. Adequate distance between beds may be ensured.

3. Physical/ social distancing must be maintained all the times in hostels. Signage and messaging at prominent places will be important.

4. Alternative space may be arranged to accommodate students to enable physical/social distancing.

5. Initial preference for calling students to join back hostels may be given to students who do not have any support at home and also no facility for on- line education.

6. Students of higher classes may be called first as per accommodation facility of the institutes.

7. Screening of every boarder needs to be done before they start staying at the hostel. Only asymptomatic boarders should be allowed to join.

8. Since students may be coming from different locations by using public transports such as buses, trains, etc., it is important that they should minimize their contact and interaction with others on arrival at hostel, and effectively, maintain quarantine as per State/UT requirement. Their health status should be monitored during the period.

9. Arrangement for a regular visit of Counselor teacher or a Counselor needs to be ensured to take care of any mental or emotional health issue of the students.

10. Hostel should be out of bound for all persons except essential staff with known health status.

11. Density in dining halls, common rooms, playing areas should be limited, keeping in view the requirement of physical distancing.

12. Hstels may define the number of students in dining halls at any point in time. Mess timings may be increased to avoid overcrowding.

13. Cleanliness is to be maintained in dining areas. Meals should be served in small batches, avoiding over- crowding. Take away options should be available for students and staff.

14. Visiting medical team may inspect kitchen, mess, toilet/ bath facilities

at least once a week to ensure maintenance of hygiene.

15. Capacity building of hostel staff should be done on physical/social distancing norms, health, and hygiene, clean and nutritious food, etc., for the hostellers.

16. The facilities in hostels should be used as per norms of physical/ social distancing.

2. STANDARD OPERATING PROCEDURES (SOPs) FOR HEALTH, HYGIENE AND OTHER SAFETY PROTOCOLS TO BE FOLLOWED AFTER OPENING OF TECHNICAL INSTITUTIONS

a) **Ensure continuous maintenance and monitoring of cleanliness and hygienic conditions in and around institute's premises**

1. Institute's campus should be cleaned daily and a daily record of areas cleaned may be maintained.

2. Note that students should not be involved in any of the cleaning activities for health and safety reasons.

3. Water, sanitation and waste management facilities may be ensured along with compliance of environmental cleaning and decontamination procedures. Waste management (with regards to bio-medical waste including masks, used tissues etc.) needs to follow CPCB guidelines (available at https://cpcb.nic.in/uploads/Projects/Bio-Medical-Waste/BMW-GUIDELINES-COVID_1.pdf)

4. Frequent cleaning and sanitization of commonly touched surfaces like doorknobs and latches etc., inside and outside the classrooms may be carried out.

5. Disinfecting all teaching learning material such as learning materials, teaching aid, sports materials, swings, desks, chairs, lab equipments, computers, printers, laptops, tablets etc. focusing particularly on frequently touched surfaces/ object.

6. All garbage should be disposed in dustbins and must not be allowed to pile up anywhere else in the Institute premises.

7. All dustbins must be cleaned and covered properly. Protocols must be in place for the final safe disposal of waste.

8. Availability of hand sanitization stations and soap & clean water at all hand washing facility may be ensured. This can be monitored by the identified or designated staff/ students.

9. If possible, alcohol-based hand sanitizer may be placed at prominent places like reception and entrance of the Institute.

10. Frequent cleaning and disinfecting of washrooms during the Institute hours may be ensured.

11. Mandatory hand washing for all students and staff at regular intervals as per the planned protocol following physical/social distancing norms may be ensured. Hand washing time should be a minimum of 40 seconds

12. Availability of safe and clean drinking water for students may be ensured. Bringing of water bottles by students may be encouraged.

13. Sanitization may be done before Institute opens for students and after the students leave classroom and Institute premises.

b) **Making students' stay safe in Institutes**

1. All students and staff to arrive at Institute wearing a face cover/mask and continue wearing it all through, especially when in class, or doing any activity in groups, such as eating in the mess, working in the laboratories/ workshops or reading in the libraries.

2. Ensure and educate students not to exchange masks with others.

3. To the extent possible Institute may adopt contactless process for attendance, classroom participation, assessment and learning including online submissions etc. for both students and staff members.

4. Simple health screening of students and staff may be carried out daily, and updates be maintained.

5. Sensitize all stakeholders in institutes about the ban on spitting.

6. Availability of necessary equipment like gloves, face cover/ masks, hand washing soaps for sanitation staff/workers.

7. Encourage students to bring and eat home cooked and nutritious food and avoid sharing food and utensils with others.

8. No outside vendor should be allowed to sell any eatables inside the institute's premises or at the entry gate/point.

c) **Ensure Safe Commuting of Students**

1. Sanitization of Institutes transportation on regular basis at least twice a day – once before students board the transport and once after.

2. Institutes Driver and conductor should maintain physical distance at all times and ensure physical/social distancing among students in the bus/cab.

3. A minimum physical distance of 6 feet should be maintained during seating. Staggering of Institute timings/ days/ shifts may be essential for ensuring this. Wherever possible, more buses may be arranged.

4. If possible, thermal screening of students may be done by the bus conductor at the time of their boarding the bus.

5. All commuters to wear face cover/masks in the bus/cab. Institutes transport should not permit students without masks to board buses.

6. No curtains on windows in the bus/cab.

7. Preferably keep all windows open.

8. For air-conditioned buses/cabs, the guidelines issued by CPWD shall be followed which include temperature setting at 24-30°C, relative humidity at 40-70% with provision for intake of fresh air (available at: https://cpwd.gov.in/WriteReadData/other_cir/45567.pdf.)

9. Students may be oriented not to touch surfaces unnecessarily. If possible, hand sanitizer may be kept in the bus/cab.

10. Students may be advised to patiently wait for their turn to board or alight from the vehicle keeping a safe distance.

11. Students commuting through public transport should be adequately guided by institute to take all precautions such as – physical/social

distancing, covering nose and mouth with up face cloth/masks, sanitizing hands when touching any surface etc.

d) Implement Safe Institutes Practices for safe arrival and departure of staff and students

1. Physical/ social distancing norms should be followed, both, during arrival and departure time, to and from Institute. Minimum 6 feet physical distance should be maintained when queuing up for entry and inside the Institute.

2. Students to attend Institute on rotation basis or on alternate days or as per the schedule prepared by the Institute, as already mentioned.

3. Have staggered arrival and departure timings for different classes.

4. If the Institute has more than one gate, then all the gates be used for entry and exit.

5. Assistance of Traffic Police or Volunteers from the community may be taken to regulate traffic outside institute to avoid congestion of vehicles.

6. Screening of all including staff members before entering the institute.

7. Self-monitoring of health by all and disclosure about any illness at the earliest to State and district helpline and Institute authorities.

8. Institute heads to allow staff who want to remain on leave due to sickness, with the advice that they resume duties as soon as they are recovered as the Institute needs their services in this tough time for students who have started coming to Institute for education. However , MoHFW recommendations as mentioned at Chapter I (j) for employees at higher risk should be followed.

9. Parents to be sensitized that they must not send their wards to Institute if the student or any family member living in the same household suffers from fever/cough/breathlessness etc. Similarly,

students with underlying medical conditions are to take appropriate precautions as advised by their respective medical practitioners.

10. Institutes may also consider obtaining declaration forms from the parents saying that no one in the family is suffering from COVID-19 or from fever/cough/breathlessness etc., before their wards start coming to Institute.

11. Students, parents and staff members having mobile phone are advised to download the **ArogyaSetuApp.**

12. Announcements may be made to sensitize students and accompanying parents to follow all safety norms.

13. Institutes attendance may be monitored to keep track of student and teacher absence and to compare against usual absenteeism patterns. Close track to be kept of absence due to respiratory illnesses.

e) **Ensure safety norms in classrooms and other places**

1. A proper crowd management in the Institute as well as in outside premises shall be ensured.

2. Teachers may ensure students sit at marked/allocated seats maintaining physical/ social distancing and wearing face covers /masks in the classes, laboratories, workshops, libraries, playground or any other part of Institute premise.

3. Group activities in games, sports, music, dance or other performing art classes may be allowed only if it is feasible to maintain physical distance and following health safety norms.

4. Practical work should be done in small groups maintaining physical distance.

5. Classrooms / Labs/ workshops shall be sanitized after every class/ period.

6. Teachers to wear face covers/ masks while correcting written assignments of students. As far as possible online assignments may be encouraged.

7. Windows and doors of the classrooms and other rooms to be kept

open for ventilation.

8. Number of people in the elevators and passages shall be restricted. Use of stairs with one person on alternate steps may be encouraged.

9. Specific focus on avoiding over-crowding in washrooms should be encouraged.

10. For air conditioning within the Institutes, CPWD norms shall be followed which prescribes temperature setting in the range of 24-30°C, relative humidity in the range of 40-70% and provision for intake of fresh air and cross- ventilation.

11. All physical/social distancing norms are to be implemented as per the defined protocols/SOPs.

f) Protocol to be followed in case of detection of a suspected case of COVID-19

1. Place the ill student or staff in a room or area where they are isolated from others

2. Provide a mask/face cover till such time as he/she is examined by a doctor.

3. Immediately inform the nearest medical facility (hospital/clinic) or call the State or district helpline.

4. A risk assessment will be undertaken by the designated public health authority (district Rapid Response Team/treating physician) and accordingly further action be initiated regarding management of case, his/her contacts and need for disinfection.

5. Disinfection of the premises to be taken up if the person is found positive.

6. For a suspect or a case detected in hostel, the student/staff shall not be sent back to his/her home as it may lead to spread of the disease. He/ She should be isolated and State/district health officials shall be informed to suitable follow- up.

7. All protocols as advised by Ministry of Health and Family Welfare should be followed.

g) Drinking Water supply

1. Continuous supply of potable water should be ensured in the Institutes premises. In case of intermittent water supply, adequate storage arrangement for water used in food or washing should be made. Water used for cleaning, washing and preparing food should be potable in nature.

2. Water storage tanks, if available, should be thoroughly cleaned before the reopening of Institutes and further periodical cleaning should be done.

3. Non potable water pipes should be clearly distinguished from those in use for potable water.

h) **Management of waste**

1. Adequate waste disposal systems and facilities should be provided and they should be designed and constructed in such manner that the risk of contaminating food or the potable water supply is eliminated.

2. Waste storage/tanks should be located in such manner that it does not contaminate the food process, storage areas, the environment inside and outside the kitchen and waste should be kept in covered containers and removed at regular intervals.

3. Periodic disposal of the refuse/waste may be made compulsory.

4. Eco friendly measures like vermi-composting may be encouraged for food waste management.

5. Applicable food waste management rules of State / UT shall be adhered to by all Institutes.

PART-II

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**LEARNING WITH PHYSICAL/SOCIAL
DISTANCING**

I. REDEFINING TEACHING, LEARNING AND ASSESSMENT TO ACHIEVE DESIRED LEARNING OUTCOMES

Online / distance learning shall continue to be the preferred mode of teaching and should be encouraged. However, the following SOPs may be followed for face to face classes in Technical Institutes and online learning:

A. BEFORE TECHNICAL INSTITUTES REOPENING

a) Preparation of Teaching-Learning: Making a Comprehensive Alternative Calendar of Activities for the Whole Year with focus on learning outcomes

1. Institutes may consider dividing the total Institute hours between Institute and home. It is suggested that broad categories such as the following could be considered.

   (i) Number of hours at Institute

   (ii) Number of hours spent at Home Institute Hours (active learning)

   (iii) Number of hours spent on keeping physically and mentally healthy

   (iv) Number of hours spent on creative activities related to art, and art- integration.

2. Institutes may like to consider rationalizing the curriculum into 3components:

   (i) Classroom lessons – which could include, essential topics that are conceptually difficult to understand

   (ii) Self-learning lessons – which could include essential but conceptually easier to understand

   (iii) Not a part of the core area of curriculum or learning

Outcomes – which could be kept aside this year

3. Academic calendar may be realigned for the whole year in accordance with the emerging situation. Comprehensive academic plan can be prepared as per the guidelines received from the HSBTE.

4. Institutes calendar needs to make syllabus learning outcome-based rather than theme-based; decentralized planning may be at the Institutes level for blended/diverse model earning, and also a clear policy on assessment of students.

5. The comprehensive academic plan should clearly depict the topics to be covered at Institutes and activities to be covered at home by the students along with the proper methods and rubrics of assessment.

   a. Arrangements may be made for community radio and audio classes by the teachers on this medium through Institutes whenever possible.

   b. Receive-only-Terminals (ROT), Television, Projectors, Computer, etc., if available, may be repaired and functional before reopening of the Institutes. Students can be engaged with these gadgets in case of shortage of teachers.

   c. Assessment plans may be prepared.

   d. The formats for periodic tests, mid-term and final exams may be designed by HSBTE as per the demand of the situation and keeping in view number of days and adjusted curriculum.

   e. It is advisable that the Institutes should not plan any assessment of student learning in the first two-three weeks of reopening of Institutes in order to ensure emotional well-being of the students.

   f. Moreover, non-stressing assessments may be planned to identify the learning gaps, i.e., to find out how much the students have learned during home-based Institutes.

   g. Assessments in the form of class quiz, puzzles and games, brochure designing, presentations, journals, portfolios, etc., may be preferred over routine pen-paper testing.

B. AFTER TECHNICAL INSTITUTIONS REOPENING

a) **Teaching Learning Process: Create Learner-friendly Institutes and Classroom Environment**

1. Reintegration of students into Institutes may be taken on priority after reopening.

2. Teachers must talk and sensitize all students about COVID-19 and related myths, social stigma, and fears.

3. There can be flexibility with attendance until such time that the situation eased. As one of the important activities in each class, students themselves may be asked to prepare and take an innovative pledge focusing on Dos and Don'ts for institute entry/exit/duration, and for following at their homes. Time may be allocated during the institute's schedule daily to reflect on it.

4. Care should be taken to ensure health, social, and emotional bonding despite having to maintain physical/physical/social distancing.

5. Mock safety drills may be conducted on how to keep safe from COVID-19 on regular basis (for a few days) to ensure complete sensitization and awareness.

6. Some yogic exercises may be practiced in the classroom to make students comfortable. For example:

    a) Micro yogic practices like the rotation of the head and shoulder, touching toes and stretching.

    b) Some simple asanas like Tadasana, Vrikshasana

    c) If sitting place is available Swastikasana, Vajrasana, etc. can   be organized

    d) Other breathing practices like Kapalbhati, Anuloma-Viloma, Pranayama can also be organized

7. When students start feeling comfortable in Institute with the present situation and also with teachers and peers, teachers may start

teaching-learning process based on syllabus focusing on learning outcomes.

b) **Teaching-Learning when students are in Institutes**

1. Teachers must polish their skills for integrating ICT in class as far as possible.Training modules may be prepared for the same.

2. It is possible that all students may not attend Institute regularly, until the pandemic situation is over. Therefore, teachers should be prepared for teaching in classroom as well as following up with students at home, and also for adapting their teaching mechanisms accordingly.

3. Right in the beginning, teachers must discuss with the students the clear roadmap of the curriculum, the modes of learning to be adopted (through face to face instruction/ individual assignments or portfolios/group-based project work/ group presentations, etc.) to be covered, the time to be taken for the same, dates of Institutes based assessments, breaks etc.

4. Teachers must also clarify those topics and themes, which are required to be explained by the teacher through classroom transactions/activities and those that are to be covered by the students at home, though assessed at HSBTE/ Institutes.

5. Divergent use of teaching resources shall have to be relied upon keeping physical/social distancing and other safety norms in mind. Resources could include peer teaching and learning, use of workbooks and worksheets, use of technology-based resources in class etc.

6. There should be greater emphasis on collaborative learning in class. This will also impact positively on the mental well-being of students.

7. Mechanisms should be put in place to get constant feedback from parents.

8. Life skills must be integrated with all teaching and learning processes, as now, more than ever, these will be required in

learners. Life skills, such as communication and collaboration can be developed through group presentations as a method for learning. Creativity and critical thinking skills can be developed in specific home-assignments, project work etc.

9. Routine homework assigning should be discouraged; instead work that will develop curiosity and problem-solving abilities in the child should be encouraged. For example, diversity is a theme, which cuts across the subject areas and classes. Homework can be interdisciplinary in such a case.

c) **Address Concerns of Students with Special Needs along with other Students**

1. Focus on the most vulnerable students (homeless/ migrated students, students with disabilities, and students directly affected by Covid-19 through a family death or hospitalization) to prioritize their needs.

2. Ensure provision of assistive devices and learning content as per the needs of the CwSN (Children with Special needs).

3. Ensure that safety guidelines are available as far as possible in multiple and accessible formats to meet the needs of all students, such as:

    a) Easy-to-read version for students who have intellectual disabilities;

    b) Digital formats with text captioning

    c) Accessible web content for those using assistive technologies such as screen readers

    d) Useful Apps related to COVID 19 such as AarogyaSetu are usable with assistive technologies such as the screen reading software.

    e) Ensure Web Content Accessibility Guidelines 2.1 (WCAG 2.1) for the web pages, digital documents, and apps user interface.

d) **Prepare Students for learning at Home**

1. As only a fraction of students on roll might attend Institute on

rotational basis as per the decision of the State/UT, it is important that all students have lesson plans/ details of the curriculum to be covered in the given time.

2. Teachers and parents/students must have some form of communication at least 2 to 3 times a week.

3. In case blended approach is to be used, students will require various technological tools to support the blended model.

4. Project-based assignments, portfolios, creative work, etc. are the best ways to continue effective learning from home. More details are given in the next para.

5. Audio-visual e-content may be loaded onto pen-drives, CDs etc and taken to far-flung and interior areas where there is neither any internet / mobile / TV network.

e) **Customizing assessment practices**

Keeping the availability of infrastructural facilities, HSBTE/ Institutes /teachers can customize assessment practices in line with the strategies suggested below:-

1. Institutes, where reasonably good ICT enabled environment is existing and students are undertaking online classes through desktop, laptops, and smart phone

a) Replace Pen-paper test by alternative methods of assessment like individual assignments, project work, and portfolios.

b) Credit to these assessments needs to be shared with the students in advance. Students may be involved in framing the assessment criteria.

c) Teachers may encourage using peer assessment and self-assessment through class wise/subject wise groups.

d) Students after learning a few concepts/subtopics may reflect on their learning and keep it as a record.

e) Teachers may use ICT enabled assessment using existing tools, analyze the responses and share it with students.

f) Assessment based on discussion forums may be practiced.

2. Institutes having partial facilities for conducting online classes and students are occasionally engaged in online classes

a. Teachers may use tools to develop quizzes and seek responses of students through social media or mobile platforms.

b. Teachers may create peer groups and encourage them to give appropriate feedback.

c. Students may keep a record of their work like composing a poem, copy of the notes, small drawings, self-framed questions, and creative answers. This material can be shared in the group to seek appropriate feedback.

d. A quick review of the concepts/topics may be carried out. Quiz and MCQs for each topic may be administered to know the readiness of students for the forthcoming concepts/ topics.

PART-III: ENSURING SMOOTH TRANSITION OF STUDENTS FROM HOME-BASED INSTITUTIONS DURING LOCKDOWN TO FORMAL INSTITUTIONS

1. In order to ensure smooth transition of students from home-based institutes during lockdown to formal institutes and ensuring emotional well-being of students, the institutes may consider taking the following actions:

   a) Implement re-adjusted institutes calendar and redesigned Annual Curriculum Plan (ACP) to make up for the lost instructional time.

   b) Assess each student upon return to institute, by adopting informal methods to enable teachers to adjust their teaching plans accordingly.

   c) Plan and implement remedial actions like individualized instructional plans for the students with special needs and also those students who were not able to access online classes during lockdown in order to help them catch up and mitigate learning loss. Activities may also be planned/designed to fill the learning gaps as per individual student's needs.

   d) It is advisable that during the first two-three weeks after the resumption of classes, students are to be allowed gradually get used to institute's life again, either by focusing on review of lessons which have been taught online, or through any other activity.

   e) "Back to Institute" campaign may be may be initiated, with particular focus on the out of institute and marginalized students especially girls, students with disabilities, students of migrant workers and students belonging to SC/ST communities.

PART-IV: ENSURING EMOTIONAL WELLBEING OF STUDENTS AND TEACHERS

1. It is natural to feel stress, anxiety, grief, and worry during and after a disaster/ pandemic and students are indeed the most vulnerable ones at such times.

2. Therefore, the institutes are advised to take note of any symptoms of stress in their students and take appropriate action in collaboration with parents.

3. It is advisable that the teachers and other staff should work in unison to ensure emotional safety of their students.

4. Moreover, these tough times might have also impacted the well-being of the teachers which in turn might affect their ability to lead and manage their students along with responding to the change when institutes reopen. So, it is of paramount importance that the mental well-being of teachers should also be taken care of in equal measure. Teachers can be guided to take proactive steps to promote their own mental wellbeing.

5. Online training modules can be developed for teachers with special emphasis on counseling competency of general teachers

6. Similarly, concise module on counseling can be developed to ensure emotional stability, removal of anxiety and building up self-confidence of students once they come back to institute after a long gap.

The Ministry of Human Resource Development, Government of India has initiated a programme called 'MANODARPAN' covering a wide range of activities to provide psychosocial support to students, teachers and families for Mental Health and Emotional Wellbeing during the COVID outbreak and beyond.

The services include:

a) A webpage https://mhrd.gov.in/covid-19 on the website of MHRD containing advisories and motivational posters, and

b) A National Toll-free helpline 8448440632 to provide tele-counselling for students, parents and teachers to help cope with the situation.

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