ATAL TINKERING LABS

ATL SARTHI

Steering to support

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INTRODUCTION

With a vision to 'Cultivate one Million children in India as Neoteric Innovators', Atal Innovation Mission is establishing Atal Tinkering Laboratories (ATLs) in schools across India. The objective of this scheme is to foster curiosity, creativity, and imagination in young minds; and inculcate skills such as design mindset, computational thinking, adaptive learning, physical computing etc.

ATL is a workspace where young minds can give shape to their ideas through hands-on do-it-yourself mode; and learn innovation skills. Young children will get a chance to work with tools and equipment to understand the concepts of STEM (Science, Technology, Engineering and Math).

Atal Innovation Mission (AIM) has established 10,000 ATLs till date across the length and breadth of the country. AIM is continuously strengthening this ever-growing ecosystem by developing tools and framework to enhance the performance of ATLs and achieve the desired objectives.

ATL Sarthi

ATL Sarthi provides tools and support to schools to adopt a self-monitoring approach for better and continuous performance. It also provides necessary guidelines for local authorities like districts, states, innovation councils, private organizations etc. to help assess ATLs in their particular region and provide much-needed guidance and support to steer this ATL ecosystem to new heights.

As the name suggests, Sarthi is a charioteer and ATL Sarthi will enable the ATLs to be efficient and effective. The initiative has four pillars ensuring the performance enhancement of ATLs through regular process improvements like a self-reporting dashboard known as 'MyATL Dashboard' and development of SOPs for schools to ensure financial and non-financial compliances, on-ground assessments of ATLs in collaboration with relevant local authorities through cluster-based approach and providing ownership to schools to analyze their performance through Performance-Enablement matrix.

Figure 1: Pillars of ATL Sarthi

ATL CLUSTER-BASED APPROACH

Atal Innovation Mission (AIM), NITI Aayog has completed establishment of 10,000 Atal Tinkering Labs (ATLs) across the country with a vision to 'Cultivate one Million children in India as Neoteric Innovators', and with the objective to foster curiosity, creativity, and imagination in young minds; and inculcate skills such as design mindset, computational thinking, adaptive learning, physical computing etc.

There has been an exponential growth in sensitization of the community towards building the future generation of our country by exposing them to 21st century skills. AIM has been in constant touch with the schools to provide them adequate tools and resources for capacity building, training, assessment, and performance enhancement.

With this ever-growing ecosystem to help schools adopt best practices to run the ATLs, through co-learning, co-creating and co-adapting with other ATLs of the same region, it is advised to develop a cluster of schools for a region, district (s), area (s) with the support of local authorities/organizations, known as ***ATL clusters***. The local authorities can be the State Government, Private organizations, High performing school, Innovation councils etc.

Currently, ATLs are being assessed via the technology-based platform 'MyATL Dashboard' developed by AIM, through which schools can self-report data on student engagement, training, and events etc. The ATL clusters shall provide much needed handhold for ATLs through formation of local level committee consisting of Principals, ATL in-charge, mentors, Govt. officials etc. who can be on-ground enablers and primary resource persons for ATLs under the cluster.

ATL Clusters

An ATL cluster is defined as a group of ATLs in adjoining districts/regions having proximity to each other, preferably up to 30 kms. Ideally, an ATL cluster should not have more than 100 ATLs and not less than 20 ATLs for better functioning and communication on a regular basis.

The ATL clusters may be formed in consultation of local organizations and state departments to ensure better control and implementation.

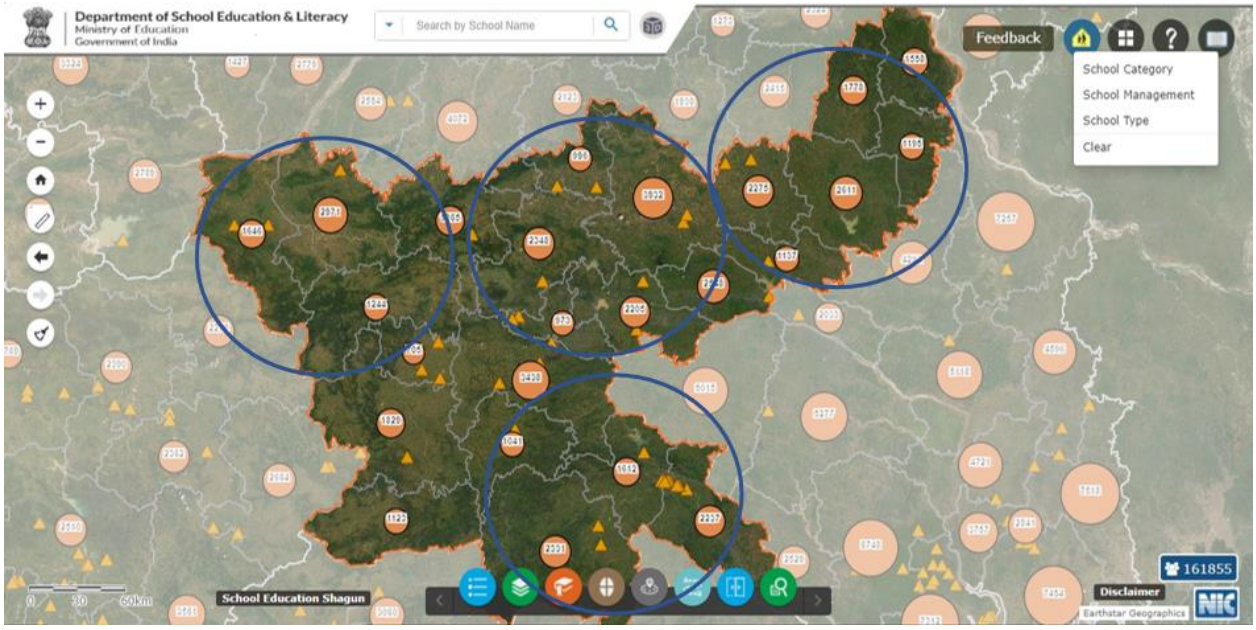
The broader objectives of setting up cluster-based approach are:

- Provide a sustainable model which clearly defines and assigns ownership by way of following a decentralized approach.

- Build a focused approach by involving stakeholders at local levels and make them a part of the tinkering process.
- Leverage the concept of competitive federalism to increase the efficiency of the ATLs which will enhance their performance.
- Improve the overall innovation ecosystem of the country especially at the school level.

An illustrative example of ATL cluster basis the geo-spatial mapping of ATLs in Jharkhand state is shown below:

The total number of districts in Jharkhand is 24. Hence, ideally there can be 4 clusters of 4-5 adjoining districts with a maximum of 50 ATLs per cluster, (covering a total of 122 ATL schools of Jharkhand).



The yellow shaped triangles are ATLs established in the state of Jharkhand.

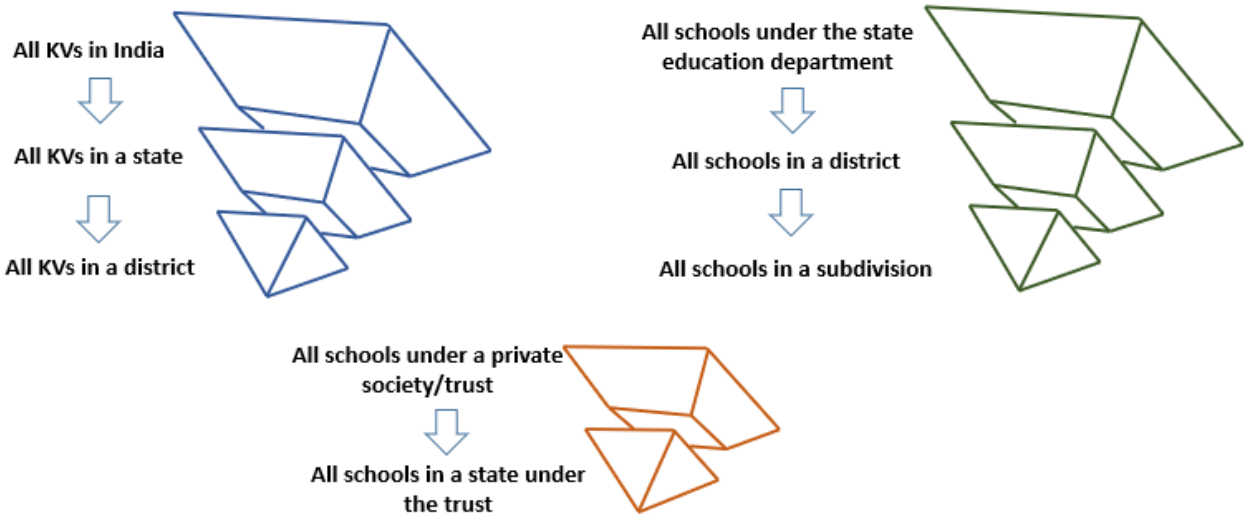
The cluster-wise division of Jharkhand state is as follows, as an indicative sample:

Cluster Name	Name of Districts	No of Schools
Cluster - A	Gumla, East Singhbum, West Singhbum, Ranchi	48
Cluster - B	Kodarma, Giridh, Deogarh, Dumka, Godda, Sahibganj, Pakaur	25
Cluster - C	Chatra, Palamu, Garhwa, Lohardaga, Hazaribagh	23
Cluster - D	Bokaro, Dhanbad	26

However, the State Education Department or other relevant bodies are the best judge for performing the exercise of clustering of ATLs as per the demography and proximity. The above example is an indicative sample.

There are several ways of forming a cluster, for example,

- A cluster of schools run by a particular trust, like DAV, KV etc.
- A cluster of schools basis the geographical area of district(s) they are established in.
- A cluster of schools already formed by private organization, council or education boards.



Participants of Cluster

The ATL cluster shall be overlooked by a committee called '***Cluster Guidance Committee (CGC)'***. This committee will consist of ATL in-charges, mentors, nodal officer appointed by Govt. and principals from the best performing schools in the cluster. The CGC shall receive constant support from AIM and State Government like capacity building, necessary resources, and decision-making authority to overlook all the ATLs of the cluster.

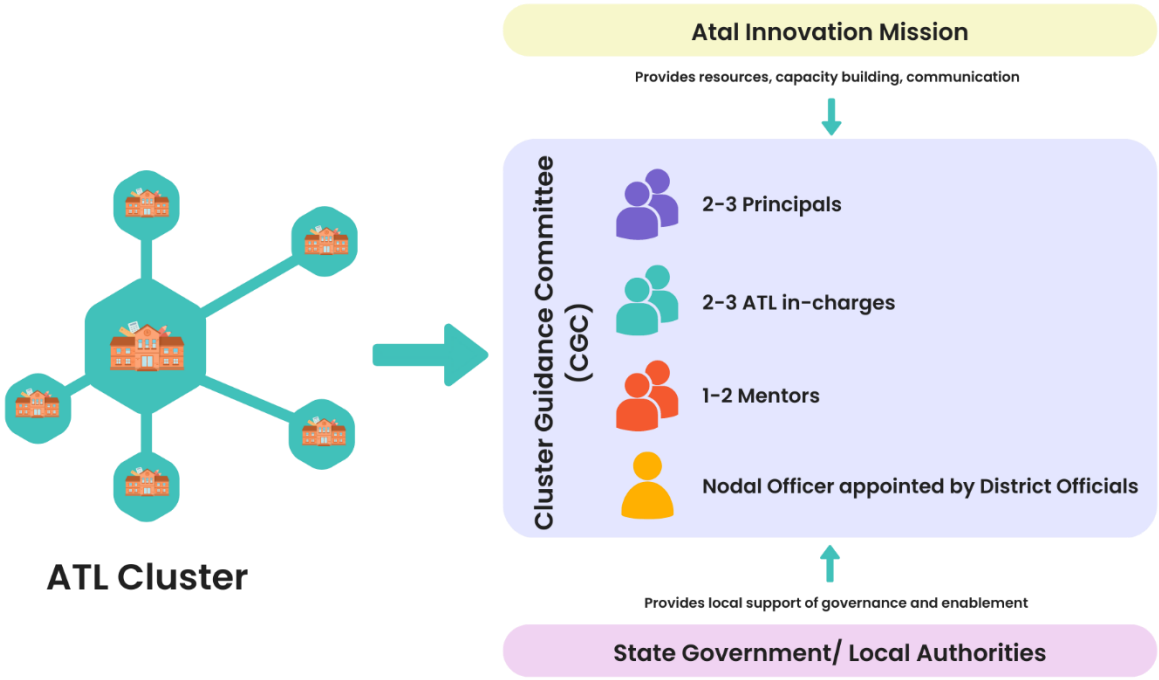
Atal Innovation Mission

AIM shall facilitate the necessary support required for the management of the clusters across all participant groups, viz. training, capacity building, performance evaluation etc. AIM shall also facilitate communications between the stakeholder groups to ensure smooth operations of a cluster.

State/District Authorities

The state or district level authorities shall play a vital role in appointing a resource person, who shall be called '*Nodal Officer'*, to support in on-ground monitoring, through District Education Officers (DEOs). The

state and district authorities shall also be a part of yearly reviews that would be conducted to discuss the progress of ATL schools in clusters.



Cluster Guidance Committee (CGC)

The CGC will be responsible for monitoring and guiding the schools in the cluster and reporting back to AIM. The states and districts will have autonomy in how the CGC is run, and the primary contact for the committee will be Nodal Officer appointed by the district DEO. The CGC's role is essential to ensure that the ATL schools are performing well and provide all handholding support wherever required for ATL cluster.

The indicative procedure for selection of CGC is placed at **Annexure I.**

ATL Schools

The ATL schools are the primary participants of the cluster whose performance shall be monitored time-to-time to ensure maximum utilization of labs. These schools are advised to adopt best practices by learning from each other. The schools need to make sure that students get the maximum benefit after setting up of the lab.

The detailed roles & responsibilities of each of the participants of cluster is placed at **Annexure II.**

Case Study I: ATL Cluster of Mysuru District in collaboration with ExcelSoft Foundation

AIM and Excelsoft foundation, a Mysuru based organization associated with Excel Public School, Mysuru piloted first ATL Cluster in Mysuru District of Karnataka state, consisting of 18 ATL schools, out of a total of 22 ATL schools in the district. Excel Public School, the best performing school, was selected as the hub school for that cluster, with the remaining 17 school been the spoke. The functioning of cluster began with teacher training, formal interactions, on ground visits to check the status of ATL labs.

The first workshop was conducted at Excel Public School in October 2022 and shared best practices to run the ATL lab.

From the second workshop onwards, each spoke school started hosting other schools of the cluster and started co-learning from each other. This resulted in regular attendance, checking gaps in operations, if any, and hands-on practice on ATL equipment for both teachers and students. Till date, more than 9 weekly sessions has been conducted, with more than 20 teacher attendance and 100+ projects have been initiated by school children.

A classic outcome of this cluster is increased teacher & student participation of Malnad English school, Mysuru. The school was struggling after procurement of equipment, on how to self-start the usage of equipment and expose them to students. With regular interactions in the cluster, the teachers and students have now started building projects and regular in ATL as well.

Case Study II: ATL Cluster of Government schools in Karnataka in collaboration with Samagra Shikshana Karnataka, UNICEF and Vigyam Ashram

Samagra Shikshana, Karnataka State Education Department, UNICEF and Vigyan Ashram have gone one step further and enabled ATL clusters for around 140 Government ATL schools of Karnataka from 14 odd districts.

It is proposed to have 14 Model/Hub schools, each of which will guide 9-10 other schools of the district. To strengthen the structure and overall performance of the hub schools, a dedicated training program was organized for Principals and ATL in-charges of 14 selected hub schools.

The initiative even got its own name: SRISHTI (Strengthening Rethinking and Innovation in Schools through Hands-on Tinkering and Inquiry). This training offers hands-on experience with different tools and software, as well as theoretical knowledge of design thinking.

The training programs will be conducted further with help of Vigyam Ashram and UNICEF team, while State Education Department will ensure governance and on-ground support through DIET (District Institute for Education and Training) nodal officers in the district.

Case Study III: ATL Cluster of Aspirational Districts with District Education Officers (DEOs) and District Magistrates (DMs)

To strengthen the footprints of ATLs in aspirational districts, AIM and Aspirational District Program of NITI Aayog has collaborated to ensure smooth functioning of ATLs with District Magistrates and District Educational Officers.

There is a total of 1174 ATLs in 112 Aspirational districts across the country and based on on-ground verification of ATLs through District officials, AIM shall provide necessary handholding support for higher performance of ATLs in aspirational districts.

This shall provide necessary support for building vibrant innovation ecosystem in the country by penetrating into districts having low socio-economic backgrounds.

Case Study IV: ATL Cluster multiple districts with MGNF Fellows

AIM and Mahatma Gandhi National Fellowship program collaborated to empower fellows present on field to coordinate with the district officials and visit ATL schools where they are placed. There has been some great progress in some of the districts.

The fellows have enabled more than 40 ATLs in 15+ districts by sharing the gaps, challenges and other areas of improvement with AIM team.

Annexure I: Guidelines for the formation and operations of Cluster Guidance Commi

The CGC shall consist of 2 Principals, 2 ATL-in charge of the good performing schools and 1-2 mentors from the region and at least one Nodal Officers, ensuring representation from each of the districts of the cluster. Nodal Officers shall be the SPOCs of respective CGC.

The stepwise process of selection and onboarding of the CGC is as below:

1. Identification of the clusters for each state basis geographical spread of the ATL
2. Seeking interest from the ATL In-charges, Principals and Mentors of the top performing ATLs in the cluster to be a part of the CGC.
3. Nomination and selection of nodal officer by the DEO.
4. The notification of the committee and its members shall be given to DEOs and all ATL schools within the cluster.
5. The CGC shall be given an orientation session and brochure after they are selected and onboarded before setting out to take up the monitoring activities. https://aim.gov.in/pdf/ATL_Orientation_Brochure.pdf
6. AIM shall share the list of all ATL schools within the cluster along with the current status of performance and compliance metrics with the CGC
7. The CGC shall oversee the progress of all ATL schools within the cluster through remote and on ground monitoring
8. For on ground monitoring,
    a. AIM shall identify the list of such ATL schools (max 20% of the ATLs in the cluster) along with their current status and share it with the CGC
    b. The CGC shall visit the identified ATL schools (suggested by the AIM team) every quarter and submit the visit report.
9. For remote monitoring,
    a. AIM shall provide the list of remaining ATL schools (80% of the ATLs in the cluster) along with their status and share with the Committee
    b. The CGC shall remotely connect with the remaining ATL schools (shared by AIM team) every quarter and support them as required.
10. ATL schools shall start taking corrective actions based on the feedback and inputs provided by the CGC
11. AIM shall conduct quarterly connects with the CGC to discuss progress, feedback and support with any corrective actions for ATL Schools, as required.

12. AIM shall share the overall performance and compliance status of each cluster with the respective districts.
13. District level authorities/DEOs shall hold review meetings with non-performing ATLs to make sure smooth functioning as per defined ATL SOPs.
14. District level authorities/DEOs shall recognize the top performing ATL schools for maintaining the high standards at ATL.

Annexure II: Detailed Roles & Responsibilities of each participant of a cluster

Participant	Roles and Responsibilities
Atal Innovation Mission (AIM)	1) Facilitate the functioning of the CGC from its formation to reconstitution, as per need. 2) Coordinate with all participant groups of the ATL Cluster 3) Conduct capacity building sessions for the committee and other stakeholders. 4) Share the framework & templates for cluster monitoring by the CGC. 5) Quarterly check points with the CGC to discuss progress and facilitate corrective actions as required. 6) Organize yearly meetings with the State Authorities and members from the CGC to check the progress of Clusters
State Authorities (including District Education Officer)	1) Attend the yearly meeting to discuss the performance of clusters of the respective States . 2) Recognize the high-performing clusters to initiate peer-to-peer learning amongst schools. 3) Encourage District Education Officers to oversee ATL progress in the respective districts. 4) Nominate nodal officers to be inducted in the CGC and be the driving force behind on-ground monitoring support. 5) Conduct follow-up visits and checks with low-performing ATLs to motivate them.
Cluster Grievance Committee (ATL In-charges, Principals, Mentors,	1) Drive higher performance and 100% compliance of the ATLs in the respective ATL Clusters 2) On-ground checks and visits to at least 20% of the ATLs within the cluster for assessing the ATLs, and share visit reports with the AIM team.

Nodal Officer)	3) Support lower-performing ATLs by providing them guidance and connecting them to higher-performing ATLs. 4) Share feedback and any corrective actions needed for the ATLs with the AIM team. 5) Attend quarterly meetings by the AIM team and any other meetings by State/District Authorities, as required. 6) Report concerns, non-compliance issues if any observed
ATL Schools	1) Work with the CGC of the cluster to improve the performance of the respective ATL. 2) Connect with higher-performing ATLs in the cluster for adopting best practices and guidance. 3) Ensure 100% compliance of the respective ATL as per AIM guidelines

Overview of the PE Matrix

The Performance and Enablement Matrix Framework, or the PE Matrix in short, has been developed to enable self-evaluation of the Atal Tinkering Labs. Using the framework, the ATLs will be easily able to identify their strengths and weaknesses under the twin pillars of Performance and Enablement. Based on their achievements under these two pillars, the ATLs will be classified into five outcome bands. In order to enable the ATLs to initiate suitable course correction measures, post evaluation, the framework also provides an easy-to-understand pathway, specific to each of the outcome bands.

Besides encouraging self-evaluation, the framework will enable AIM to usher in suitable course correction measures for each of these outcome bands. The framework can also be used by the state and district authorities to identify the current state of ATLs in their jurisdiction and initiate suitable policy measures. Finally, the framework will also serve as an appropriate tool for clusters to identify lead and aspirant ATLs, initiate appropriate action, and conduct pre-post analysis of the cluster as a whole.
The PE Matrix classifies ATLs into five outcome bands. The classification is achieved based on an ATL's achievement on the two pillars of

- Performance and
- Enablement.

The ATL outcome bands, in decreasing order of their achievement are as follows:

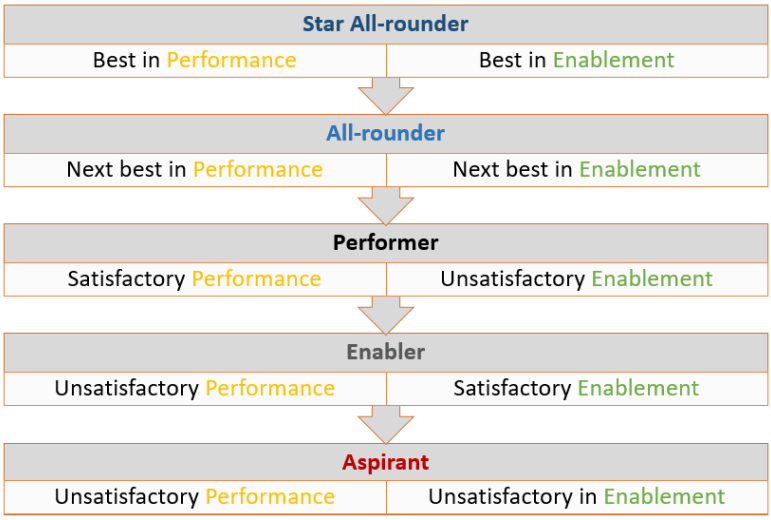


Figure 1: Outcome bands

Methodology

To arrive at the outcome band of an ATL, its *Performance Score* and *Enablement Score* is calculated. The outcome band of the ATL is then derived based on its *Performance* and *Enablement Score.*

Enablement Score

- **Indicators**

An ATL is assigned an *Enablement score* between 1 and 4 based on its achievement on the following list of hierarchical indicators:

a. ATL Grant Utilisation
b. ATL activities conducted
c. Capacity-building of ATL in-charges

- **Data Sources**

The above-mentioned indicators will be assessed using the following data sources:

Indicator	Data Source	Data Type
ATL Grant utilization	Application for subsequent Tranche/Utilization Certificate	Yes/No
ATL activities conducted	Reports submitted via the MyATL Dashboard	Yes/No
Capacity-building of ATL in-charges	Teacher training workshops attended	Yes/No

- **Scoring**

The methodology for arriving at the *Enablement Score* of an ATL is shown in the flowchart below.

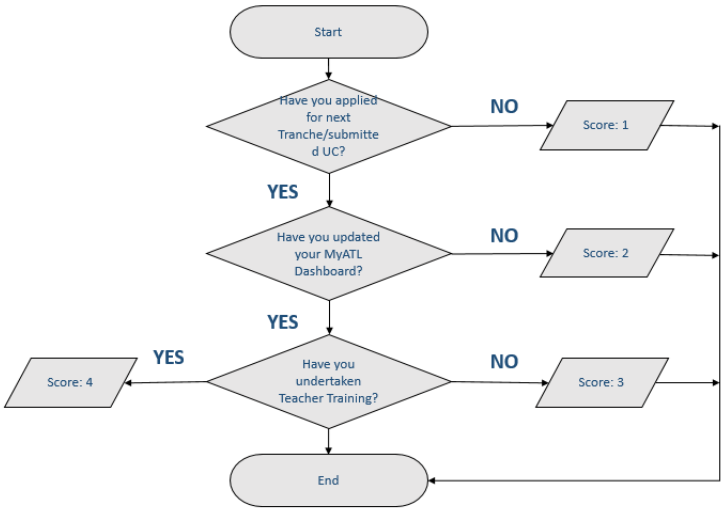


Figure 2: Flowchart for calculating Enablement Score

To arrive at the *Enablement Score* of an ATL a Decision tree-type of approach has been adopted. An ATL that has utilized 80% or more of its last received grant and has applied for the subsequent Tranche is assigned an *Enablement Score* of 2 or more. If an ATL is not applicable for the next Tranche in the current year but has submitted its Utilization Certificate, is also assigned an *Enablement Score* of 2 or more. If an ATL fails to meet the above two criteria, it is assigned the minimum *Enablement Score* of 1.

An ATL that has satisfied the first set of criteria pertaining to the indicator of *ATL Grant Utilization,* is assessed for the next indicator, i.e. *ATL activities conducted.* If the ATL has regularly reported its activities on the MyATL Dashboard in the last year, it is assigned a score of 3 or more. If the ATL fails to meet the criterion of regularly reporting their activities on the MyATL Dashboard, its *Enablement Score* remains at 2.
If the ATL has positively satisfied the first and second criteria of *ATL Grant Utilisation* and *ATL activities conducted*, it is assessed on the third and final indicator, *Capacity-building of ATL in-charges.* If the current ATL in charge has attended any training session conducted either by AIM or its partners in the trailing twelve months, an ATL is assigned the highest *Enablement Score* of 4. Otherwise, the *Enablement Score* of the ATL remains at 3.

It is to be noted that the hierarchy of indicators has been arranged based on the following three factors:

- Sequential pathway to achieve Enablement
- Difficulty to achieve a positive outcome for the said indicator and
- Reliability of data source for the indicator

The first activity to achieve Enablement is to establish a fully functional ATL. The establishment needs to be followed by conducting regular activities in an ATL; and in order to achieve the highest potential of an ATL, the teacher in charge should continually take part in capacity-building exercises. A proxy to understand a teacher's participation in such capacity building activities is to monitor his/her participation in teacher training courses. However, non-participation in teacher training courses conducted by AIM may not be a definite indication of the teacher's non-participation in capacity-building exercises. Hence this criterion is the last to be assessed.

Performance Score

- **Indicators**

An ATL is assigned a *Performance Score* based on its achievement on the following list of hierarchical indicators:

a. Participation in AIM events
b. No. of winners in AIM events
c. No. of winners in non-AIM events (like INSPIRE Manak)
d. Creation of Patents/Start-ups

- **Data Sources**

The above mentioned indicators will be assessed using the following data sources:

Sl. No.	Indicator	Data Source	Data Type
1	Participation in AIM events	Participation in at least 1 AIM event in last year	Yes/No
2	No. of winners in AIM events	At least 1 AIM event winner in last year	Yes/No
		More AIM event winners than 50% of the winning ATLs in	Yes/No

		last year	
		More AIM event winners than 75% of the winning ATLs in last year	Yes/No
3	No. of winners in non-AIM events (like INSPIRE Manak)	At least 1 non-AIM event winner in last year	Yes/No
4	Creation of Patents/Start-ups	1 verified patent/start- up created by students	Yes/No

In order to make the PE Matrix more accessible, wherein all the ATL stakeholders are able to assess an ATL's outcome band readily, average values based on past data are used in some cases instead of current data. The result is a modified Data Source as shown in the table below.

Data Source	**Modified Data Source**
More AIM event winners than 50% of the winning ATLs in last year	More than 2 AIM event winners
More AIM event winners than 75% of the winning ATLs in last year	More than 4 AIM event winners

- **Scoring**

The methodology for arriving at the *Performance Score* of an ATL is shown in the flowchart below.

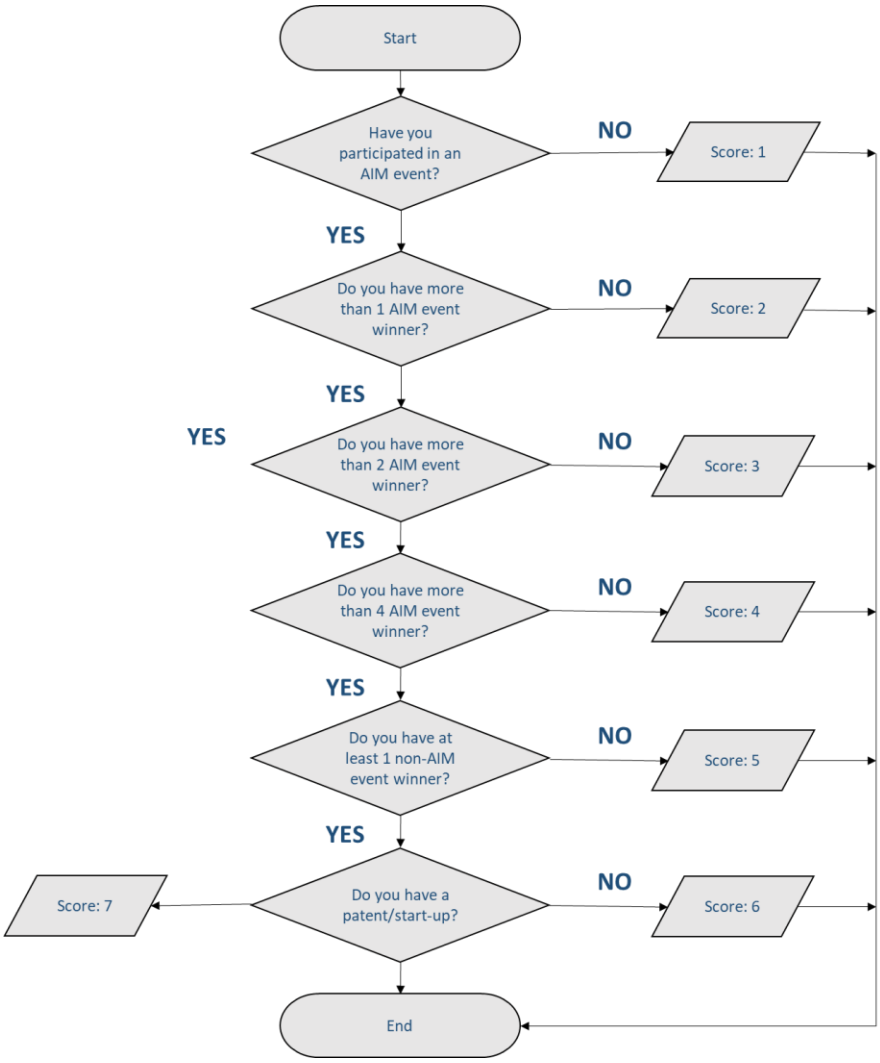


Figure 3: Flowchart for calculating Performance score

To arrive at the *Performance Score* of an ATL, again a Decision tree-type of approach has been adopted. An ATL that has taken part in an AIM event at least once in the last two financial years is awarded a *Performance Score* of 2 or more. Non-participation in any AIM event results in an ATL being assigned the lowest *Performance Score* of 1.

If the ATL has taken part in an AIM event, the total number of winners it has produced is counted. If the ATL has more than one winner it is awarded a *Performance Score* of 3 or more. If the ATL has produced zero winners, its *Performance Score* stays at 2. If the number of winners produced by the ATL is more than the median number of winners produced by ATLs in general, the ATL is assigned a *Performance Score* of 4 or more. If the number of winners produced by the ATL is more than 75% of all the ATLs, it is awarded a *Performance Score* of 5 or more.

If the ATL has positively satisfied the previous criteria, it is adjudged for the *Number of Winners in non-AIM events*. If an ATL has at least 1 non-AIM event winner, it is assigned a score of 6 or more. In case of no non-AIM event winner, its *Performance Score* stays at 5.

If an ATL satisfies all the above set of criteria, the number of patents or start-ups created by the ATL is checked. If the ATL students have succeeded in applying for a patent or have created a start-up, it is awarded the highest *Performance Score* of 7. Otherwise its *Performance Score* stays at 6.

The *Performance Score* is assessed based on the achievement of the school in the last two years. This is because a duration of more than 2 years may not accurately portray the current status of the ATL. Alternatively, considering a duration of 1 year could have opened the way for one of the kind performances to influence the final score. It is also to be noted that *patent filed* is considered instead of *patent granted* taking into consideration the fact that the grant of a patent may take longer than two years, which is the periodicity of the other performance data sources.

Outcome Bands

The outcome band of an ATL will be derived basis its score on the twin pillars of Enablement and Performance. The Enablement and Performance scores and their corresponding outcome bands are shown in the matrix below:

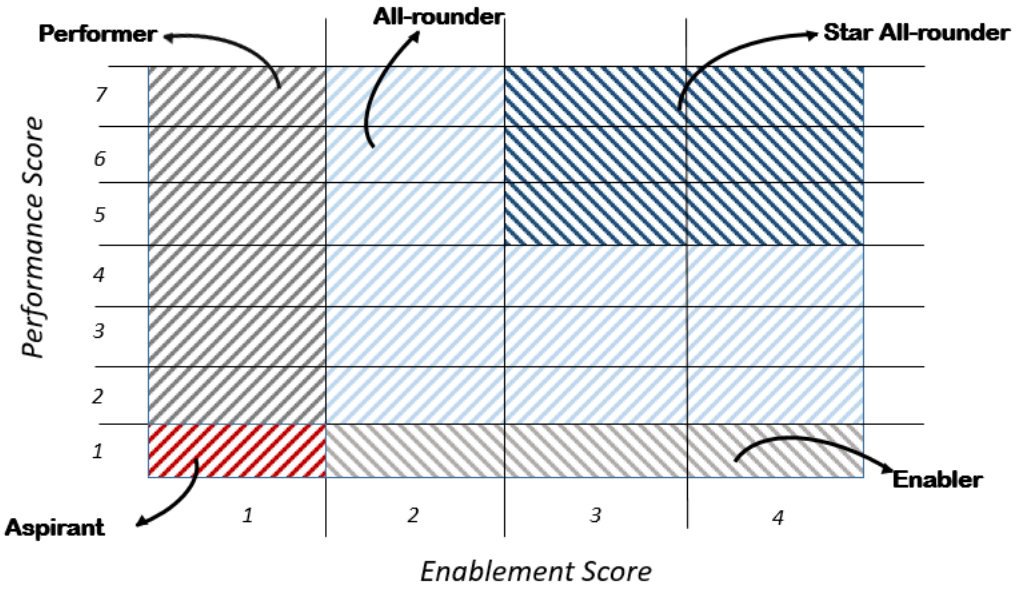


Figure 4: Outcome bands based on Performance & Enablement scores

Illustrated Examples

The framework has been developed with a view to create an evaluation methodology that is both easy to understand and implement. The data requirements for the evaluation has also been kept easy and simple to enable self-evaluation by the ATLs themselves. The following table is a ready reckoner for ATLs to self-classify themselves into the five outcome bands based on the Qualifying criteria.

Table 1: Qualifying Criteria for the five Outcome bands

STAR ALL-ROUNDER	
Performance	More than 4 AIM event winners in last 1 year
	At least 1 non-AIM event winner in last 1 year (non-mandatory)
	At least 1 patent in last 1 year (non-mandatory)
	Students have created a start-up in last 1 year (non-mandatory)
Enablement	Applied for subsequent Tranches/Has submitted UC
	Regularly updated the MyATL Dashboard
	Undertaken Teacher training in last 1 year (non-mandatory)
ALL-ROUNDER (Case 1)	
Performance	More than 4 AIM event winners in last 1 year
	At least 1 non-AIM event winner in last 1 year (non-mandatory)
	At least 1 patent in last 1 year (non-mandatory)
	Students have created a start-up in last 1 year (non-mandatory)
Enablement	Applied for subsequent Tranches/Has submitted UC
ALL-ROUNDER (Case 2)	
Performance	Participated in AIM events
	More than 1 AIM event winners in last 1 year (non-mandatory)
Enablement	Applied for subsequent Tranches/Has submitted UC
	Regularly updated the MyATL Dashboard (non-mandatory)
	Undertaken Teacher training in last 1 year (non-mandatory)
PERFORMER	
Performance	Participated in AIM events

	1 or more AIM event winner (non-mandatory)
	At least 1 non-AIM event winner in last 1 year (non-mandatory)
	At least 1 patent in last 1 year (non-mandatory)
	Students have created a start-up in last 1 year (non-mandatory)
Enablement	Not submitted UC & not applied for subsequent Tranches
ENABLER	
Performance	Has not participated in any AIM event in last 2 years
Enablement	Has applied for subsequent Tranches/Has submitted UC
	Has regularly updated the MyATL Dashboard (non-mandatory)
	Has undertaken Teacher training in last 1 year (non-mandatory)
ASPIRANT	
Performance	Has not participated in any AIM event in last 1 year
Enablement	Has not submitted UC & not applied for subsequent Tranches

Case 1

An ATL was granted a patent in the year 2022 but did not participate in any AIM event. On the enablement front, it did apply for the next Tranche. Let us see its resultant outcome band using the Qualifying Criteria table.

The ATL fails to satisfy the mandatory criteria for being selected as a *Star All-rounder,* since it does not have more than 4 AIM event winners. It fails to satisfy the *All-rounder (Case 1)* criteria of more than 4 AIM event winners in last 1 year. It also fails to satisfy the *All-rounder (Case 2)* criteria of more than 2 AIM event winners in last 1 year. The ATL is neither a *Performer,* since it has not participated in any AIM event. However, the ATL has applied for a subsequent tranche and thus, only satisfies the mandatory criteria of being an ***Enabler.***

Case 2

An ATL has 2 patents and 3 AIM event winners in the year 2022. However, it is yet to apply for the subsequent tranche and has not yet submitted this year's Utilisation Certificate (UC). Let us see its resultant outcome band using the Qualifying Criteria table.

The ATL fails to satisfy the *Star All-rounder* criteria of more than 4 AIM event winners in last 1 year; and it fails to satisfy the *All-rounder (*both *Case 1 & Case 2)* criteria of submitting this year's UC. However, it satisfies the criterion of participating in AIM events and is therefore a ***Performer.***

Case 3

An ATL has 6 AIM event winners, has submitted its UC, and regularly filled up the MyATL Dashboard in the year 2022. Let us see its resultant outcome band using the Qualifying Criteria table.
The ATL is a ***Star All-rounder***, since it satisfies all the mandatory criteria of being one- More than 4 AIM event winners, submission of UC and regular filling of the Dashboard.

Case 4

An ATL has 5 AIM event winners, regularly filled up the MyATL Dashboard, but has not submitted its UC in the year 2022. Let us see its resultant outcome band using the Qualifying Criteria table.
The ATL is not a *Star All-rounder*, since it fails to satisfy the mandatory criteria of submission of UC. Submission of UC is also a mandatory criterion for becoming an *All-rounder*, disqualifying the ATL for this outcome band, too. The ATL only meets the mandatory criteria of becoming a ***Performer*** (participation in AIM events) and is classified as so.

Case 5

An ATL has 1 AIM event winner, has submitted its UC, and regularly fills up the MyATL Dashboard. Let us see its resultant outcome band using the Qualifying Criteria table.
The ATL has participated in AIM events and has also submitted its UC, qualifying it for the category of ***All-rounder*** *(Case 2).*

Improvement Pathways

The PE Matrix also suggests easy to understand pathways for the ATLs to improve their outcome bands. The pathway, specific to each outcome band is shown in the diagram below.

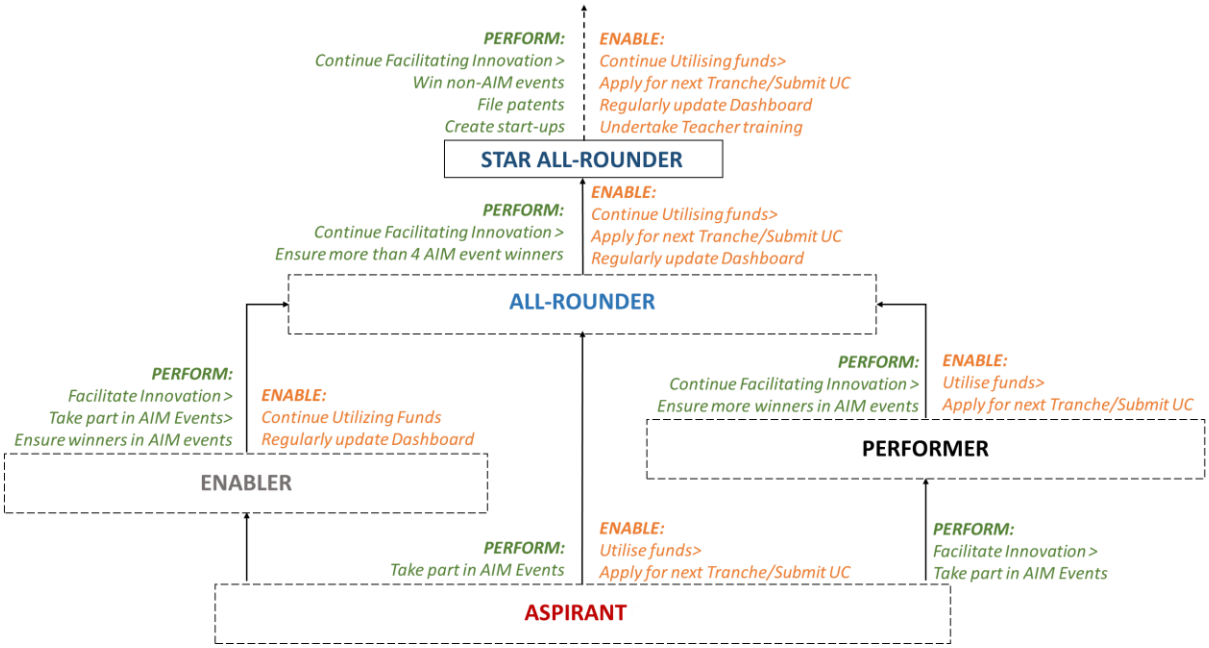
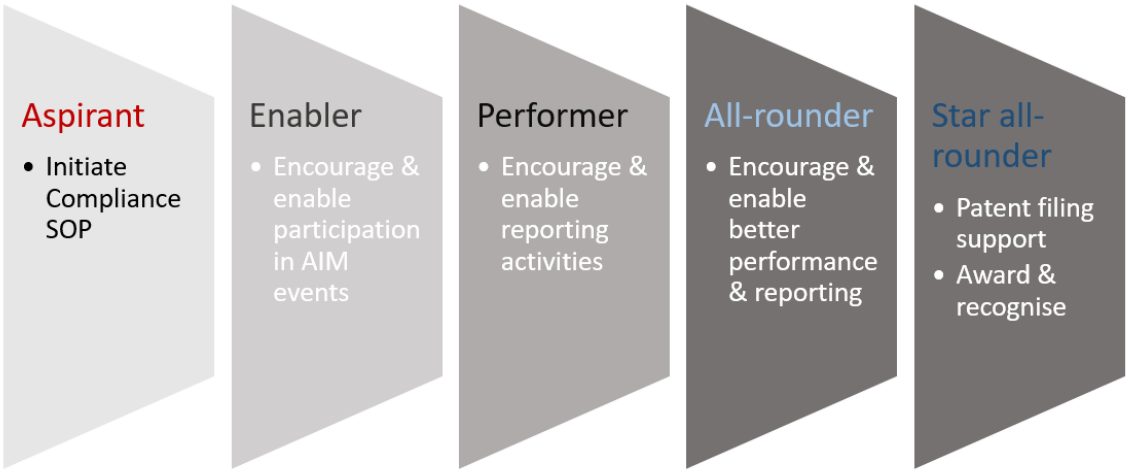


Figure 5: Pathways to improve the Outcome band of an ATL

AIM will also initiate suitable course correction measures for the ATLs, based on its specific outcome band. The Compliance Standard Operating Procedure (SOP) will be initiated for ***Aspirant*** ATLs. Performance, like participation in AIM events, will be encouraged for ***Enabler*** ATLs. ***Performer*** ATLs will be encouraged to apply for subsequent tranches and regularly report their activities on the MyATL Dashboard. ***All-rounder*** ATLs will be encouraged to increase participation and their success rate in AIM and non-AIM events. ***Star All-rounders*** will be provided specific assistance to file patents and create student start-ups. AIM will also strive to recognise and award ***Star All-rounders,*** all throughout the year.



MyATL Dashboard

The MyATL Dashboard enables ATLs to regularly report their tinkering activities online. Through this MyATL Dashboard, schools report the number of students who were given access to the ATL, the number of tinkering sessions conducted, the number of innovations created, and the number of inter-school and intra-school competitions organized. This reporting activity assists AIM to keep up with the ATL ecosystem and identify new trends.

With the aim to make reporting easy and simple for schools, AIM has recently launched a new and revamped version of this MyATL Dashboard. The new dashboard is secure and has a two-step authentication for logging in; mobile-friendly and can be filled-up from any device; collects a comprehensive set of quantitative and qualitative data; but is also user-friendly and can be filled up in minutes.

Secure

In order to enhance the data security of the users, a two-step authentication has been instituted for logging in into the MyATL Dashboard. After entering the User ID (ATL Code) and password, the schools will receive an OTP in their registered email ID. The log in will be approved only after the OTP is entered.

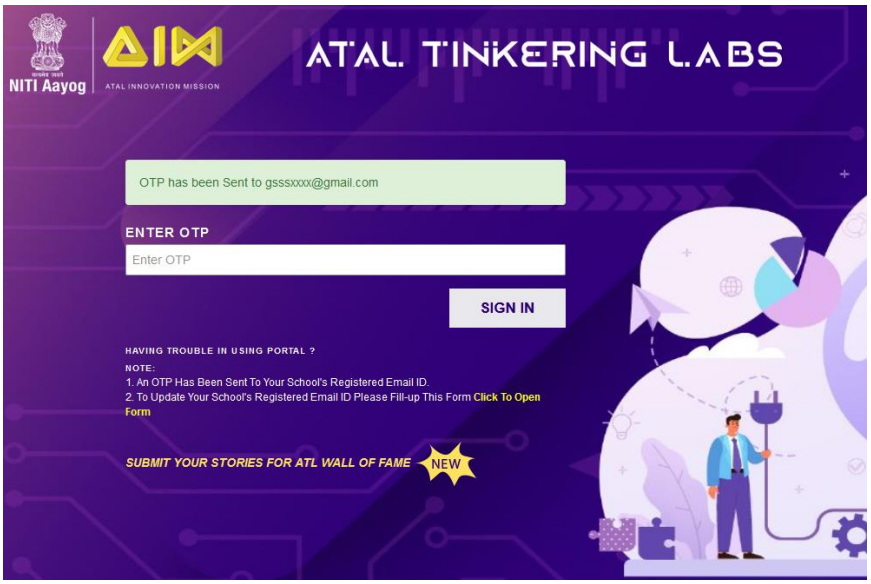


Figure 6: Two-step authentication

Mobile-friendly

The new MyATL Dashboard has been made mobile-friendly to enable the user to fill up the report anytime and anywhere. Figure 7 shows the mobile and desktop login screens of the MyATL Dashboard.

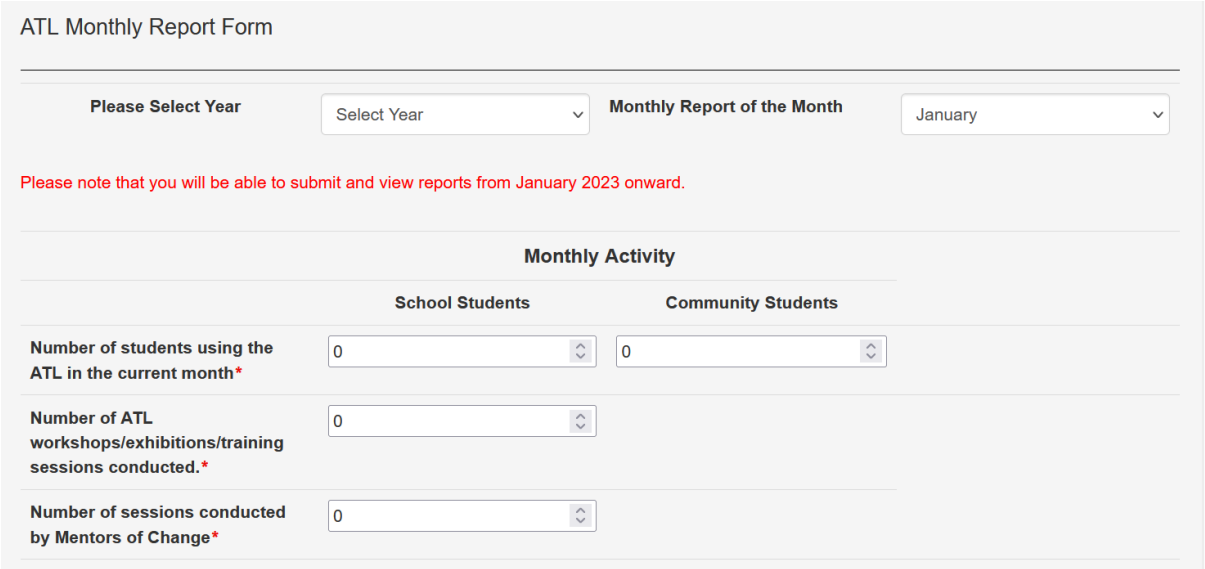
Figure 7: Login pages of the MyATL Dashboard

Easy to fill and user-centric

The MyATL Dashboard collects a comprehensive set of quantitative data with regards to

- The number of school and community students engaged (Figure 8)
- The number of tinkering sessions conducted by the ATL in charge and mentor assigned (Figure 8)
- The number of innovation projects made and IPRs filed/granted (Figure 9)
- The number of winners in AIM and non-AIM events (Figure 10)

Besides quantitative fields, the MyATL Dashboard also collects qualitative data in the form of *Highlight of the month* (Figure 11). Schools can provide a detailed write-up of their activities in the past month along with links to their social media posts (Figure 11).



ATL Monthly Report Form

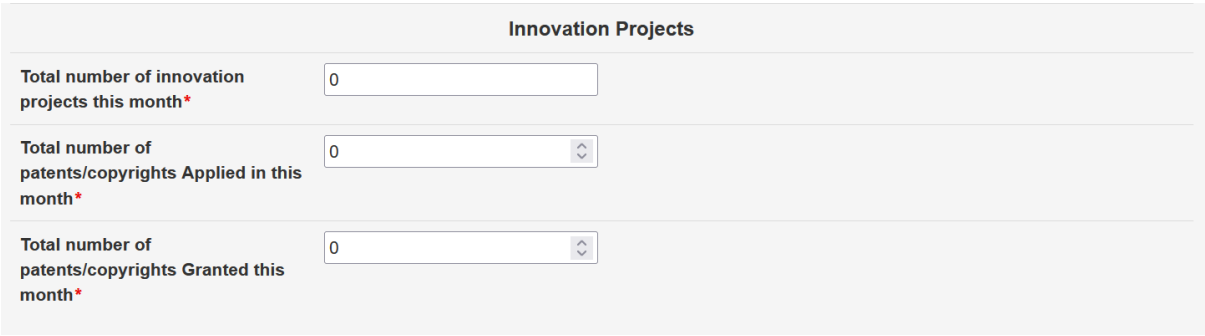
Please Select Year: Select Year | Monthly Report of the Month: January

Please note that you will be able to submit and view reports from January 2023 onward.

Monthly Activity

	School Students	Community Students
Number of students using the ATL in the current month*	0	0
Number of ATL workshops/exhibitions/training sessions conducted.*	0	
Number of sessions conducted by Mentors of Change*	0	

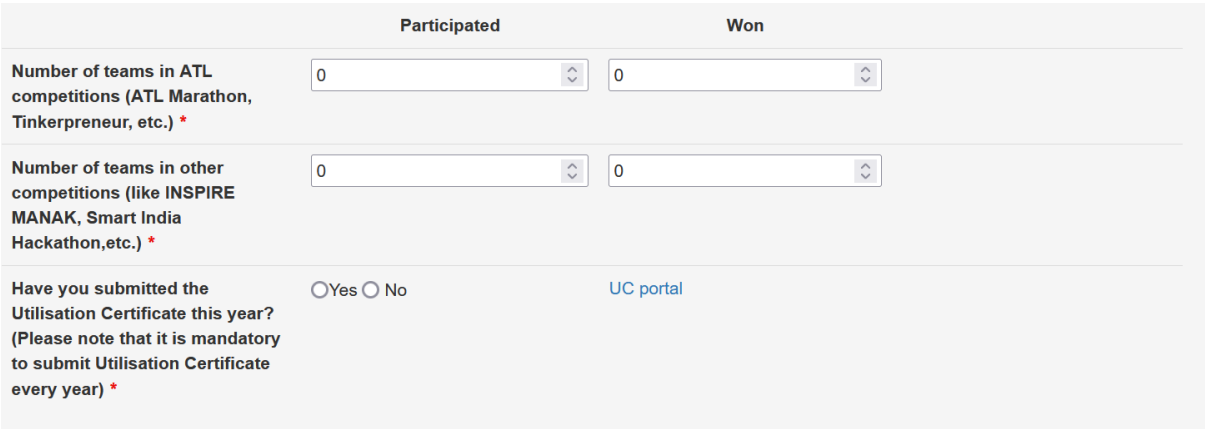
Figure 8: Students engaged and tinkering sessions held



Innovation Projects

Total number of innovation projects this month*	0
Total number of patents/copyrights Applied in this month*	0
Total number of patents/copyrights Granted this month*	0

Figure 9: Innovation projects made & IPR granted



	Participated	Won
Number of teams in ATL competitions (ATL Marathon, Tinkerpreneur, etc.) *	0	0
Number of teams in other competitions (like INSPIRE MANAK, Smart India Hackathon,etc.) *	0	0
Have you submitted the Utilisation Certificate this year? (Please note that it is mandatory to submit Utilisation Certificate every year) *	◯Yes ◯ No	UC portal

Figure 10: Participation in AIM & non-AIM competitions

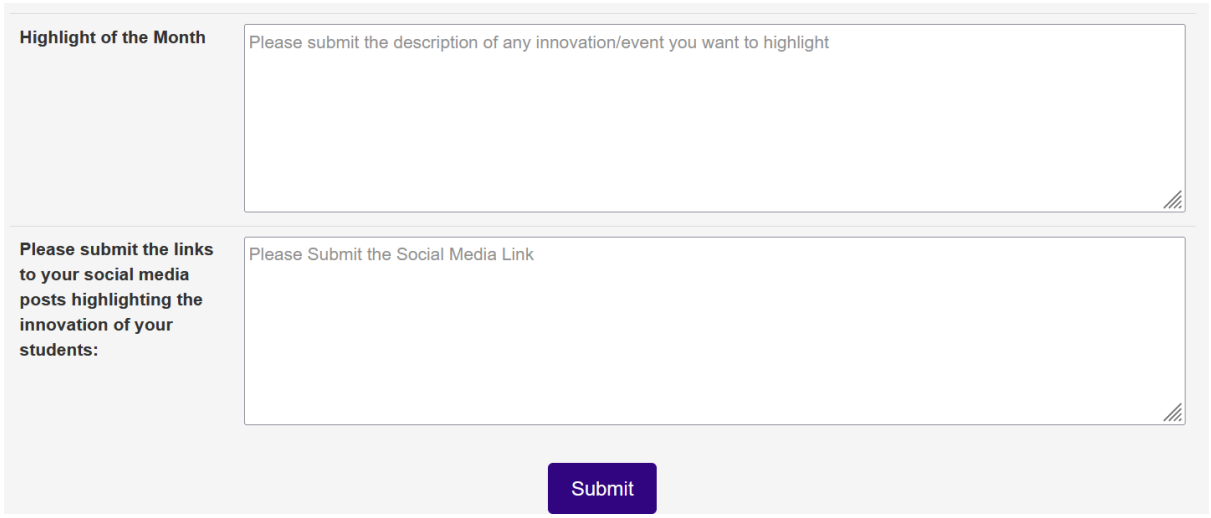


Figure 11: Qualitative data collection

ATL Guidelines – Compliance Requirements

It is mandatory for all selected ATL schools to follow the ATL guidelines and compliance process for successfully running the ATL in their school. Per the guidelines, ATL Schools are required to establish the ATL lab in their school within 3 months of reception of Tranche 1. Once the ATL is established, schools need to compulsorily submit monthly reports on the MyATL Dashboard that enables AIM to recognize thepresent engagement of each school. It is an online governance medium wherein the consistent schools arerecognized and gratified and determine the suitability of the ATL for the next tranche of grant disbursement.

The release of subsequent funds is a function of the performance of an ATL. It is obligatory for all the schools to fill the details on the MyATL dashboard and ensure the suitability for next tranche of grant disbursement. It is mandatory for all the funded schools to submit the Utilization Certificate for the grant-in-aid under the ATL program separately for each financial year.

As per the ATL Guidelines the schools should comply with the following requirements:

- Lab Setup: ATL Schools are required to establish the ATL lab in their school within 3 months of reception of the Tranche 1

- GEM Procurement: It is mandatory for all ATLs to procure the equipment only through Government E-marketplace (GeM), via authentic vendors registered on GeM portal.

- PFMS and Expenditure: All ATLs must use the Public Finance Management System (PFMS) to record all financial transactions (including online, offline, GeM transactions) pertaining to the ATL grant-in-aid.

- Monitoring & Governance Dashboard: It is mandatory for all ATL schools to periodically update MyATL Dashboard with the details of the ATL activities and operations for monitoring and evaluation for subsequent tranches.

- Utilization Certificate: The grant-in-aid being released should be exclusively spent on the specified purpose for which it has been sanctioned within the stipulated time. The school will be required to submit Fund Utilization Certificates (UCs) for the grant-in-aid at the end of each financial year as wellas at the time of seeking further installments of the grant-in-aid, if any.

- Interest Accumulation: Any interest earned on bank deposit of the grant or other earnings against the grant is not available for spending on the lab and cannot be adjusted against the release of the next tranche. As per rule 230(8) of the General Financial Rules, 2017, all such interest or other earnings need to be mandatorily remitted to the Consolidated Fund of India after finalization of the accounts.
- **Return of ATL grant-in-aid:** At any particular time, due to reasonable unforeseen circumstances, if theschool is unable to establish and/ or maintain operational status of the Atal Tinkering Lab in their school premises, the school must return the full ATL grant-in-aid amount sanctioned to the Consolidated fundsof India.

Actionable Compliance Conditions

1. Financial Non-Compliance:

The **clause 4.3 (IV) of the Memorandum of Agreement (MoA)** signed between each school and NITI Aayog**and** the **Grant-in-Aid Sanction Letter issued to the school** at the time of Tranche I disbursement states that:

The grant-in-aid being released should be exclusively spent on the specified purpose for which it has been sanctioned within the stipulated time. The school will be required to submit Fund ***Utilization Certificates*** *(UCs) for the grant-in-aid at the end of each financial year as well as at the time of seeking further installments of the grant-in-aid, if any.*

Hence, it is **mandatory** for all the funded schools to submit the Utilization Certificate for the grant-in-aid under the ATL program **separately for each financial year**. Failure to do so would result in suspension of further tranches along with an enquiry from the ATL team.

2. Non-Performance/ Inactive Schools:

   - Active Status of School – To be determined based on the following parameters by the ATL Team:
     - GEM: It is mandatory for all ATLs to procure the equipment only through Government E-marketplace (GeM), via authentic vendors registered on GeM portal.
     - PFMS Status: All ATLs must use the Public Finance Management System (PFMS) to record all financial transactions (including online, offline, GeM transactions) pertaining to the ATL grant-in-aid.
     - Dashboard Activity Status: It is mandatory for all ATL schools to periodically update MyATL Dashboard with the details of the ATL activities and operations for monitoring and evaluationfor subsequent tranches.
     - Participation Score (includes ATL participation in ATL Challenges, Teacher Training, etc.)
   - School Visits (if required) – School visits by AIM/ NITI Aayog team

To establish the availability of all the mandatory infrastructural facilities indicating the complete physical Infrastructure/ facilities as well as confirming the actual availability of the equipment/ tools installed and the appointment and availability of staff and other records in the lab. If any ATL school is inactive for more than 12 months, it shall be liable for punitive action by AIM

3. Any Fraud/ Complaint of Misuse of Funds:

The **Article 5 of the Memorandum of Agreement (MoA)** signed between each school and NITI Aayog **and** the **Grant-in-Aid Sanction Letter issued to the school** at the time of Tranche I disbursement states that:

AIM, NITI Aayog reserves the right to terminate support to the project at any stage, if it is convinced that the grant-in-aid is not being utilized properly or that appropriate progress in the project work is not being made. The brand name 'Atal Tinkering Laboratories'shall be withdrawn in case of non-performance of these laboratories.

After receipt of grant-in-aid money, the schools are required to immediately start setting up the Atal Tinkering Lab space in their respective schools and **abide by all the mandatory conditions and requirements** as stated in the ATL Guidelines and put down in the Grant-in-aid Sanction Letter. **The diversion or misuseof funds for any other purpose would lead to an enquiry by ATL team and if found to be at fault, AIM reserves the right to terminate its support and instruct the school to refund the amount as per conditions in Article 4(b) of the Bond Form.**