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STANDARDS FOR EXCELLENCE IN SCHOOL EDUCATION



**DEPARTMENT OF SCHOOL EDUCATION AND
LITERACY MINISTRY OF EDUCATION
GOVERNMENT OF INDIA**

Developed by



**CENTRAL BOARD OF
SECONDARY EDUCATION**

on behalf of



**DEPARTMENT OF SCHOOL EDUCATION AND
LITERACY MINISTRY OF EDUCATION
GOVERNMENT OF INDIA**

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LEARNER PROFILE

Preparing Myself for the Future

Self-aware	<ul style="list-style-type: none"> • I work to understand myself better and am open to constructive feedback • I look for continual improvement that supports my learning as well as personal development
Caring and Compassionate	<ul style="list-style-type: none"> • I am kind and thoughtful • I show kindness, empathy and compassion and act to make a positive difference in the lives of others
Socially Responsible	<ul style="list-style-type: none"> • I am responsible for myself and responsive to and respectful of others • I care about significant local and global issues that make an impact on our lives and on planet earth
Open minded	<ul style="list-style-type: none"> • I try to make connections while using information • I appreciate my own culture and beliefs as well as the traditions, beliefs and culture of others
Reflective	<ul style="list-style-type: none"> • I think about my behavior and actions and its impact on others • I find ways to improve my learning and behavior
Principled	<ul style="list-style-type: none"> • I act with honesty, integrity and fairness and respect others • I take responsibility for my actions
Risk Taker	<ul style="list-style-type: none"> • I am resourceful and resilient in the face of challenges • I love to explore new ideas
Confident	<ul style="list-style-type: none"> • I can express myself confidently • I can work with information and ideas of my own and those of others
Communicator	<ul style="list-style-type: none"> • I am confident and articulate in expressing myself in more ways than one • I am a good listener and can understand others' perspectives
Collaborator	<ul style="list-style-type: none"> • I work well independently as well as in groups • I appreciate and respect diversity
Engaged	<ul style="list-style-type: none"> • I am intellectually, socially and emotionally ready to make a difference • I consciously engage with issues that have a significant local and global impact
Inquirer	<ul style="list-style-type: none"> • I am curious and ask a lot of questions • I learn with enthusiasm and try to find answers independently
Problem Solver & Decision Maker	<ul style="list-style-type: none"> • I use data analysis and evaluate my options in solving problems • I take informed decisions and act responsibly
Critical and Creative Thinker	<ul style="list-style-type: none"> • I use my critical and creative thinking skills to make informed and ethical choices • I think out of the box to find alternative solutions to complex problems
Innovator	<ul style="list-style-type: none"> • I explore, experiment and discover • I introduce new ideas and concepts
Balanced	<ul style="list-style-type: none"> • I take care of my physical, intellectual, and emotional well being • I make decisions based on critical and creative thinking when faced by a problem

INTRODUCTION TO SETTING OF STANDARDS

BACKGROUND AND INTRODUCTION

Across the globe, quality of education has been accepted as a major intervention to embed two principles of 'equity and equality' in the school education system. These guiding principles have been given utmost priority in all the National Policies on Education since independence of the country. Hence, time and again need has been felt for specification of relevant set of standards for desired quality in school education.

India showing unflinching commitment towards Sustainable Development Goal-4 (Quality Education), has initiated various measures to improve quality of school education at all levels (pre-school education to secondary education). At the National level, Government has initiated several measures like SEQI (School Education Quality Index), PGI (Performance Grading Index) and SDG India Index to drive and guide States/UTs within federal structure of country to prioritize their policies to improve quality of educational outcomes. However, reflection over aforementioned measures introduced by Central Government leads to the conclusion that all these measures are functioning at macro level and prominently unit of assessment is State/UT. On the contrary, at micro level, for schools, crystallized measures are not very noticeable to evolve competitive and healthy environment. Further, they are not encouraged enough to work consistently on improving quality of educational outcomes.

However, **National Education Policy (NEP)-2020** has recommended creation of an ecosystem for assessment and accreditation of schools so that at micro level, schools may be encouraged for setting their priorities to improve quality of educational outcome.

Working towards attainment of goals set by NEP-2020, Standards for Excellence in School Education have been drafted by CBSE to catalyse transformational change in its affiliated schools - KVs, JNVs, private independent schools and other schools. It has been envisaged to guide all stakeholders engaged in policy making, operation of public schooling system, governance and regulation and academic standard setting body for school education etc. to evolve and establish relevant set of standards for increased quality of educational outcomes.

This resource describes what effective self-evaluation is, what it involves, and how to go about it in ways that will enhance the overall quality of school processes and educational outcomes for students. It draws on the best practices prevalent in the domain of school quality assessment and accreditation across the country and globe. The intention is that this resource will assist all the schools and their affiliating Boards and other stakeholders to understand and practise effective self-assessment and evaluation for improvement.

STRUCTURE OF THE MANUAL

For sustainability and effectiveness of measures introduced to increase quality of educational outcomes, standards have been evolved for all key functionaries/bodies that tend to create an ecosystem of school education.

In this document, larger section has been dedicated to quality assessment and assurance framework for schools. Apart from this, standards evolved for Smooth and Qualitative Functioning of State Department of Education, Directorate of Education, SCERTs/DIETs have also been presented. Characteristically, this document has been divided into broad three sections namely:

01 Deals with the Standards developed for Schools - background, vision, objectives, scope, structure and organisation and operational aspect of the School Quality Assessment and Assurance Framework

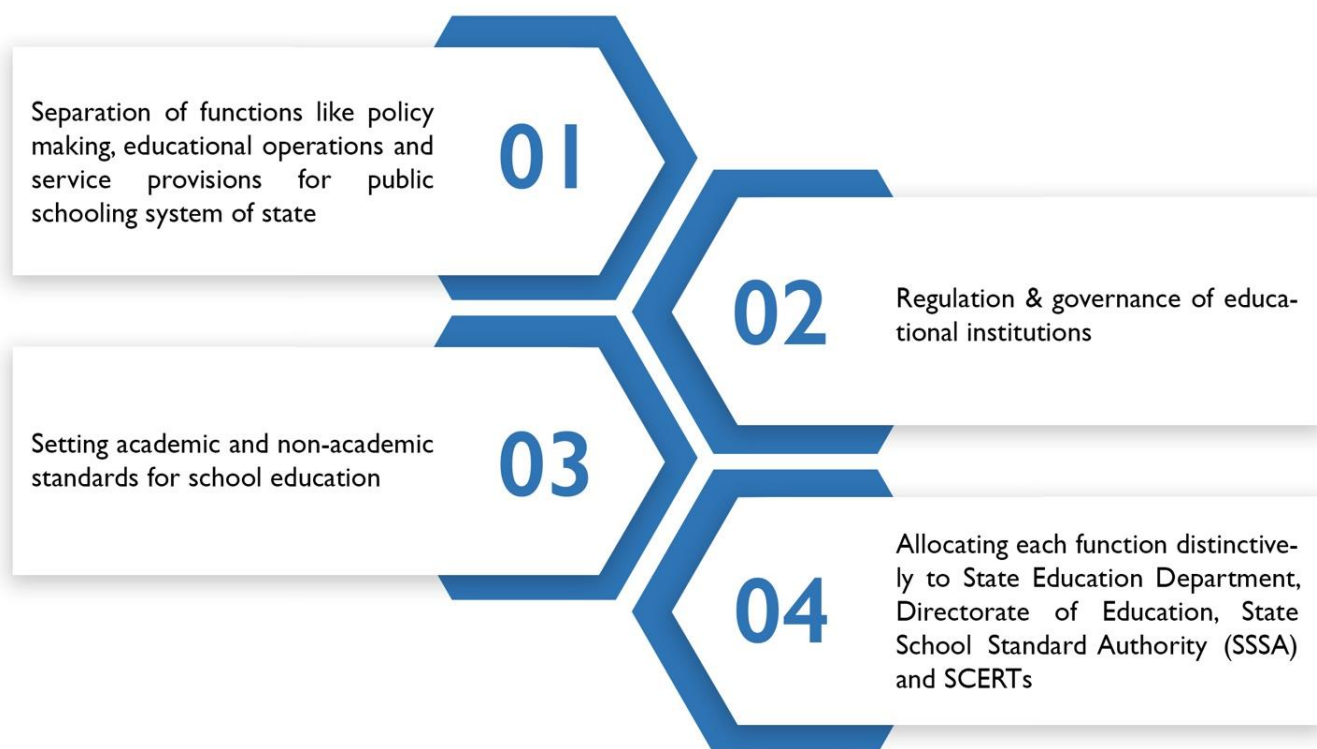
02 Standards for State Department of Education, Directorate of Education, SCERT/DIETs have been discussed for smooth and qualitative functioning of aforementioned bodies in this section.

03 Annexures and Glossary have been given in this last section.

NEP-2020 DEFINING AND DEMARCATING CONTOUR OF STANDARDS FOR EXCELLENCE IN SCHOOL EDUCATION

National Education Policy (NEP)-2020 has committed concerned organs of government at Central/State/UT level to prioritize and align their educational policies for accomplishing targets of SDG-4 in time bound manner by 2030 and benchmark educational outcomes with Nationally and Internationally recognized parameters.

NEP-2020 has reflected over entire school education system holistically covering all key aspects of school education system and recommended far-sighted pathways for reconfiguration and restructuring of governance and regulation of school education system. It has recommended:

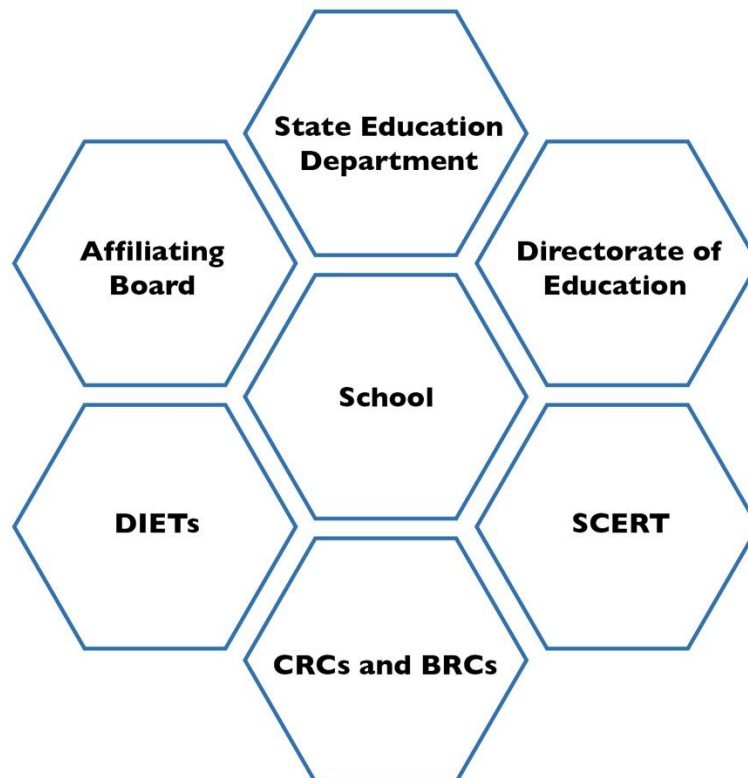


Further, NEP has recommended evolving following types of standards for increased effectiveness and efficiency of school education system:

01

Standards for key functionaries involved in policy making, educational operations, governance & regulation and academic standard setting - Clause 8.6, NEP-2020

NEP-2020 is of the view that measures being introduced to increase quality of educational outcomes would not sustain unless standards for all functionaries are established. It advocates a 360-degree approach to be followed while evolving standards for school education system.



Entire school education system should be visualized comprising of schools, policy making bodies, bodies involved in educational operations, governing and regulating bodies and academic standard setting bodies, etc. When entities creating ecosystem of school education will demonstrate their assigned accountabilities, maintain integrity of system and show unflinching commitment towards assigned roles and responsibilities, only then measures introduced to enhance quality of school education would sustain in the long run. In an ecosystem all entities are interrelated to one another based on symbiotic relationship.

Hence, standards have been evolved for functionaries like State Education Department, Directorate of Education, SCERTs & DIETs, etc. to ensure smoothness and improve efficiency in their functioning. After evaluating themselves against these standards, the aforementioned bodies will be able to embed transformational change in their way of functioning.

For committing concerned stakeholders (Principal, Teachers and Management Body, etc.) at school level and equipping them with tools of self-evaluation and self-reflection for increased quality educational outcomes in adherence to School Quality Assessment and Accreditation Framework (SQAAF).

SQAAF need not be asymmetrical for government and private schools. So, same assessment criteria, benchmarks, process and online & offline public disclosures, etc. would be used for government and public-spirited private schools so that private and philanthropic schools could be encouraged by affirming public nature of quality education (Clause 8.7, NEP-2020).

WHAT AND WHY STANDARDS?

01

A technical document or a set of criteria designed as a guideline for an institution to abide by to ensure effective outcome.

02

A rule or a principle that is used as a basis for judgement.

The criteria shape the purpose, culture and environment of the institution.

03

Its objective is to establish a level of excellence in all aspects of the institution's performance by establishing norms for a repeatedly performed task.

04

MAIN OBJECTIVES OF STANDARD SETTING



To

1. enable institutions to follow certain minimal professional and quality standards.
2. upgrade quality and services of institutions through constant reflection and peer assessment.
3. provide handy index for assuring external stakeholders about the quality of the schools.
4. provide institutions with a common language and qualitative benchmarks around which they can charter their own self-improvement planning.
5. bring about an element of standardization adaptive to diverse school contexts.
6. enable participation of all stakeholders in the process of school improvement and quality assurance.

GUIDING PRINCIPLES FOR DEVELOPING STANDARDS FRAMEWORK

01

'Light but Tight' and facilitating assessment framework

Standards set for schools and other key functionaries/bodies are realistic and implementable to bring guided transformational change rather than being unrealistic and overburdening.

02

No differential set of assessment criteria and process for govt./govt. aided/ private schools

Same assessment criteria, benchmarks, process, offline and online public disclosure, etc. shall be used for government schools, philanthropic and public-spirited private schools. Asymmetrical/differential approach has been avoided for assessment and assurance criteria for government and private schools.

03

Learner at the centre stage of Standards Framework

The main intention of developing standards for schools and other stakeholders is to enable them to engage themselves in an ongoing and cyclical process of evaluating the impact of their endeavours on the achievement of learner outcomes. So, the learners have been kept at the centre of the standards framework, with the goal of developing them to be confident, connected, actively involved, lifelong learners as envisioned by NEP 2020. The standards delineating the student profile across the different domains will act as a yardstick for evaluating effectiveness of school practices.

04

NEP recommendations as the guiding force

The NEP recommendations as given in the figure below have been the guiding force behind the framing of the standards; these recommendations have not to be seen in silos but as seamlessly woven into the school processes.

Competency Based Teaching	Encouraging 21st Century Skills	No silos between scholastics and co-scholastics	Transforming assessment for student development
Holistic Progress card	Health Education	Digital Literacy	Promotion of multi lingual teaching
Development of scientific temper	Values and Ethics	Introduction of contemporary subjects like AI, Data Science, Design Thinking	Mathematical and Computational Thinking
Experiential Learning	Continuous Professional Development of teachers	Inclusive Practices	Effective Governance
Increased focus on Foundational Literacy and Numeracy	New Pedagogical Structure	Vocational Education	Indian Constitution and Knowing India

ADOPTION/ADAPTATION OF STANDARDS FOR EXCELLENCE IN SCHOOL EDUCATION BY STATES/UTs

Standards for Excellence in School Education will act as a model for States/UTs. These are non-prescriptive in nature. State has flexibility to go either for adaptation of these standards wherein these can be contextualised as per the State's local needs or for their adoption in its present shape as it is. If a State adapts the framework, it should be ensured that the adapted version is comparable to this model framework.

SECTION I

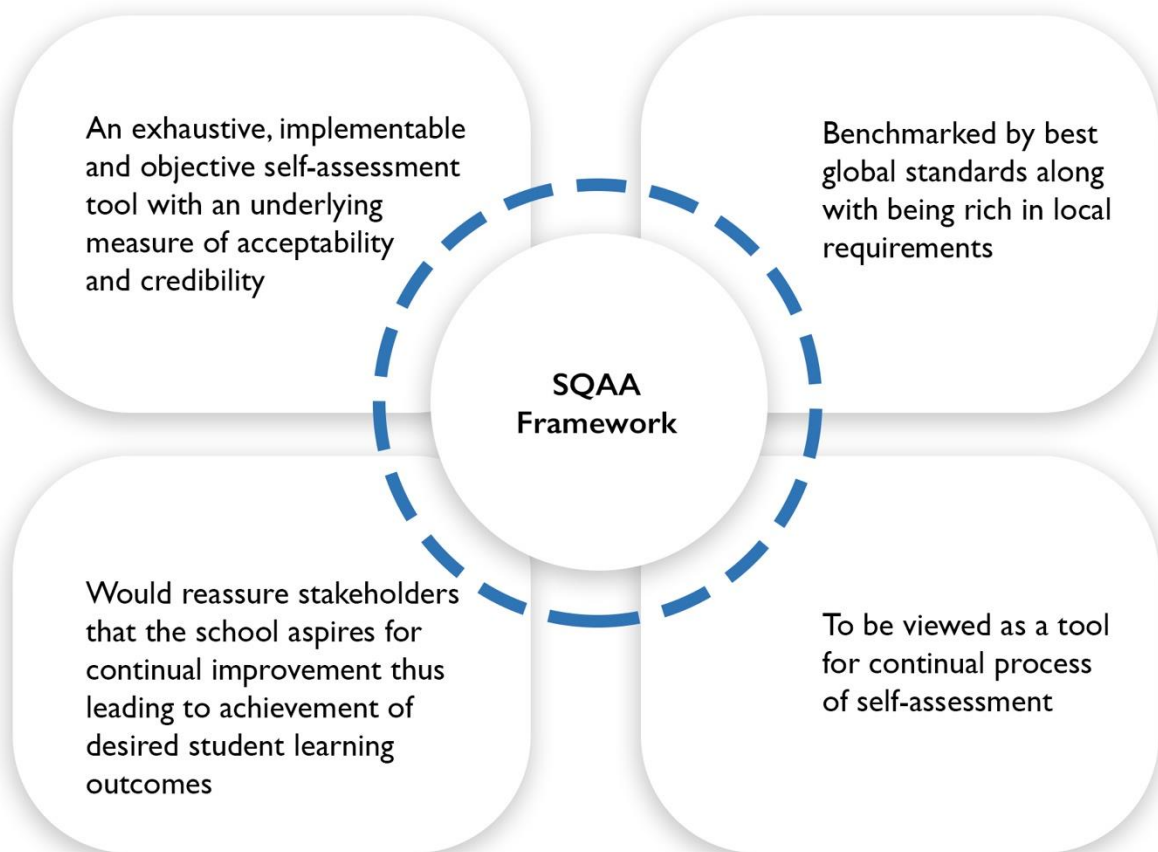


STANDARDS FOR SCHOOLS (SCHOOL QUALITY ASSESSMENT AND ASSURANCE FRAMEWORK)



1.1 INTRODUCTION

School Quality Assessment and Assurance (SQAA) Framework is a set of standards and best practices as paradigms for attaining individual and institutional excellence. It is a tool for educationists, leaders, management and all those involved in making a difference in the lives of children. It is an attempt to allow all of us to make informed choices, articulate what we want and compare it with a realistic assessment of current reality, collectively aspire for a goal, reflect and initiate dialogues, recognize and manage the complexities at large and thus deal effectively with the forces that shape the consequences of our actions.



1.2 VISION, MISSION AND VALUES FRAMEWORK OF SQAA



VISION

- To provide quality education to students through standardized instruments and processes of self-evaluation and external assessment benchmarks in the concept, establishment and running of effective systems within an institution in accordance with changing socio-economic and cultural contexts.



VALUE FRAMEWORK

- Encouraging Self-Evaluation, Accountability, Collaboration and Innovation
- Promotion of use of technology; interdependence; promotion of research and innovation; enhancement in employability skills; nationalism; creating global citizens.



MISSION

- Promote interconnectedness among stakeholders to support the school systems for ongoing research and development to improve achievement of student learning outcomes.
- Inspire schools to review and reflect on their curricular practices and achievement of student learning outcomes.
- Promote student centric non-discriminatory curriculum which prepares students to be confident, connected and lifelong learners as envisaged in NEP 2020.
- Stimulate schools to reflect, review, assess and create their institutions as learning organizations that are continuously growing and evolving on their developmental continuum.
- Foster the culture of openness, transparency and objectivity in self-assessment, peer review and external assessment.
- Empower schools to be continually involved in systematic self-assessment which has an explicit purpose of improving the quality of student experiences and their standards of attainment.

1.3 OBJECTIVES



To enable schools to:

- a. Reflect and review their processes at periodic intervals.
- b. Use the rich data assimilated to respond proactively to the changing paradigms in the field of education.
- c. Create an enabling environment in the school for the achievement of student learning outcomes.
- d. Prepare students for an increasingly complex and interdependent world.
- e. Establish as inclusive schools with purposeful learning culture and achieve high standards of students' learning and personal development.
- f. Develop individual and collective responsibility and accountability in ensuring the achievement of student learning outcomes.
- g. Assess and endorse themselves as learning organizations that meet established standards.
- h. Devise strategies to become incubators of innovation.
- i. Recognize, retain and sustain their unique elements in their local region.

1.4 ELIGIBILITY FOR SQAA PROCESS

Schools already affiliated to CBSE must undergo the process of SQAA and self-assess themselves on the SQAA Framework **once every three years.**

The schools aspiring to be affiliated to CBSE can also undergo self-assessment process on this framework and prepare themselves for affiliation.

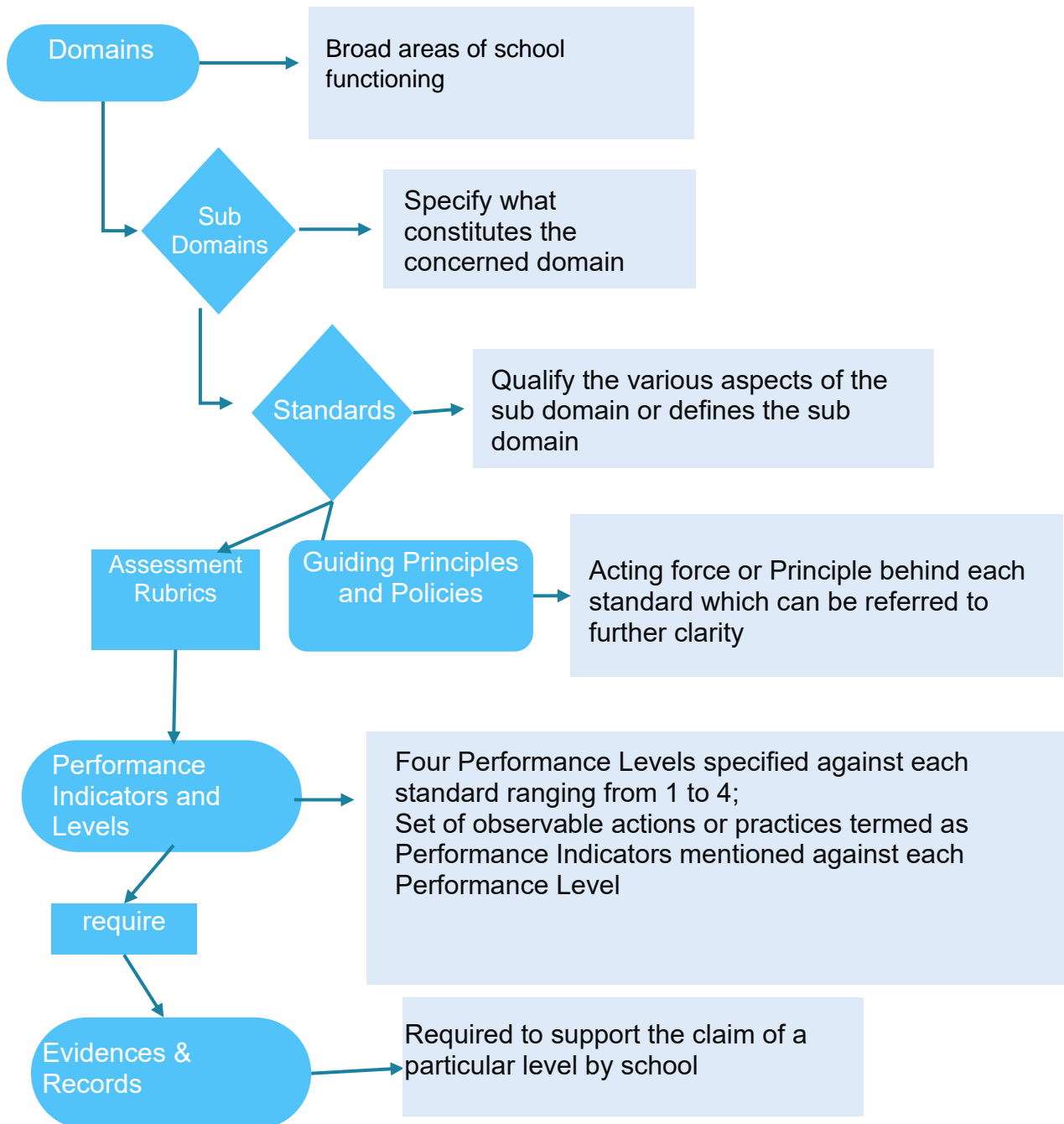
1.5 APPROACH AND IMPACT

The complete focus of the standards is on *encouraging Self-Evaluation, Accountability, Collaboration and Innovation*. Apart from this, the following has also been kept in mind while framing of standards:

<p>Empowerment of Leaders</p> <p>Growth Self Esteem</p>	<p>Holistic</p> <p>All parameters of school functioning integrated seamlessly into one whole</p>	<p>Self-Assessment</p> <p>Self-Reflection to bring about improvement in life and work to create overall well being</p>	<p>Student Learning Outcomes</p> <p>Application of Standards</p>	<p>Non-threatening</p> <p>Flexibility in time period</p>
<p>Self-Explanatory Framework</p> <p>Clarity</p>	<p>Adaptability</p> <p>Contextual</p>	<p>Confident and better equipped schools</p> <p>Handholding, support and mentorship</p>	<p>Continual improvement</p> <p>Creation of an enabling learning environment in school</p>	<p>Standardization</p> <p>Common School Quality Assessment Framework for all schools</p>

1.6 STRUCTURE AND ORGANIZATION OF SQAA

Standards and Performance Indicators are at the centre of any assessment framework. They provide a basis on which assessment is done. Since the concept of quality is complex and has to be seen holistically, therefore, the standards should cover almost all the key performance areas of school and consider the satisfaction of all the stakeholders concerned. In the proposed SQAA Framework, the standards have been set in seven different domains of school functioning which are further subdivided into sub-domains detailing out the areas under them. Performance Indicators have been mentioned against each Standard which indicate the observable actions or practices in response to that particular Standard. Each standard has 4 levels of performance indicators. Schematically structure of SQAA may be understood through following graphical organizer:



Key elements highlighted from macro to micro level in above mentioned graphical organizer are further detailed out for more clarity about the Framework.

It is suggested that in order to understand and make sense of the framework, the domains, sub domains, standards, performance indicators, evidences and guiding policies/documents should be looked at in totality rather than in isolation. Since all areas of school functioning are seamlessly interwoven, the different components of the framework need to be viewed as a whole rather than in seclusion. The Performance Indicators are self explanatory and corroborated by list of evidences given at the end of each standard. The schools can assess themselves against these standards and set an aspirational level that is achievable.

Domain	<ol style="list-style-type: none"> 1. SQAA Framework rests on the following seven domains which ensure school effectiveness: <ul style="list-style-type: none"> • Curriculum, Pedagogy and Assessment • Infrastructure - Adequacy, Functionality and Aesthetics • Human Resources • Inclusive Practices • Management and Governance • Leadership • Beneficiary Satisfaction 2. These domains are the key performance areas of school. 3. The seven domains are not independent of each other but interlinked and interdependent in a systematic and seamless manner. <i>An example would be that of leadership that develops capacity of teachers by providing resources and training benchmarked with best practices and good governance leading to enhanced learning outcomes in all students in all curricular areas.</i>
Sub Domain	<ol style="list-style-type: none"> 1. Specifies what constitutes each domain 2. Ensures uniformity in understanding and interpretation across all users and stakeholders 3. Example: Sub domains of <i>Curriculum, Pedagogy and Assessment</i> may be: <ul style="list-style-type: none"> • Curriculum Planning • Teaching Learning Process • Student Enrichment Programmes • Mainstreaming Physical Education and Sports • Values and Ethos • Student performance, Assessment of Learning Outcome and Feedback etc. 4. Based on aforementioned sub-domains of '<i>Curriculum, Pedagogy and Assessment</i>', it may be inferred that sub-domains having some sort of similarities would be subsumed under a particular domain.
Sub-Sub Domain -Standards/ Benchmarking Statements	<p>Standard is benchmarking statement under the sub domain. It is a rule or principle that is used as a basis for judgement.</p>

	<p>In School Quality Assessment Framework, standards are the benchmarking statements expressed in terms of behaviours and attributes of practices of an effective and well-functioning school.</p> <p>All standards set under any sub-domain tend to qualify various aspects of the concerned Sub-domain.</p> <p>Example: Under Curriculum Planning - a sub domain of domain ‘Curriculum, Pedagogy and Assessment’, we would find following Standards or Benchmarking Statements:</p> <ul style="list-style-type: none"> • Principal and teachers are familiar with the spirit and content of NCF and recommendations of NEP • The Principal and teachers are familiar with the curriculum documents and support material brought out by CBSE • There is an integrated Annual Curriculum and Pedagogical Plan. • Curriculum develops skills and abilities which prepares students for lifelong learning and fosters global citizenship leading to attainment of Sustainable Development Goals (SDGs) • As compared to Domain and Sub Domain, Standards: <ul style="list-style-type: none"> • are more concrete and specific • tend to give operational definition of concerned Sub-domain <p>Due to concreteness and distinctiveness of each Standard or Benchmarking Statement, assessment exercise would be objective and reliable in nature. This is the reason why Standards are given central stage within any assessment framework.</p>
<p>Performance Levels, Performance Indicator and Rubrics</p>	<p>Performance Levels, Performance Indicators and Rubrics answer the following questions:</p> <ul style="list-style-type: none"> • How School would be assessed on each standard? • How to determine where school stands on each standard so that school may aspire for continual improvement? • How to determine appropriate performance level on standard for school? <p>For facilitating assessment of school on each standard, four performance levels ranging on scale of 1 to 4 have been specified. Performance Level-IV would be highest and Performance Level-I would be lowest. Performance Level indicates the developmental stage of the school.</p> <p>Further to determine on which performance level school stands, along with each performance level, observable actions or practices termed as performance indicators are specified. Technically, if against each standard or benchmarking statement, performance levels and associated performance indicators are specified, resultant scoring guide tool is called ‘Rubric’.</p> <p><i>Note: Performance levels are ordered incrementally from low to high, it means for getting higher performance level, requirements of previous</i></p>

	<p><i>levels would be met by school. It means for attaining performance level-IV which is the highest level, school would have to meet requirements of preceding performance levels.</i></p> <p>The school has flexibility to self-assess its maturity level, define its aspirational level and then devise its plan of action after each domain of the framework to achieve the aspired level.</p>
Score	<p>Against each standard, Performance levels have been specified ranging on four-point scale. Level-IV of Performance Indicators under each standard depicts the best practice(s) carrying a weightage of 4. In order to get a score of 4, the performance indicators at other three levels must stand true/appropriate for the school. Similarly, Performance level-III, II and I are carrying weightage scores of 3, 2 and 1 respectively.</p>
Record/Evidence	<p>Against each standard, set of records and evidences have been specified which support that observable actions or practices are happening in school as per requirements specified for performance levels of concerned standard. (Availability of documents at all levels: 5+3+3+4 is preferred)</p> <p><i>Note: One document can also be an evidence for other domains and their sub-sub domains.</i></p> <p><i>Schools are expected to upload/make available only those documents (not more than 10 evidences per domain) that reflect planning, implementation, mentoring and monitoring practices, reflection, improvement plans in school processes leading to enhanced student learning outcomes.</i></p>
Policy/Reference Document	<p>Against each standard, policy or reference documents are mentioned which are acting force or principles behind the concerned standard. It means for more detailed information regarding any standard concerned policy or reference document(s) may be referred.</p>
Maturity Level	<p>In SQAA along with each standard, four Performance levels ranging on scale of 1-4 have been specified. These four levels of performance namely Performance level-IV, III, II and I denotes ‘Dynamic-Evolving’, ‘Stable’, ‘Transient’ and ‘Inceptive’ maturity levels respectively. These are given in the figure below:</p> <p>The school can refer the above criteria or developmental stages of performance to know where it stands in terms of developmental stage and formulate appropriate and achievable plans for self-improvement and enhance accountability.</p> <p>Although it is expected that each school meets the best practices as depicted in these performance indicators, not all indicators will apply to or be appropriate for each school.</p>

Level 4 of Performance Indicators

Level-IV of Performance Indicators under each standard depicts the best practice(s) carrying a weightage of 4. In order to get a score of 4, the performance indicators at other three levels must stand true/appropriate for the school. Also, the practices followed by the school should reflect SYSTEMS APPROACH TO QUALITY MANAGEMENT.

01

Level-I (Inceptive)

System is at initial stage. Practices are individual based.

02

Level-II (Transient)

System is in early constructive years. Practices are generally corrective in nature.

03

Level-III (Stable)

Evidences of database improvement processes. System is defined and documented. People are aware of their roles in the institution and practicing it. Practices are preventive and corrective in nature.

04

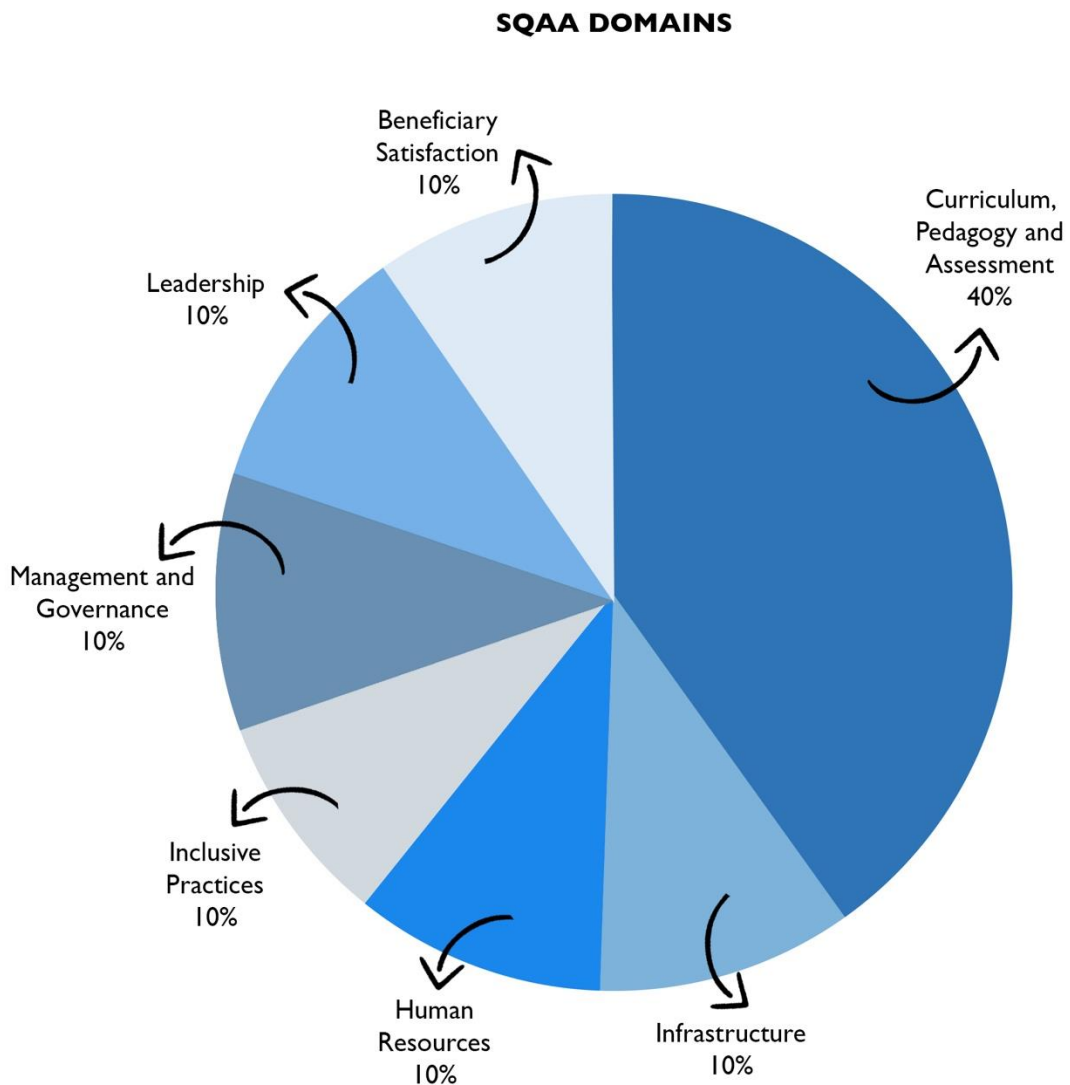
Level-IV (Dynamic-Evolving)

Demonstrates strong benchmarked defined and documented processes. Governance and leadership exhibits accountability, responsibility, self-evaluation and improvement planning.

1.7 WEIGHTAGE ASSIGNED TO DOMAINS OF SQAA

The domain of 'Curriculum, Pedagogy and Assessment' carries highest (40%) weightage as compared to other domains. In the SQAA Framework, the domain of *Curriculum, Pedagogy and Assessment* has been treated as core domain because it consists of teaching-learning processes, learning outcomes, assessment practices, etc. that are used as yardstick for determining quality of school education.

NEP-2020, keeping in mind, targets of SDG-4 to be achieved by 2030, has emphasized improving quality of educational outcomes which underpins allocation of higher weightage to the domain of *Curriculum, Pedagogy and Assessment*. Rest of the domains have been treated as enablers and facilitators for achieving enhanced student learning outcomes and each carry 10% weightage.



1.8 OVERVIEW OF SQAA FRAMEWORK

Sr.No.	Domains	Sub-domains	Standards / Benchmarking Statements
1	Curriculum, Pedagogy and Assessment	6	22
2	Infrastructure	11	19
3	Human Resources	05	11
4	Inclusive Practices	05	07
5	Management and Governance	10	10
6	Leadership	03	05
7	Beneficiary Satisfaction	07	07
	Total Items	47	81

1.9 SQAA DOMAINS, SUB DOMAINS AND STANDARDS/BENCHMARKING STATEMENTS

In this sub-section, Domains, Sub-domains, Standards, Performance levels and indicators, records/evidences and policy documents are presented in detail. Domain-wise details are presented below:

DOMAIN I : CURRICULUM, PEDAGOGY AND ASSESSMENT



DOMAIN 1: CURRICULUM, PEDAGOGY AND ASSESSMENT

DOMAIN OVERVIEW	
<p>The students achieve excellence through a wide range of inclusive and innovative policies, practices and well-defined outcomes that allow for holistic, cohesive and free learning spaces for learners. The many student friendly systems and operatives that make education a functional and living entity are a part of academic and non-academic processes and products. The teachers' knowledge of their subjects and how students learn; learning environment and creating positive classrooms, teacher-student interactions; teaching learning methodologies; integration of arts, values, life skills, sports in teaching learning practices, use of inter-disciplinary approaches to achieve student learning outcomes, informal assessments to measure students on their developmental continuum; continual upgrade by staff on their knowledge, competencies and skills; inclusivity and building a culture of innovation are some of the descriptors of a strong curricular, pedagogical and assessment policy in place.</p>	
SUB DOMAINS	STANDARDS
1.1 Curriculum Planning	<p>1.1.1 Principal and teachers are familiar with the spirit and content of NCF and recommendations of NEP.</p> <p>1.1.2 The Principal and teachers are familiar with the curriculum documents and support material brought out by CBSE.</p> <p>1.1.3 There is an Integrated Annual Curriculum and Pedagogical Plan.</p> <p>1.1.4 Curriculum develops skills and abilities which prepare students for lifelong learning and fosters global citizenship leading to attainment of Sustainable Development Goals (SDGs).</p>
1.2 Teaching Learning Processes	<p>1.2.1 School follows an optimum number of teaching days and teaching hours.</p> <p>1.2.2 Teacher - Student Ratio</p> <p>1.2.3 Teachers adopt varied teaching learning approaches reflecting their understanding of the needs of the diverse students.</p>
1.3 Student Enrichment Programmes embedded in the Annual Curriculum and Pedagogical Plan	<p>1.3.1 The school provides ample opportunities for Art Education.</p> <p>1.3.2 The School Vocational Education Programme develops employability and entrepreneurial skills in the students.</p> <p>1.3.3 The school provides facilities to the students to participate in activities related to Literary and Creative Skills; Scientific Skills; Information and Communication Technology Skills; Communication Skills, Digital literacy, Organizational Leadership Skills, and Aesthetic Skills.</p> <p>1.3.4 The school has a Life Skills development programme.</p>
1.4 Mainstreaming Physical Education and Sports	<p>1.4.1 School has a Policy & a strong leadership for promoting Healthy Physical Education in Students.</p> <p>1.4.2 Teaching and learning of PE is rich and engaging.</p> <p>1.4.3 PE helps in promoting preventive health care and healthy life style choices.</p>

	1.4.4 Inclusive PE and Sport is an important aspect of school ambience.
1.5 Values and Ethos	1.5.1 The school fosters values through a climate of care, compassion, and respect; welcomes diversity and creates a culture of pride for the school amongst the stakeholders.
1.6 Student Performance, Assessment of Learning Outcomes and Feedback	<p>1.6.1 The school ensures 75% attendance of its students.</p> <p>1.6.2 Teachers use multiple modes of assessment to assess the performance of the students - Assessment of Learning.</p> <p>1.6.3 The school has defined procedures and criteria to regularly assess the students' performance; adopts varied assessment tools and techniques to assess the performance of the students - Assessment for Learning and As Learning.</p> <p>1.6.4 Learning Outcomes are used as check points to assess student's learning.</p> <p>1.6.5 Assessment of skills and competencies are done based on the criteria given in the Holistic Progress Card.</p> <p>1.6.6 The school ensures all students achieve and progress on their developmental continuum.</p>

DOMAIN 1: CURRICULUM, PEDAGOGY AND ASSESSMENT- PERFORMANCE INDICATORS

Sub - Domain - 1.1 Curriculum Planning

1.1.1 Principal and teachers are familiar with the spirit and content of NCF and recommendations of NEP.

1.1.1.1 - Level I - Inceptive	1.1.1.2 - Level II - Transient	1.1.1.3 - Level III - Stable	1.1.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> School leaders have read the NEP and NCF documents and engaged in discussions. School leaders have identified the key recommendations of NEP and NCF. 	<ul style="list-style-type: none"> The school organizes orientation programmes and discussions for teachers on NEP and NCF. 	<ul style="list-style-type: none"> Teachers integrate recommendations of NCF and NEP in their lesson plans. Lesson plans are reviewed regularly in relation to students' achievements and aspirations. Classrooms are observed regularly in relation to students' achievements and aspirations. 	<ul style="list-style-type: none"> The school has created a cross-curricular Policy for Curriculum Planning. The school has integrated the recommendations of NCF and NEP in the school curriculum. School leaders engage in regular data analysis related to teaching practices to see alignment with NEP and NCF and to see its effectiveness on student learning and development.

Guiding Principles/Policies

NCF Document, NEP, Position Papers NCERT, Circulars issued by the affiliating Body/Board

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Integrated Annual Curriculum and Pedagogical Plan		Health and Wellness Policy		Teachers' diary and Teacher Observation/Classroom Participation Record	
Minutes of departmental meetings reflecting the discussion on: NCF/Position Papers NCERT/NEP		Annual Assessment and Examination Calendar		Curriculum policy reflecting no hard separation of subjects		Student Performance Enhancement records and IEP (Individual Education Plan for all students including Gifted Students and Children with Special Needs)	
Orientation Programmes on NCF/NEP		Parental Involvement Calendar		Environmental Management Policy		Monitoring and Reviewing Checklists - Self/Peer	
School Calendar		Innovation Policy		Policy on Equity and Inclusion		School Improvement Plan	
List of text books and study material		Annual Professional Development Plan for Teachers		Health and Wellness Calendar		HR Policies	
Staff Process Owner Duty List		Any other		Any other		Any other	

1.1.2 The Principal and teachers are familiar with the curriculum documents and support material brought out by CBSE.

1.1.2.1 - Level I - Inceptive	1.1.2.2 - Level II - Transient	1.1.2.3 - Level III- Stable	1.1.2.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> • CBSE Curriculum documents are available in the school library. 	<ul style="list-style-type: none"> • All teachers have copies of respective syllabus documents and Teachers' Manuals. • All teachers have identified key aspects of the CBSE curriculum. 	<ul style="list-style-type: none"> • The school has referred to the CBSE curriculum documents to create an annual curriculum and pedagogical plan. • The school has integrated key aspects of curriculum prescribed by CBSE in the school's integrated annual curriculum and pedagogical plan. • Teachers and leaders have worked together and created an integrated Annual Curriculum and Pedagogical Plan. 	<ul style="list-style-type: none"> • A Policy has been created with practices to help teachers become aware of the key aspects of the curriculum. • The school regularly organizes staff interactions and trainings to familiarize the staff on CBSE curriculum documents and support material. • Teachers are engaged in mentoring discussions regularly. • Data related to integration of key aspects of curriculum prescribed by CBSE in the school's curriculum and teaching practice is collected and analysed regularly.

Guiding Principles/Policies

NEP, NCERT Documents, Curriculum Documents, Circulars issued by the CBSE, Handbooks and Teachers' Manuals developed by the

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		School Calendar		Minutes of Departmental Meetings		Consolidated Time Table	
List of CBPs for teachers		Annual Curriculum and Pedagogical Plan		Teachers' Diary with Lesson Plans		School Vision & Mission statements reflecting ethos of NCF/NEP	
Mentoring and Monitoring and Reviewing Practices		Improvement Plans		Any other		Any other	

1.1.3 There is an Integrated Annual Curriculum and Pedagogical Plan.

1.1.3.1 - Level I - Inceptive	1.1.3.2 - Level II - Transient	1.1.3.3 - Level III - Stable	1.1.3.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> A documented draft of integrated Annual Curriculum and Pedagogical Plan is available with the Principal and in the Library. 	<ul style="list-style-type: none"> Discussions are conducted with teachers on the integrated Annual Curriculum and Pedagogical Plan. Meetings are conducted to share the integrated Annual Curriculum and Pedagogical Plan with students and parents. 	<ul style="list-style-type: none"> The integrated Annual Curriculum and Pedagogical Plan is designed along with teachers. The plan is designed on the basis of previous learning experiences of students, with a focus on inter disciplinary approach. Teachers and leaders take actions towards achieving the target set for all students in the plan. 	<ul style="list-style-type: none"> There is a School Policy to ensure that the development of an integrated Annual Curriculum and Pedagogical Plan with a focus on Foundational Literacy and Numeracy. The curriculum plan draws connections among different subjects and disciplines in order to promote interdisciplinary learning. The curriculum plan details strategies on promoting multilingualism. Integrated Annual Curriculum and Pedagogical Plan reflects Vision and Mission of the school. The school Annual Curriculum and Pedagogical Plan reflects enhancement in life skills, values and ethics, literary skills, scientific skills, ICT skills, digital literacy, Health and Physical Education, Visual and Performing Arts, Work Education, Leadership Skills, Aesthetic Skills, Vocational Skills etc. and is integrated with different aspects of learning.

			<ul style="list-style-type: none"> • The curriculum and pedagogical plan focuses on knowledge of India and its rich diversity. • The plan incorporates innovative pedagogy, such as, activity-based learning, toy-based pedagogy, experiential learning, art-integrated/sport-integrated pedagogy, story-telling pedagogy, etc. in all grades, for all topics and all subjects. • The approved Annual Curriculum and Pedagogical Plan is effectively implemented. • The school team meets at regular intervals to review progress on implementation of the Annual Curriculum and Pedagogical Plan. • Improvement plans are designed to meet the desired student learning outcomes.
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Guiding Principles/Policies

NEP, NCERT Learning Outcomes, Curriculum Documents, RTE Act, Circulars issued by the Board, Teachers Manuals on Pedagogy developed by the Board

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Integrated Annual Curriculum and Pedagogical Plan/School Calendar based on New pedagogical and curricular structure of school education (5+3+3+4): 3 years in pre-primary and 12 years in school		Guidelines to prepare Annual Curriculum Plan and Annual Pedagogical Plan		Lesson plans reflecting multiple approaches to learning - experiential learning, cooperative learning, inquiry based, research based , blended learning, design thinking , usage of ICT tools etc.	
Vision and Mission of School		Details of Clubs/Activities/Courses/ Internship/ Vocational Education/Contemporary Courses		Minutes of Departmental Meetings and Staff Meetings		Evidence of activities for all classes on appreciating India's rich cultural heritage	
List of CBPs for teachers		Lesson plans reflecting enhancement of life skills, values, art education, health and fitness		Lesson plans reflecting enhancement in critical and creative thinking		Anecdotal records	

Staff process owner list		Consolidated Time Table		Innovative Time Table		Mentoring and Monitoring Practices	
Lesson Plans reflecting integrated approach to learning		Strategies to incorporate multilingualism		Lesson plans reflecting enhancement in skills and competencies of 21st century		Improvement Plan	

1.1.4 Curriculum develops skills and abilities which prepares students for lifelong learning; fosters global citizenship leading to attainment of Sustainable Development Goals (SDGs).			
1.1.4.1 - Level I - Inceptive	1.1.4.2 - Level II - Transient	1.1.4.3 - Level III - Stable	1.1.4.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> The school has integrated in its curriculum recommendations by the Board and National or State Educational Bodies (NCERT/SCERT). 	<ul style="list-style-type: none"> The school leaders have oriented teachers on the content driven curriculum that meets the desired learning outcomes. The school has developed a curriculum implementation plan. 	<ul style="list-style-type: none"> Guidelines have been created to develop students' skills and abilities which prepare students for lifelong learning, foster global citizenship and attainment of Sustainable Development Goals (SDGs). The school provides opportunities and resources to students to develop and enhance their knowledge, skills and application of abilities in the domain of cognitive, affective and psychomotor needs. 	<ul style="list-style-type: none"> The school has created a Curriculum Policy to ensure that the curriculum enhances knowledge, skills and application of competencies that prepare students for lifelong learning and global citizenship. Opportunities to develop students skills and knowledge towards the attainment of SDGs are integrated in the curriculum. The school creates opportunities for staff and students to interact with other schools or educational institutions at Regional Level, National Level and International Level to incorporate best practices. Student learning outcomes data is analysed regularly by teachers and school leaders.

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Teacher Time Table		Anecdotal Records of Students		List of local artisans and craftsmen involved in internship program	
Annual Curriculum and Pedagogical Plan		Consolidated Students' Time Table		Portfolio of students-samples from each wing		List of yearlong course on local crafts	
Teacher's Diary		Strategies to strengthen Play way approach in Pre- Primary classes		Student Activity Tracker-samples from each wing		List of contemporary courses offered (AI, Organic Living, Holistic Living, Data Science, Design Thinking, machine Learning, etc.)	
Performance Profiles of Students		Strategies to strengthen Foundational Literacy and Numeracy		List of themes/subjects offered at every level (5+3+3+4)		Monitoring and Reviewing Practices and checklists	
Beyond text book content evidences of awareness on universal issues		List of courses and Vocational Education and internship for classes 6-8 and 9-12		Activities to strengthen Mathematical and Computational Thinking at all levels of learning		Improvement Plan	

Sub -Domain - 1.2 Teaching Learning Processes

1.2.1 School follows an optimum number of teaching days and teaching hours.

1.2.1.1 - Level I - Inceptive	1.2.1.2 - Level II - Transient	1.2.1.3 - Level III - Stable	1.2.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> • The school follows the working days and working hours norms. • Teaching learning equipment is available in each class as required. 	<ul style="list-style-type: none"> • School takes approval of holidays from its management. • Time table prepared provides sufficient time for the completion of syllabus. 	<ul style="list-style-type: none"> • Infrastructural facilities such as extra staff rooms, furniture, resources are provided to teachers for preparation of teaching learning material. • Teachers are involved in development of teaching learning material only during the preparation time. • Published Time Table allows sufficient time to cover and revise all components of the curriculum. 	<ul style="list-style-type: none"> • The school policy with regard to the working days is as per RTE Act. • Monitored implementation of time table allows for all students including those with special needs and belonging to diverse socio-economic backgrounds to complete, comprehend and revise the syllabus. • Processes are in place to ensure students get the required amount of learning time.

Guiding Principles/Policies

RTE Act, Affiliation Bye Laws, Curriculum Documents, Circulars issued by the Board

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Attendance Registers of: Teachers, Students, Other staff members(if available biometric attendance record of staff)		Study material prepared by teachers (videos, assignments, lesson plans, presentations, remedial worksheets, etc.)		Monitoring and Reviewing Practices	
Improvement Plans		Consolidated Timetable		Teacher Time table		Class wise time table	
Evidences of student work		Any other		Any other		Any other	

1.2.2 Teacher - Student Ratio			
1.2.2.1 - Level I - Inceptive	1.2.2.2 - Level II - Transient	1.2.2.3 - Level III- Stable	1.2.2.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> The school follows teacher - student ratio of 1 teacher for 40 students and above. 	<ul style="list-style-type: none"> The school follows the teacher-student ratio of 1 teacher for 36-39 students. 	<ul style="list-style-type: none"> The school follows the teacher-student ratio of 1 teacher for 31-35 students to ensure that students are provided with maximum opportunities to learn. 	<ul style="list-style-type: none"> The school policy with regard to the number of students in each class is in place. The school follows the teacher-student ratio of 1 teacher for 30 students at lower primary level and 1:35 for upper primary level. For secondary/higher secondary level, the school follows what is prescribed by the board. Teachers ensure individual attention is given to every student.

Guiding Principles/Policies

RTE Act, Affiliation Bye Laws, Curriculum Documents, NEP, NCERT Documents

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Attendance Register of each class		Consolidated Time Table		List of teachers and number of sections in the school	
Admission and Withdrawal Records/Register		Teachers on Roll		Any other		Any other	

1.2.3 Teachers adopt varied teaching learning approaches reflecting their understanding of the needs of the diverse students.			
1.2.3.1 - Level I - Inceptive	1.2.3.2 - Level II - Transient	1.2.3.3 - Level III- Stable	1.2.3.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> Teachers make use of textbooks while teaching. Students follow instructions of teachers. 	<ul style="list-style-type: none"> Lessons are planned and implemented with clear learning objectives. Teachers use teaching methods according to the nature of the subject matter. Lessons regularly draw connections among subjects. 	<ul style="list-style-type: none"> Guidelines for preparing integrated lesson plans and varied teaching learning approaches and tools are available. Teachers prepare integrated lesson plans. Teachers make use of experiential learning methods in their classrooms. Teachers facilitate application of knowledge to real life situation and develop critical and creative thinking skills in students. Teachers adopt pedagogical strategies that meet the requirements of divyang, students coming from diverse socio-economic groups. Informal assessments are integrated in the lesson plan. There are regular classroom observations and reflections on teaching practices. 	<ul style="list-style-type: none"> School Policy on Pedagogy with regard to the use of teaching methodology is in place. Lesson plans are created keeping in view skills that students would need in the future. Teachers use multiple modes of teaching learning strategies and digital and online teaching platforms. Teachers recognize diverse learners with different learning styles. Teachers support gifted students by preparing individual education plans, interventions in regional languages, if necessary, encourage their participation in olympiads and other competitions and make extensive use of technology to go beyond the planned school curriculum individual and co-operative opportunities to

			<p>students to reflect upon their learning experiences.</p> <ul style="list-style-type: none"> • Formative assessments are integrated in classroom teaching and used towards remediation and understanding the needs of students. • Each teacher receives mentorship on planning and implementing lessons.
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Guiding Principles/Policies

RTE Act, NEP, NCERT Documents, Circulars issued by the Board, Teachers Manuals/Handbooks (Experiential Learning, Joyful Learning, Inclusive Education, Pedagogical Leadership) developed by the Board

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Practices adopted by school to enable teachers to become instructional leaders		Evidences of planning for diverse learners visible in lesson plans		Preparatory Stage (3) play, discovery, and activity-based and interactive classroom learning	
List and Certificates of CBPs attended by teachers		Teacher's Diary with Lesson Plans reflecting: Objectives, Learning Outcomes, material used, methodology, assessments (for /of /in/as learning), accommodations		New pedagogical and curricular structure of school education (5+3+3+4): 3 years in pre-primary and 12 years in school		Foundational stage (5) multilevel, play/activity-based learning	
In house training programmes		List of Reference Books used by teachers		Secondary Stage (4) Greater critical thinking, multidisciplinary study, flexibility		Mentoring, Monitoring and Reviewing Practices	

				and student choice of subjects			
List of workshops conducted by teachers (In-house and external)		Interventions for Gifted Students		Middle Stage (3) experiential learning in the sciences, mathematics, arts, social sciences, and humanities		Improvement Plans	
Lesson plans reflecting enhancement of life skills, values, art education, health and fitness		Lesson plans reflecting multiple approaches to learning - experiential learning, cooperative learning, inquiry based, research based , blended learning, design thinking , usage of ICT tools etc.		Lesson plans reflecting enhancement in critical and creative thinking		Lesson plans reflecting enhancement in skills and competencies of 21st century	

Sub - Domain -1.3 - Student Enrichment Programmes embedded in the Annual Curriculum and Pedagogical Plan			
1.3.1 The school provides ample opportunities for Art Education.			
1.3.1.1 - Level I - Inceptive	1.3.1.2 - Level II - Transient	1.3.1.3 - Level III - Stable	1.3.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> The school provides for an art, music and dance period in the time table. 	<ul style="list-style-type: none"> The school provides opportunities for participation in different art forms. The school maintains records of student participation. 	<ul style="list-style-type: none"> All the four streams of arts i.e. music, dance, visual arts and theatre are a part of arts curriculum offered by the school. Art education is integrated in the whole school curriculum. Culinary Art is a part of the curriculum in grades 6-8. Through the implementation of arts curriculum, students are introduced to the rich and varied artistic & aesthetic traditions of the country. Students participate at the Zonal/State Level. 	<ul style="list-style-type: none"> The School Policy with regard to mandatory Art Education is in place. Art activities are embedded in the Annual Curriculum and Pedagogical Plan of various subjects. School encourages promotion of local art and craft. Resources are provided to nurture artistic capabilities of the students. Orientation programmes are organised to create awareness among the parents/guardians, school management about the importance of studying Art Education. The school culture and environment reflects appreciation of art forms. Students participate in Art forms/activities at National and International Levels.

			<ul style="list-style-type: none">• There is a mechanism to mentor, monitor and review processes to ensure the efficacy of the program.
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Guiding Principles/Policies

NEP, RTE Act, Curriculum Document (Secondary), Circulars and Guidelines on Art Integration by the Board

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		CBPs attended by teachers		Lesson plans of subject teachers reflecting integration of arts		Assessment records of students for participation in these activities	
Integrated Annual Curriculum and Pedagogical Plan		Portfolio		Observation Record of Teachers		Mentoring, Monitoring and Reviewing Practices	
School Calendar reflecting the inclusion of activities for visual and performing arts for all students in the school		Consolidated Time Table of all classes in school reflecting the periods allocated for Visual and Performing Arts and Culinary Art		Records/Documents (Certificates or school magazine and website) reflecting participation of students in activities related to Visual and Performing Arts and Culinary Art at the Zonal / State/ National/ International Level		List of local artistes and craftsmen involved in ensuring student learning outcomes	
Improvement Plans		Evidence of 100% students' participation from grades 1-10 in undertaking one art-		Art Activities conducted under Ek Bharat Shrestha Bharat		Any Other	

		integrated project in any subject as per CBSE policy					
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1.3.2 The School Vocational Education Programme develops employability and entrepreneurial skills in the students.			
1.3.2.1 - Level I - Inceptive	1.3.2.2 - Level II - Transient	1.3.2.3 - Level III- Stable	1.3.2.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> School offers vocational courses in classes 9-12 in addition to traditional academic courses. Career Fairs are organized for students of classes 9-12. 	<ul style="list-style-type: none"> Vocational courses on new and emerging skill demands of the industry such as AI, Data Science are offered to the students. School collaborates with the local industry to provide hands on experiences to the students in the courses taken by the students. Awareness on the importance of Vocational Education is generated among students and parents. 	<ul style="list-style-type: none"> School offers pre-vocational exposure/education to students of classes 6-8. Apart from new and emerging skill courses, school provides hands on experience of important vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, etc. through yearlong fun based activities. Career Counselling Sessions are organized for students of classes 9-12. Teachers integrate the aspect of career guidance with the teaching of academic subjects as well. 	<ul style="list-style-type: none"> The School has Policy on Vocational Education which is implemented. Pre-vocational exposure is undertaken from grades 6-8 by tying up with local trades and crafts persons and parental class participation to sensitise about their own vocations. Skill Based Aptitude Testing for students from class 8 onwards to provide guidance to students for making informed career choices. Every child who passes out of grade 12 has learnt atleast one vocation. Students are allowed to mix and match academic subjects with skills education. The School Vocational Education Programme focuses on developing employability and entrepreneurial skills. The Programme is monitored regularly for achieving the desired student learning outcomes.

Guiding Principles/Policies
 NEP, Curriculum documents, Circulars issued by the Board

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Attendance record of students		Interaction Programme with experts from industry		Monitoring and Reviewing Practices	
CBPs attended by teachers		Performance records of students in vocational subjects		Reports of field visit		Improvement Plans	
Consolidated time table of classes		List of subjects offered to the students		Evidences of Clubs/Activities/ Courses/ Internship/ Vocational Education/ Contemporary courses		Career Counselling Sessions	
Records of Aptitude Testing		Teachers Diary with lesson plans		Records of Awareness Programmes		Records of involvement of local industry and artists in the School Vocational Education Programme	

1.3.3 The school provides facilities to the students to participate in activities related to Literary and Creative Skills, Scientific Skills, Information and Communication Technology Skills, Communication Skills, Digital literacy, Organizational Leadership Skills, and Aesthetic Skills.

1.3.3.1 - Level I - Inceptive	1.3.3.2 - Level II - Transient	1.3.3.3 - Level III - Stable	1.3.3.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> Students are selected for common school events like Annual Day, Sports Day. 	<ul style="list-style-type: none"> The school provides for activity clubs to the students. The school maintains records of activity clubs in the school. 	<ul style="list-style-type: none"> Each student is encouraged to participate in class/school/ interschool level activity to ensure that 'No Child is Left Behind'. Records of their participation and achievements are maintained Students are encouraged to participate in Intra School/Inter school events. 	<ul style="list-style-type: none"> There is School Policy for Student Participation in a wide range of activities that enhance their skills for the future. Teachers integrate the activities for the holistic skill development in their lesson plans. Each child is encouraged to participate in activities that build on their cognitive, affective and psychomotor domains. Regular feedback is provided to students and parents. Students are encouraged to /participate at National and International Levels. The Policy is effectively implemented, monitored and reviewed at regular intervals to assess its impact on students.

Guiding Principles/Policies

NEP, RTE Act, Circulars issued by the Board, CBSE Handbook on 21st Century Skills

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability y Yes/No/In Progress	Document	Availability y Yes/No/In Progress
School Policy		CBPs attended by teachers		Lesson plans of different subjects depicting integration of such activities		Mentoring, Monitoring and Reviewing Practices	
Annual Curriculum and Pedagogical Plan reflecting provision of activities enhancing Literary and Creative Skills, Scientific Skills, Information and Communication Technology Skills, Communication Skills, Digital literacy, Organizational Leadership Skills, and Aesthetic Skills		Consolidate d Time Table of all classes in school reflecting the periods allocated for these activities		Documents (Certificates or school magazine and website) reflecting participation of students in these activities at the Zonal / State/ National/ International Level		List of courses and Internship offered (AI, machine Learning, Data Science, Organic Living, Healthy Living etc.)	
Class wise tracker		Improvemen t Plan		Students' participation in Govt. flagship programmes		Any Other	

1.3.4 The school has a Life Skills development program focussing on thinking, social and emotional skills.

1.3.4.1 - Level I - Inceptive	1.3.4.2 - Level II - Transient	1.3.4.3 - Level III- Stable	1.3.4.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> The school has CBSE Life Skills Manuals in its library. 	<ul style="list-style-type: none"> The Life Skills Programme is planned and implemented for secondary classes only. School Counselor and class teachers are responsible for imparting Life Skills Education. Life Skills activities are conducted using the CBSE Life Skills Manuals. 	<ul style="list-style-type: none"> Policy for implementing Life Skills Education Programme is in place. Capacity building programmes on Life Skills development are organized for teachers and students. Life Skills curriculum is planned, integrated and imparted for all the classes through regular class room teaching and other enrichment activities. Student learning outcomes are visible in the narrative anecdotal records, student portfolios and day to day observation and interaction by teachers. 	<ul style="list-style-type: none"> There is well defined Policy for implementing Life Skills Education. Teachers, students and parents contribute in creating resources for enhancing Life Skills curriculum. The Programme is well integrated with cross-curricular links. The Programme is effectively implemented, monitored and reviewed at regular intervals to measure its impact on students' thinking, social and emotional skills.

Guiding Principles/Policies

NEP, RTE-2009 (Section 29.2), NCF, Life Skills Manuals developed by the Board, Advisories and Circulars issued by the Board, WHO Policy

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Integrated Annual Curriculum and Pedagogical Plan		Student Learning Outcomes		Mentoring, Monitoring and Reviewing Practices	
CBPs for Teachers and students		Teachers Diary along with Lesson plans		Anecdotal Records		Improvement Plans	
Availability of Life Skills Manuals		Consolidated School Time Table		Portfolio		Counsellor and career counselling records	
Holistic Progress Card		Records of interventions for students		Any other		Any other	

Sub Domain - 1.4 Mainstreaming Physical Education and Sports			
1.4.1 School has a Policy and a strong leadership for promoting Health and Physical Education in Students			
1.4.1.1 - Level I - Inceptive	1.4.1.2 - Level II - Transient	1.4.1.3 - Level III- Stable	1.4.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> School has a sports/PE class in their schedule for elementary classes. The school has a regular PE Teacher. 	<ul style="list-style-type: none"> School has a sports/PE class in their schedule for middle and high school as well. 	<ul style="list-style-type: none"> PE and Sports plan is shared with the students and parents. All students participate in PE, Yoga and sports. School conducts Health check-ups - height, weight, etc. of the students at least twice a year. School participates in Fit India programmes. 	<ul style="list-style-type: none"> A clearly documented School Policy for promoting Health and Physical Education in students is in place. The policy provides for periodical assessment of fitness of students and staff. The school leader has studied/read the CBSE Manual on PE and sports integration. PE and sports are integrated in the school development plan. School participates in Fit India programme and all other Health and Fitness programmes initiated by the Government. Yoga is taught scientifically and in an engaging manner in the school. The Policy is monitored and reviewed regularly at periodic intervals and changes made accordingly in accordance with the Health Standards.

Guiding Principles/Policies

NEP, Guidelines and Circulars issued on 'Mainstreaming PE and Sports' by the Board

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy for mandatory PE and Sports		Minutes of the Meeting with Stakeholders		PE Development Plan		Improvement Plans	
Annual PE and Sports Calendar		Complaint/Suggestion Management		Class timetables		Availability of teachers/part-time experts for PE,	
Annual/periodic health check-up documentation,		Evidence of conduct of Yoga		List of sports equipment		Evidences of participation in Fit India programmes and other similar programmes of Govt. of India	

1.4.2 Teaching and learning of PE is rich and engaging.

1.4.2.1 - Level I - Inceptive	1.4.2.2 - Level II - Transient	1.4.2.3 - Level III- Stable	1.4.2.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> Students play on their own in the designated period. 	<ul style="list-style-type: none"> Students participate regularly in sports and PE in their regular periods. 	<ul style="list-style-type: none"> Staff uses innovative strategies to generate interest in students in leading a healthy life style. Students are provided with opportunities to explore their talent and build skills. Students participate in activities around MPE for atleast one hour every day of the week (four to six hours in a week). 	<ul style="list-style-type: none"> School Policy on mainstreaming PE is in place. All staff are competent to deliver PE lessons. PE activities are carried out with a cross curricular approach. Students experiment with diverse PE activities. Students are exposed to talented professional and passionate sports persons in order to encourage them to pursue a healthy life style. Participation in Khelo India. The activities are stringently monitored, and reviewed for their impact on student learning outcomes.

Guiding Principles/Policies

NEP, Guidelines and circulars on 'Mainstreaming PE and Sports' issued by the Board

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy for mandatory PE and sports		List of Activities		Teacher Pupil Ratio		Mentoring, Monitoring and Reviewing Practices	
Record of PE Personnel Training		List of Guests/talented Professionals		Consolidated Time Table		Improvement Plans	
Time Table		Student Participation Records		CBPs attended by Teachers		Evidences of students' participation in Khelo India	

1.4.3 PE helps in promoting preventive health care and making healthy life style choices.			
1.4.3.1 - Level I - Inceptive	1.4.3.2 - Level II - Transient	1.4.3.3 - Level III - Stable	1.4.3.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> The teachers encourage students to participate in the Sports Period. 	<ul style="list-style-type: none"> The teachers encourage students to lead a healthy life style. 	<ul style="list-style-type: none"> Regular Programmes are organized by the school on promoting preventive health care and making Healthy Life Style Choices. Stakeholders like parents, students and community actively participate in the programmes. 	<ul style="list-style-type: none"> The School Policy on MPE and Sports is in place. The School Calendar reflects ongoing activities and programs for all stakeholders. Subject teachers integrate PE in their curriculum. The program is effectively implemented, monitored and reviewed at regular intervals. Records and data are maintained to identify measurable indicators.

Guiding Principles/Policies
 NEP, Guidelines and Circulars on 'Mainstreaming PE and Sports' issued by the Board

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Records of Health awareness programmes for students, teachers and other community members		Health Records		Mentoring, Monitoring and Reviewing Practices	
CBPs for Teachers		School Calendar		Counselor Records		Improvement Plans	
Evidences of school promoting healthy eating habits ad discouraging junk food		Any Other		Any Other		Any Other	

1.4.4 Inclusive PE and Sport is an important aspect of school.			
1.4.4.1 - Level I - Inceptive	1.4.4.2 - Level II - Transient	1.4.4.3 - Level III - Stable	1.4.4.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> • Opportunities for students are available in the designated period. 	<ul style="list-style-type: none"> • Students actively participate in activities as recommended under the four strands of MPE. • Sports opportunities are provided to divyang. 	<ul style="list-style-type: none"> • Regular competitions are held both within and between schools. • Students participate in the activities organised under all the strands in age appropriate ways. • The school focuses on providing equal opportunities for all children in the school, without any bias. • Planned Programme for ensuring physical and mental well-being of staff is evidenced. 	<ul style="list-style-type: none"> • School Policy on Inclusivity in MPE and Sports is in place. • Extensive range of activities under MPE are available and opportunities for students with learning difficulties and different abilities are created. • Links with Public Sports Complex(es) are established. • SEWA, Games and Sports, Adventure and Health and Fitness- all strands are interwoven in the curriculum and opportunities provided to each student to participate in each activity. • A planned program of coordinating the diet, the mental health and physical well - being is evidenced. • Mentoring, Monitoring and Reviewing practices are in place.

Guiding Principles/Policies
 NEP, Guidelines and Circulars on 'Mainstreaming PE and Sports' issued by the Board

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Record of PE activities for inclusion of divayang		Counselor Records		Mentoring, Monitoring and Reviewing Practices	
CBPs for staff		Record of student participation in		Record of identification of student needs		Improvement Plans	
SEWA Projects		Data Analysis of Physical and Mental Health of students		Lesson plans reflecting cross curricular linkages		Evidence of links with Public Sports Complex	

1.5 Values and Ethos			
1.5.1 The school fosters values through a climate of care, compassion, and respect; welcomes diversity and creates a culture of pride for the school amongst the stakeholders.			
1.5.1.1 - Level I - Inceptive	1.5.1.2 - Level II - Transient	1.5.1.3 - Level III - Stable	1.5.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> • Values are taught through a regular time table. • CBSE Value Education Framework is available and used by teachers. • The school focuses on strengthening Constitutional Values. 	<ul style="list-style-type: none"> • Guidelines for acceptable behaviour and relationships within the school are available. • Values are taught and school addresses discrimination, inequity, bullying and disrespect. • The school celebrates special events. • Decisions are just and reasonable. 	<ul style="list-style-type: none"> • School has an integrated programme for inculcating values among students. • The curriculum enables students to develop a global perspective. • The school celebrates progress and achievements together. A culture of optimism is shared by students and staff. • Decisions are fair and made in the interests of students. • The school welcomes students and teachers of different backgrounds and perspectives. Students willingly engage with, and learn from, others who are different from them. 	<ul style="list-style-type: none"> • Policies, curriculum, behaviours and relationships within the school are consistently inclusive, respectful, ethical and compassionate and are effectively implemented, monitored and reviewed regularly. • Values are consistently taught through integrated curriculum plan, understood and demonstrated. • Informed decisions by all stakeholders, well supported by data and collaborative practices, reflect a moral and ethical code of equity and dignity, and are in the best interest of students. • All students are welcomed and have access to learning and success. Students develop open-mindedness, curiosity, and global understanding. • The students, staff, school leaders, parents, and the community contribute to the quality and improvement of their school and feel a sense of ownership and pride.

			<ul style="list-style-type: none">• Students learning outcomes are visible in the narrative anecdotal records, student portfolios and day to day observation and interactions.
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Guiding Principles/Policies

NEP, RTE-2009 (Section 29.2), NCF, Advisories and Circulars issued by the Board, Values Education Kit, Gender Sensitivity Manual, Handbook of Inclusive Education

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Integrated Annual Curriculum and Pedagogical Plan		Student Learning Outcomes		Mentoring, Monitoring and Reviewing Practices	
CBPs for Teachers and students		Teachers Diary along with Lesson plans		Anecdotal Records		Collaborative Improvement Plans	
CBSE Value Education Kit		Consolidated School Time Table		Portfolio		Counsellor records	
List of activities		School Annual Report		List and number of School Ambassadors		School Code of Conduct	
School Décor		Records and Reports of Child Protection Committee		Policy for Teacher Welfare		Evidences of Community participation	

Sub-Domain - 1.6 - Student Performance, Assessment of Learning Outcomes and Feedback

1.6.1 The school ensures 75% attendance of its students and reduces drop outs.

1.6.1.1 - Level I - Inceptive	1.6.1.2 - Level II - Transient	1.6.1.3 - Level III - Stable	1.6.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> The school maintains attendance records of the students. 	<ul style="list-style-type: none"> The Principal and teachers have identified students who are regularly absent. Parents are informed about children who are regularly absent. The Principal, teachers and other stakeholders have informed interactions of the child's regular absenteeism. 	<ul style="list-style-type: none"> School identifies the reason for student drop out. Strategies are in place to bring back the drop outs back in school. All Student drop outs are tracked and brought back to the classroom. 	<ul style="list-style-type: none"> The School Policy for Student Attendance and Reduction in drop outs is in place. The Principal, teachers and other stakeholders create joint plans to improve student attendance. Students at risk (girl child, students belonging to diverse socio economic disadvantaged groups and divyang) are supported and encouraged to complete their schooling. Regular communication, counselling and follow ups are done to encourage attendance and reduce drop outs. The school allocates funds for student welfare. Monitoring and Reviewing Practices are in place.

Guiding Principles/Policies

NEP, RTE Act, Affiliation Bye Laws, Examination Bye Laws

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		CBPs attended by teachers		Attendance records		Records of communication with parents	
Registration records		Evidences of involvement of counselors / experts to ensure regular attendance		Written records of action taken other than communication to parents by the teachers and principal		Improvement Plans	
List of reasons for student drop out		Evidences of support provided to students at risk (girl child, students belonging to diverse socio economic disadvantaged groups and divyang)		Budget allocation for student welfare		Record of drop outs brought back in the classroom	
Strategies to reduce drop outs		Any other		Any other		Any other	

1.6.2 Teachers use multiple modes of assessment to assess the performance of the students - Assessment of Learning.			
1.6.2.1 - Level I - Inceptive	1.6.2.2 - Level II - Transient	1.6.2.3 - Level III- Stable	1.6.2.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> Teachers prepare question papers and one or two outcome driven tasks to assess students' performance. School assesses the achievement of learning outcomes at classes 3, 5 and 8. 	<ul style="list-style-type: none"> Teachers prepare the question papers and more than two outcome driven tasks to assess students' performance. Teachers attend capacity building programmes are conducted on designing outcome driven tasks. 	<ul style="list-style-type: none"> Teachers integrate assessment of learning in their lesson plans. Modes of assessment include research work, writing journals, making of portfolio, presentations and other project work involving experiential learning. School teachers are aware of their roles and responsibilities. ICT is integrated in the assessment practices. Both individual and group work is part of multiple modes of assessment. 	<ul style="list-style-type: none"> The School Policy with regard to Assessment Practices and Evaluation is in place. There is an Annual Calendar for conducting ongoing assessment. There is a well-defined blue print for framing different kinds of questions using multiple modes. Defined rubric with criteria, levels and descriptors is used by staff. Teachers are mentored and enabled to design varied assessment tasks. Peer evaluation is done to determine validity, reliability and authenticity of the designed assessment tasks. Student inputs are taken to design outcome driven tasks. Assessment practices are in alignment with NEP recommendations and CBSE bylaws. Teachers hold spaces for self-reflection after assessment of learning and designing improvement plans. The assessment process is regularly reviewed.

Guiding Principles/Policies

NEP, Circulars and Advisories issued by the Board

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Evidences reflecting use of varied modes of assessment by teachers such as research, presentation, individual & group work, portfolio, competency-based task, MCQs, Journal writing, essay, book review, newspaper article, case study or analysis, oral assessment, role play, etc.		Evidences reflecting use of digital tools by teachers and students		Evidences of training of teachers in modern assessment practices and designing of varied outcome driven tasks	
Annual Assessment Calendar		List of CBPs attended by teachers		Reflection sheets - Teachers and Students		Monitoring and Reviewing Practices	
Assessment blue print and rubrics for varied modes of assessment		Evidences of student inputs in designing outcome driven tasks		Holistic Progress Card		Improvement Plans	
Key stage Assessment results (Classes 3, 5 and 8)		Evidences of peer evaluation		Teachers Diary with Lesson plans			

1.6.3 The school has defined procedures and criteria to regularly assess the students' performance; adopts varied assessment tools and techniques to assess the performance of the students - Assessment for Learning and As Learning.

1.6.3.1 - Level I - Inceptive	1.6.3.2 - Level II - Transient	1.6.3.3 - Level III - Stable	1.6.3.4 - Level IV-Dynamic Evolving
<ul style="list-style-type: none"> Assessments include pen paper tests to assess the performance of students. 	<ul style="list-style-type: none"> Assignments, worksheets and projects are used to assess the performance of students. Guidelines for assessments and evaluation are available with Heads of Departments. 	<ul style="list-style-type: none"> Guidelines for assessment and evaluation are in place. Teachers conduct and employ different types of assessment tools. Teachers consult students in defining assessment criteria. Teachers assess students on the basis of pre-defined criteria. Teachers use data for the purpose of remediation and performance enhancement. Teachers hold discussions with parents to communicate assessment criteria. Students reflect on and monitor their progress to achieve their future learning goals. 	<ul style="list-style-type: none"> The School Policy with regard to Assessment Practices and Evaluation is in place. Different assessment techniques are integrated with the classroom teaching. Teachers periodically design and use different formative assessment tools and techniques as per the needs of the students Teachers use assessment data to improve their own learning teaching practices. There is a process for effective data collection and analysis of student data. The school leader regularly reviews the data collection and analysis process. There are evidences of how student performance has improved based on teachers' analysis of data and planning strategies according to the analysis.

Guiding Principles/Policies

NEP, NCERT documents, Circulars and Advisories issued by the Board

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Teachers' Diary with lesson plans		Criteria and rubrics created by the teachers with the help of the students for different activities		Monitoring and Reviewing Practices	
Evidences of diagnostic and remedial measures used by teachers to enhance student performance		Sample of: Quiz questions, types of questions, project work, portfolios, mind maps, games, debate, interview, presentation, game, and other experiential learning tasks, etc.		Records of remedial classes to reflect students' performances		Improvement Plans	
CBPs attended by Teachers		Evidences of students' reflections to monitor their own progress		Holistic Progress Card		Key Stage Assessment Results (Classes 3, 5 and 8)	

1.6.4 Learning Outcomes are used as check points to assess students' learning.			
1.6.4 .1 - Level I - Inceptive	1.6.4.2 - Level II - Transient	1.6.4.3 - Level III - Stable	1.6.4.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> The school has documents on learning outcomes for different classes as defined by NCERT. 	<ul style="list-style-type: none"> Student assessments draw on questions covered in the textbook. Teachers plan their lessons in accordance with the syllabus. 	<ul style="list-style-type: none"> Teachers plan remediation according to data on student learning outcomes. Teachers collect and implement feedback from students. Teachers have mapped assessment task with the learning outcomes. Teachers assess the students as per the learning outcomes defined for each chapter using their own assessment tasks. Teachers, parents and students have been oriented on learning outcomes. 	<ul style="list-style-type: none"> The school policy with regard to Structure of Assessment and Evaluation is in place. Learning outcomes are prepared in line with the Learning Outcomes laid down by NCERT or as defined in the curriculum document of CBSE. The Learning Outcomes are shared with the students and parents and explained to them. The student assessment and evaluation policy is learning outcome centric and has been prepared in collaboration with the staff. The school has a policy with regard to the structure of student assessment and evaluation. Feedback is provided at regular intervals to enhance student performance.

Guiding Principles/Policies

NEP, NCERT Documents on Learning Outcomes, Curriculum Documents, Circulars issued by the Board

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Assessment records of students		Evidences of oral or written communication about the learning outcomes to the students and their parents		Mentoring and Monitoring practices	
List of CBPs		Assessment Worksheets prepared by teachers		Evidences of customized assessments		Improvement Plan	
Minutes of Staff Meetings and Departmental Meetings reflecting achievement of learning outcomes		Teacher's Diaries with lesson plans		Evaluation records at grades 3, 5 and 8 to assess learning outcomes		Any other	

1.6.5 Assessment of skills and competencies are done based on Learning Outcomes and the criteria given in the Holistic Progress Card.

1.6.5.1 - Level I - Inceptive	1.6.5.2 - Level II - Transient	1.6.5.3 - Level III - Stable	1.6.5.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> • Assessment takes place once in a year. • Assessment is done by class teacher. 	<ul style="list-style-type: none"> • Records are maintained and updated regularly. • Assessment is done by more than two teachers. 	<ul style="list-style-type: none"> • Most staff are competent in the use of assessment standards. • Assessment is done in collaboration with teachers from different streams. • Self-Assessment and Peer Assessment practices are evident. • Digital Records are maintained. 	<ul style="list-style-type: none"> • The School Policy on assessment of Skills and Competencies - visual and performing arts, life skills, values and ethos, vocational skills, health and physical education is in place. • All Staff is competent in assessing learning outcomes using prescribed assessment standards. • Assessment is ongoing and comprehensive. • There is a mechanism for mentoring, monitoring and reviewing the assessment process to ensure learners achieve their individual and group developmental goals.

Guiding Principles/Policies

NEP, Guidelines and Circulars on Assessment in different areas and HPC issued by the Board

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Sample Lesson Plans		Mentoring, Monitoring and Reviewing Practices		Improvement Plans	
Time Table		Assessment rubrics for Life Skills, art education, HPE, vocational skills, values		Holistic Progress Card		Counsellor's Records	
Records of Remedial Programmes		CBPs		Individual development plans		Health records	
Portfolios		Anecdotal Records		Any other		Any other	

1.6.6 The school ensures all students achieve and progress on their developmental continuum.			
1.6.6.1 - Level I - Inceptive	1.6.6.2 - Level II - Transient	1.6.6.3 - Level III- Stable	1.6.6.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> Assessments include pen paper tests to assess the performance of students. 	<ul style="list-style-type: none"> Teachers have conducted assessments to identify the learning levels of the students. Teachers make use of different methods of assessment to assess the learning outcomes of students. 	<ul style="list-style-type: none"> Teachers create lesson plans keeping in mind learning needs and learning outcomes of all students. Teachers tailor the teaching learning practices as per each student's needs. The average result of Class X/XII is 100% (with reference to Board average). 	<ul style="list-style-type: none"> The School Policy on Students Achievement in different domains is in place. Teachers have been trained on understanding the process of growth and development of students in cognitive, affective and psychomotor domains. Teachers create lesson plans that encourage holistic development of the students. Teachers use self-assessment techniques by students to enable them to monitor their own growth and achievement. <p>Teachers develop lesson plans based on students' achievement levels.</p>

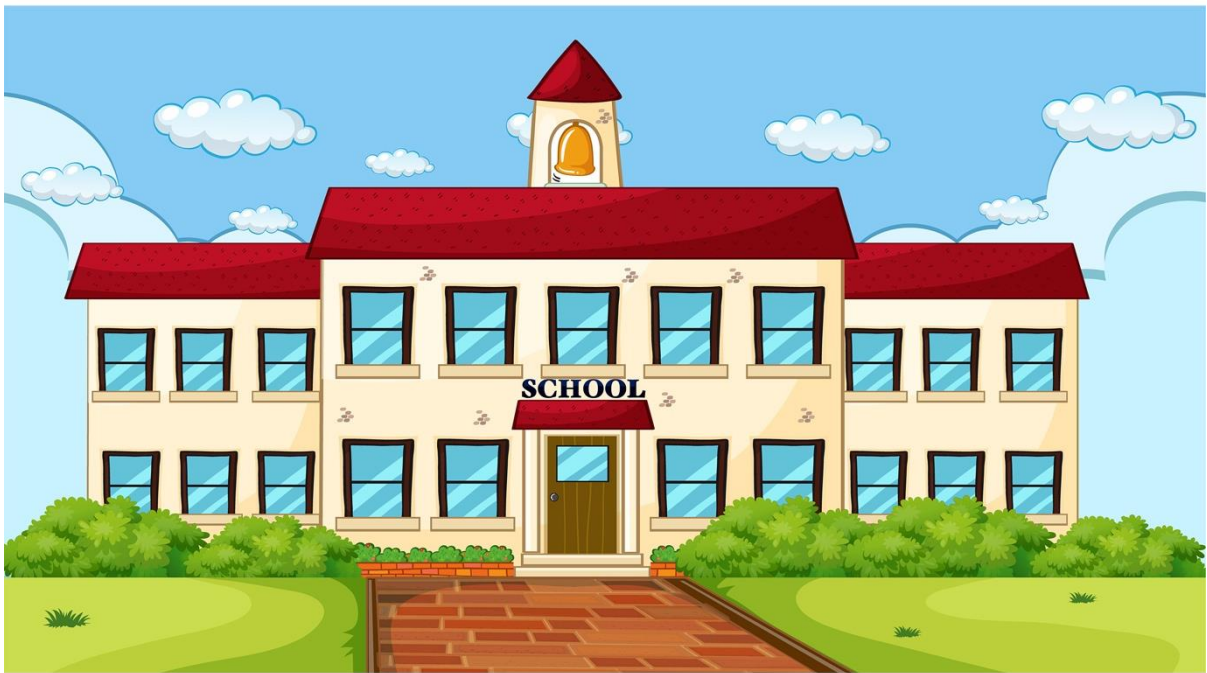
Guiding Principles/Policies

NEP, NCERT documents, Circulars issued by the Board

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Assessment Records of all students for the last three years		Students' Profiles and IEP (Individual Education Plan) for each student of all classes		Self-Assessment reports of students	
CBPs attended by teachers		Analysis of student performance from class IX – XII		Record of interactions with Counselors/ experts/parents and subsequent action plan		Monitoring and Reviewing Practices	
Records of last 3 years of Grade X and XII results along with analysis showing percentage of students in different percentile ranges		Report Cards of Class X/XII Board Examination		Diagnostic and Remedial Records		ECCE Learning Outcomes	
Foundational Literacy and Numeracy Learning outcomes		Any other		Any other		Any other	

DOMAIN 2: INFRASTRUCTURE: ADEQUACY, FUNCTIONALITY AND AESTHETICS



DOMAIN 2: INFRASTRUCTURE: ADEQUACY, FUNCTIONALITY AND AESTHETICS

DOMAIN OVERVIEW	
<p>School provides for a safe, secure, clean green environment for all students. Facilities are provided by the school in the areas of space, safety requirements, health management and the aesthetic component. Learning spaces allow for a happy environment in which students can learn. <i>Adequacy, functionality and Aesthetics</i> of the enabling resources will be focused upon in this domain. Provisions need to be in place for buildings to be friendly for the differently abled. Through its eleven sub-domains, all major aspects associated with infrastructure are accounted for in a simple and easy manner for institutions to follow.</p>	
SUB-DOMAIN	STANDARDS
2.1 Classrooms, library, laboratories, computer labs, ICT facilities and rooms for different activities	<p>2.1.1 The school has sufficient classrooms conducive to learning.</p> <p>2.1.2 The School Library facilitates effective delivery/implementation of its educational programmes.</p> <p>2.1.3 Laboratories are available to support learning activities.</p> <p>2.1.4 Computer and other ICT facilities are available to support different administrative and educational activities in the school.</p> <p>2.1.5 The school has adequate number of activity rooms for art, sculpture, music, dance, theatre, technology.</p>
2.2 Principal's Office, Staff room and Administrative Offices	2.2.1 The school has sufficient space for Principal, staff and administration as per requirements.
2.3 Infirmary and Health Management Facilities	2.3.1 The school has effective preventive health care and health management facilities.
2.4 Water, Sanitation Facilities and Waste Management	2.4.1 The school provides safe drinking water; adequate sanitation facilities and follows effective waste management practices.
2.5 Furniture	2.5.1 The school has adequate, safe, comfortable, age appropriate and aesthetically designed furniture.
2.6 Lighting and Ventilation	2.6.1 The school building is designed for natural lighting and ventilation in keeping with the best international norms.
2.7 Eco friendly orientation, aesthetics, lawns and green plants	2.7.1 The school follows eco-friendly/green practices.

2.8 Safety Provisions	2.8.1 The school ensures safety measures as per statutory requirements and as defined by the Board from time to time; effective measures are also in place for Disaster Management.
2.9 Playground and Sports Facilities	2.9.1 Indoor and outdoor sport facilities are available and support divyang.
2.10 Hostels (Only for Residential Schools and separate for Boys and Girls)	<p>2.10.1 School has sufficient rooms/dormitories, recreational spaces, washrooms, drinking areas, residence of warden, residence of pastoral care staff, visitors' room, laundry room, storage room for food items (perishable and non-perishable) and additional bedding, and common room.</p> <p>2.10.2 School provides for a separate clean and hygienic Kitchen and Dining Area.</p> <p>2.10.3 The school fosters a culture of cleanliness and hygiene.</p> <p>2.10.4 School provides for safety and security of students.</p> <p>2.10.5 Students' physical, mental, socio-emotional and intellectual well-being is taken care of by intensive pastoral care programmes.</p>
2.11 School Canteen (For Day Schools)	2.11.1 The school has a well-managed, clean, hygienic and safe canteen.

DOMAIN 2 : INFRASTRUCTURE: ADEQUACY, FUNCTIONALITY AND AESTHETICS – PERFORMANCE INDICATORS

SUB DOMAIN - 2.1 Classrooms, Library, Laboratories, Computer Labs, ICT Facilities and rooms for different activities

2.1.1 The school has sufficient classrooms conducive to learning.

2.1.1.1 - Level I - Inceptive	2.1.1.2 - Level II - Transient	2.1.1.3 - Level III - Stable	2.1.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> Classrooms are available in the school as per statutory norms. 	<ul style="list-style-type: none"> Extra classrooms are available to enhance student learning experiences. 	<ul style="list-style-type: none"> All classrooms are designed to provide for varied learning needs and suitable for different levels as per the norms. ICT facilities are available in the classrooms. Infrastructure is upgraded as and when required. 	<ul style="list-style-type: none"> The School Policy with regard to Infrastructure is in place. All classrooms have space for peer interactions and student -teacher interactions. School has clean and aesthetically pleasing classrooms. ICT facilities are available in all the classrooms. Classrooms are easily accessible by students with disability. There is an ongoing mechanism to assess the infrastructure needs of the students.

Guiding Principles/Policies

NEP, Affiliation Bye Laws of the Board

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Scanned photographs		School Improvement Plan		Mentoring, Monitoring and reviewing practices	
Physical Verification		Stock register		List of classrooms/extra classrooms		Any other	

2.1.2 The School Library facilitates effective delivery/implementation of its educational programmes.			
2.1.2.1 - Level I - Inceptive	2.1.2.2 - Level II - Transient	2.1.2.3 - Level III - Stable	2.1.2.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> • School has a separate library room as per affiliation norms. • The Library has adequate resources as per norms. 	<ul style="list-style-type: none"> • The school librarian maintains records. • The school Library resources are utilized by teachers and students. • Students visit the Library as per their allotted period. 	<ul style="list-style-type: none"> • Library has separate reference section and a Reading Room. • Books are regularly updated to meet the developmental needs of learners of both the genders and all age groups. • The Library is used as a resource for alternative modes of learning and teaching. • The Librarian follows well-constructed age appropriate strategies to meet teaching learning needs of students. 	<ul style="list-style-type: none"> • The School Policy with regard to the effective usage of Library is in place. • The school library has aesthetic and flexible design to support varied learning experiences. • The library provides access to internet, e-library and various digital media to both teachers and students. • The content in the books respect the sentiments of all gender, race, religion or community. • The Librarian uses innovative techniques to encourage students to read. • Students' views and suggestions are taken to procure relevant and age appropriate books. • The Library is accessible to parents also. • Regular review of the needs of students and staff and appropriate action plan is evidenced. • The Library is used as a tool by teachers and students to support curricular transactions. • Library is used as a tool by teachers to design lesson plans.

Guiding Principles/Policies

NEP, RTE Act, Affiliation Bye Laws, Circulars issued by the Board, Guidelines on Library Management issued by the Board

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Process of Procurement of books reflecting students' and staff suggestions		Student, Teacher and parent accession registers/e-issue data		Mentoring, Monitoring and Reviewing Practices	
Budget Allocation		Consolidated time table		Library Log Book		Improvement Plans	
Stock Registers		Onsite/Online verification		Record of frequent issue of books		Innovative techniques to encourage reading habits	
Evidences of digital resources and usage		Lesson Plans		Any other		Any other	

2.1.3 Laboratories are available to support learning activities.			
2.1.3.1 - Level I - Inceptive	2.1.3.2 - Level II - Transient	2.1.3.3 - Level III- Stable	2.1.3.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> The school has a Science laboratory/ies and Mathematics laboratory as per norms. 	<ul style="list-style-type: none"> The school has equipped Science and Mathematics laboratory/ies. School has a full time lab attendant. Written safety norms have been displayed in all laboratories. 	<ul style="list-style-type: none"> Laboratories and related emergency management facilities are available. Teachers and students of all the genders are adequately trained to demonstrate safe and careful use of equipment. The Laboratories are well equipped as per the CBSE bye laws to meet the desired learning outcomes of students. 	<ul style="list-style-type: none"> The School Policy with regard to the effective usage of Laboratories is in place. The multipurpose lab facilities are more than adequate. The multipurpose lab facilities are optimally utilized by all students. Resources are added based on teacher and student feedback. All safety and security compliances are met with as per CBSE and NCPCR norms and guidelines. The school has additional experiential lab(s) and mobile lab(s) for developing skills in all subjects. Ongoing review of resources and subsequent action plan is evidenced as per the school policy.

Guiding Principles/Policies

NEP, Affiliation Bye Laws, Curriculum Documents, Lab Manuals

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Lab usage registers		Onsite verification of the laboratories to see for display of charts on safety measures to be adopted in the laboratory		Copy of NCPCR Norms	
Budget Allocation		Consolidated time table		Need assessment forms		Mentoring, Monitoring and Reviewing Practices	
Stock registers of different laboratories		List of non-teaching staff members with roles and responsibilities		Procurement procedure for lab equipment		Improvement Plans	

2.1.4 Computer and other ICT facilities are available to support different administrative and educational activities in the school.

2.1.4.1 - Level I - Inceptive	2.1.4.2 - Level II - Transient	2.1.4.3 - Level III - Stable	2.1.4.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> Computers are available in the school as per CBSE norms. There is an evidence of a time table for computer learning. 	<ul style="list-style-type: none"> Computer and ICT facilities are available which are used by teachers and students. There is an evidence of computer aided learning. 	<ul style="list-style-type: none"> Computer and ICT facilities for academic and non-academic activities are available. Computer and ICT facilities for School Information Management are available. Facilities are regularly upgraded and effectively utilized. Integration of ICT (Digital and online tools) with the learning design of some subjects and a few activities is evidenced. Student and teacher outcomes reflecting technology usage are evidenced. 	<ul style="list-style-type: none"> There is a well-defined Policy for Technology Integration and Digital literacy in school with a robust Blue Print. There are more than adequate computers (1:2 students per computer / laptop/tablet) for a given class, high speed/strength internet facility. Information, Media and Digital Literacy are integrated with the learning design. Information, Media and Digital Literacy are optimally utilized for appropriate instructional transaction, record keeping and other administrative work. Student Learning outcomes are clearly visible in their integration of ICT for representation of curriculum material through a variety of digital platforms. Parents are oriented towards digitalization of school processes. Ongoing review of equipment and facilities is evidenced together

			<p>with an action plan for improvement.</p> <ul style="list-style-type: none"> • Student Learning outcomes are evidenced in the usage of technology by students, staff and community.
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Guiding Principles/Policies

NEP, Affiliation Bye Laws, Curriculum Documents, Lab Manuals, Circulars issued by the Board

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Consolidated Time Table of all classes		ICT content taught to students		Budget Allocation	
Log books maintained in school for students, parents and other stakeholders		Attendance Registers maintained for computer class for the students of different classes		School website and SMS system or any other evidence of usage of ICT and computers for disseminating information to all its stakeholders		Mentoring , Monitoring and Reviewing Practices	
Student and Teacher Outcomes Details		Teachers' Diary - integration of ICT in teaching learning process related with scholastic and co-scholastic aspects		Records of orientation programmes for stakeholders		Improvement Plans	
Any Other		Any Other		Any Other		Any Other	

2.1.5 The school has adequate number of activity rooms for art, sculpture, music, dance, theatre.			
2.1.5.1 - Level I - Inceptive	2.1.5.2 - Level II - Transient	2.1.5.3 - Level III - Stable	2.1.5.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> School has one or two rooms which are used as activity rooms. 	<ul style="list-style-type: none"> School has one or two rooms together with a multi-purpose space which is utilized for activities. 	<ul style="list-style-type: none"> School has total of 6 activity rooms for both primary and senior school students. All the activity rooms for primary and senior school students are well utilized. 	<ul style="list-style-type: none"> The School Policy for development of Aesthetics, Art and Culture in students is well in place. Activity rooms are well designed and equipped to meet the diverse interests and needs of students. Open spaces are well utilized to develop a culture of art and aesthetics. Age appropriate equipment is available in more than adequate number as suggested in CBSE Bye Laws. Equipment for all the activities is effectively utilized and well maintained.

Guiding Principles/Policies
NEP, Affiliation Bye Laws

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Log Book		Photographs		Mentoring, Monitoring and Reviewing Practices	
Budget Allocation		Maintenance Record		Website		Improvement Plans	
List of Activity Rooms		Display of Learning Outcomes		Newsletters		Any other	
List of equipment		Onsite/online Verification		Any Other		Any Other	

2.2 Principal’s Office, Staff Room and Administration Offices

2.2.1 The school has sufficient space for Principal, Staff and Administration as per requirements.

2.2.1.1 - Level I - Inceptive	2.2.1.2 - Level II - Transient	2.2.1.3 - Level III - Stable	2.2.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> The school has a Principal’s Office. 	<ul style="list-style-type: none"> The school has a common office for Principal, Administrative Staff and for other purposes. 	<ul style="list-style-type: none"> In addition to the Principal and Administrative Offices, a separate Staff Room(s) is/are available for teachers. 	<ul style="list-style-type: none"> The School Policy with regard to the provision of facilities for school staff and principal is in place. The school has aesthetically and functionally designed offices. The school office is equipped with relevant ICT facilities for Principal, teaching staff and Administrative Staff as well as for non-teaching staff. Review of infrastructure and aesthetics as per school policy is evidenced at regular intervals.

Guiding Principles/Policies
Affiliation Bye Laws

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		School building plan		Onsite / online verification		Improvement Plans	
Photographs		School budget		Monitoring and reviewing practices		Any other	

2.3 Infirmary (Medical room) and Health Management facilities

2.3.1 The school has effective preventive health care and health management facilities.

2.3.1.1 - Level I - Inceptive	2.3.1.2 - Level II - Transient	2.3.1.3 - Level III - Stable	2.3.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> • School has a first aid kit with necessary medicines and other supplies for emergency which are within the expiry period. • Annual health check-ups are conducted. 	<ul style="list-style-type: none"> • School has an infirmary/sick room. • A few teachers are trained in first aid. • Preventive Health Check-ups of students are conducted. 	<ul style="list-style-type: none"> • Nurse is available to attend to the needs of the students and duly maintains records. • Reports of regular Preventive Health Check-ups are shared with the parents. • Relevant medical records of all students are updated with parental support. • Health Cards of all students are maintained with special focus on immunization. • The school has tied up with a local nearest hospital to meet emergency needs. 	<ul style="list-style-type: none"> • The Policy for a Health Promoting School is in place and implemented. • School follows all statutory requirements and Emergency protocols. • As per the CBSE guidelines, school health programmes are formally monitored, reviewed and appropriate actions taken. • All teachers are trained in first aid. • School has a full-time doctor or a tie up with a neighbourhood hospital for all emergencies. • The school medical room is equipped to handle medical emergencies. • Equal comfort level in terms of medical facilities is offered to all the genders. • Effective communication system is in place for preventive health care and Health Management. • School has a Health and Wellness Club which is the focal point of school health promotion.

			<ul style="list-style-type: none"> • Collaborations with parents and the community are evidenced. • Emergency medical care numbers are displayed at prominent places in the school.
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Guiding Principles/Policies

NEP, Affiliation Bye Laws, Circulars and Advisories issued by the Board, Statutory Compliances

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Records of health check-up of the students		Emergency Protocols		Mentoring, Monitoring and Reviewing Practices	
Onsite / online verification		Records of provision of female nurse along with a male doctor or vice versa		CBPs attended by teachers		Improvement Plans	
Holistic Health Cards of Students		Tie up with a nearby Hospital and provision of an Ambulance		Any Other		Any Other	

2.4 Water, Sanitation Facilities and Waste Management			
2.4.1 The school provides safe drinking water; adequate sanitation facilities and follows effective waste management practices.			
2.4.1.1 - Level I - Inceptive	2.4.1.2 - Level II - Transient	2.4.1.3 - Level III - Stable	2.4.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> The school has adequate and separate functional toilets for boys and girls as defined in the CBSE affiliation bye laws. Hand washing facility is available. There is facility for safe drinking water with adequate (as defined in CBSE affiliation Bye Laws) number of water taps for all the students, located at a convenient point within the building. Dustbins are available at a few places in the school. 	<ul style="list-style-type: none"> Toilets are kept clean. Hand washing facility with soap dispensers. There is provision of proper lighting in the toilets. There is no water logging in the drinking area and in the toilets. The school has a drainage system. Dust bins are available in all the corridors in the school. 	<ul style="list-style-type: none"> Sufficient group hand washing facilities are available and are easily scalable. All water, sanitation and hand washing facilities are kept clean; hygienic conditions are maintained and are regularly repaired. There is regular supply of cleaning materials, soap, disinfectants, brooms, brushes, buckets etc. All disinfectants and cleaning materials are kept away from the reach of the children. There are working locks on the toilet doors. There is provision of proper lighting, exhaust fans and dust bins in the toilets. There is provision of separate and clean toilets for male and female staff. Water filter/purifier is available in the school. Water quality is tested periodically. 	<ul style="list-style-type: none"> The School Policy for Sanitation, Personal and Public Hygiene (the provision of safe drinking water; clean and adequate sanitation facilities and waste management practices) is in place. Menstrual hygiene management facilities like proper disposal facilities for menstrual waste, including an incinerator and dust bins are available. Doors have child-friendly latch. Toilet(s) for divyang with necessary provisions is/are available. Visuals depicting key hygiene messages and use of water conserving techniques are available in all the toilets, hand washing and water drinking stations/areas. Provision of Sanitary Pad dispenser in girls' toilets. Regular/daily inspection of water and sanitation facilities by

		<ul style="list-style-type: none"> • Dust bins are available in all the classrooms and labs and are kept clean. • School has a proper and maintained drainage system and system for disposal of waste and garbage. 	<p>a committee /person appointed for the task.</p> <ul style="list-style-type: none"> • Sufficient water is available at all times for different purposes in the school. • The waste generated is disposed off /recycled safely without any kind of contamination to any natural resources or endangering the health of its stakeholders and without compromising on the aesthetics in and around the school. • The school caters to a clean environment by enforcing stringent monitoring and review practices.
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Guiding Principles/Policies

NEP, Affiliation Bye Laws, Sanitation Policy, Circulars and Advisories issued by the Board

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Certificate of safe drinking water from Competent Authority of the Area as per Affiliation Bye Laws of the Board		Sanitation Inspection Reports		Mentoring, Monitoring and Reviewing Practices	
Onsite/online verification		Improvement Plans		Any Other		Any Other	

2.5 Furniture			
2.5.1 The school has adequate, safe, comfortable, age appropriate and aesthetically designed furniture.			
2.5.1.1 - Level I - Inceptive	2.5.1.2 - Level II - Transient	2.5.1.3 - Level III - Stable	2.5.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> Furniture in classrooms commensurate with the strength of students and staff. 	<ul style="list-style-type: none"> Furniture is safe, adequate, comfortable and age appropriate. 	<ul style="list-style-type: none"> Additional furniture is visible in order to engage students in multiple activities and enhance their skills. 	<ul style="list-style-type: none"> The School Policy with regard to the provision of Furniture is in place. Aesthetically designed, age appropriate and safe furniture is available in the school. Appropriate furniture is available for differently abled students. The infrastructure is periodically reviewed and changes made as per requirements.

Guiding Principles/Policies
Affiliation Bye Laws

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Photographs		List of classrooms, activity rooms, learning spaces		Review practices for school improvement	
Onsite /online verification		Improvement plans		Any Other		Any Other	

2.6 Lighting and Ventilation			
2.6.1 The school building is designed for natural lighting and ventilation in keeping with the best international norms.			
2.6.1.1 - Level I - Inceptive	2.6.1.2 - Level II - Transient	2.6.1.3 - Level III - Stable	2.6.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> Classrooms have working artificial light system. All the light points are working. 	<ul style="list-style-type: none"> There are windows in classroom for natural lighting and cross ventilation. The window panes are clean. 	<ul style="list-style-type: none"> Natural lighting and cross ventilation is a part of building design. The classrooms are painted in white or light non-glossy paint to improve the light quality in the rooms. 	<ul style="list-style-type: none"> The School Policy with regard to the provision of conducive and enabling environment to students is in place. The entire school building is well lit as per norms. Entire school building is ventilated with temperatures conducive for learning and working as per norms. Review mechanism to ensure a well-lit and ventilated school is evidenced.

Guiding Principles/Policies
 NEP, Affiliation Bye Laws, Recommendations for Basic Requirements of School Building, 2006, National Building Code

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		School Building Plan		Onsite/online verification		Monitoring and reviewing practices	
Improvement plans		Any Other		Any Other		Any Other	

2.7 Eco-friendly Orientation, Aesthetics, Lawns and Green Plants			
2.7.1 The school follows eco-friendly/green practices.			
2.7.1.1 - Level I - Inceptive	2.7.1.2 - Level II - Transient	2.7.1.3 - Level III - Stable	2.7.1.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> The school premises are neat and clean. 	<ul style="list-style-type: none"> The school premises are aesthetically maintained with lawns and green plants. School has an eco-club. Students participate in different eco club activities as defined by the Board. 	<ul style="list-style-type: none"> The school displays neat and clean surroundings around it. School conducts age appropriate eco club activities for all levels of classes (primary to secondary) to create awareness on environmental issues in the community. The school uses energy saving and energy efficient electrical equipment. School has compost pits. Environmental awareness activities are embedded in the lesson plans. 	<ul style="list-style-type: none"> The School Policy on Eco-friendly/Green Practices is in place. School conducts various eco-friendly activities which help in reducing the carbon footprint. Energy audit and audit of garbage created by school is conducted regularly by students. "lights-off" hour once per week is practiced. The eco-friendly practices in the school are an example for the wider community. The Eco-friendly practices are monitored and reviewed at regular intervals. School assesses impact of eco-friendly practices on students periodically and make changes accordingly.

Guiding Principles/Policies

NEP, RTE Act, Affiliation Bye Laws, Environment Manuals, Guidelines and Advisories issued by the Board, Guidelines by Centre for Science and Environment

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Records of community outreach programmes to create awareness related to environment issues in the community		Scanned photographs of the surroundings of the school		Mentoring, Monitoring and Reviewing Practices	
Budget Allocation		Photographs of eco-friendly practices in the school		List of human resources responsible for keeping the surroundings clean		Improvement Plans	
Lesson plans		Waste Management Practices		Any Other		Any Other	

2.8 Safety Provisions			
2.8.1 The school ensures safety measures as per statutory requirements and as defined by the Board from time to time; effective measures are also in place for Disaster Management.			
2.8.1.1 - Level I - Inceptive	2.8.1.2 - Level II - Transient	2.8.1.3 - Level III - Stable	2.8.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> School has appropriate certificates of inspection for safety of school building, School has fire safety certificate. School has safe drinking water certificate. 	<ul style="list-style-type: none"> School ensures necessary safety provisions inside the school premises and its surroundings. Proper records of movement of vendors and visitors in the school are maintained. The school has some disaster management equipment. School stakeholders are aware of the drills. School has proper emergency exits. School has adequate first aid kits for everyone. 	<ul style="list-style-type: none"> Safety related duties are assigned to the staff. School has tie up with local agencies for handling emergency situations. School ensures the presence of personnel to regulate traffic during peak hours outside the school. Safety of the students is ensured when taken for field trips and excursions. Evacuation Plans and Emergency Protocols are displayed all over the school. School ensures safe transport facilities for all the students following the guidelines prescribed by the Board. 	<ul style="list-style-type: none"> Policy for a Safe and Secure School is in place with defined parameters on disaster management. The school has Committees for Child Protection and Safety as per norms. All Statutory Compliances are in place. The Committees prepare plan of action for ensuring safety of children. Awareness programmes on safety measures are conducted for the school staff and other stakeholders. Everyone in schools is well trained to manage all kinds of disasters. Everyone is trained to conduct evacuation drills in minimum time. The Plan is implemented, monitored and reviewed at regular intervals.

Guiding Principles/Policies

NEP, Affiliation Bye Laws, Circulars and Guidelines issued by the Board and other Govt. Organisations, Disaster Management Books by NCERT, Guidelines by NCPDR, NDMA Guidelines 2016, Safety Checklist (given as **annexure A**), Guidelines issued by Ministry of

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Safety certificates		Onsite/online visit		Mentoring, Monitoring and Reviewing Practices	
Action plan for dealing with emergency		Action plan or annual calendar for conducting mock drills throughout the year		Emergency protocols & Communication Tree		Improvement Plans	
Evidences of training sessions for school staff and other stakeholders on safety related matters		Evidences of tie up with local agencies for handling emergencies		Evidences of mandatory infrastructural safety provisions/requirements as per norms		Any Other	

Note: For comprehensive assessment of safety provisions in the school, the school may use the Safety Checklist as given in Annexure A. The school may also refer to annexure B regarding Constitution of School Safety Committee; guidelines for integrating learning about safety in school education as given in annexure C; school safety pledge as given in annexure D.

2.9 Playground and Sports Facilities

2.9.1 Indoor and outdoor sport facilities are available and support divyang.

2.9.1.1 - Level I - Inceptive	2.9.1.2 - Level II - Transient	2.9.1.3 - Level III - Stable	2.9.1.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> • School has an alternate arrangement for a playground like that of neighbourhood school or a community space. • School has limited sports material/equipment as per the requirements by the Board. 	<ul style="list-style-type: none"> • School has a playground meeting minimum statutory requirements. • School playground is used for only one/two sports and other activities. • Sports and games equipment is maintained and made available as and when required. • Playground activities are supervised. • Records and inventories are maintained. 	<ul style="list-style-type: none"> • School has a playground meeting minimum statutory requirements and • School facilities are optimally used for multiple sports and other activities including yoga. • Inter school and intra school sports events are organized and conducted in the school. • School has a provision of equal sports and games facilities to all students regardless of gender and abilities. 	<ul style="list-style-type: none"> • School Sports Policy is in place. • Playgrounds are aesthetically designed and regularly maintained. • Provision of multi courts and diverse sports and games facilities. • School playground is optimised fully as prescribed by the Board. • Facility for coaching or special training for sports is available. • School has a provision of sports facilities for divyang. • Yoga is part of the outdoor activities. • Intra and Inter school events are organized in the school playground. • Regular monitoring and reviewing practices are evidenced.

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		CBPs for Teachers		Stock Register for sports and games		School Website	
School Building Plan		Annual Calendar of MPE and Sports		Consolidated time table of all classes		Physical verification	
Budget Allocation		List of staff members with roles and responsibilities		Student Year Book		Mentoring, Monitoring and Reviewing Practices	
Improvement Plans		Any Other		Any Other		Any Other	

2.10 Hostels			
2.10.1 School has sufficient rooms/dormitories, recreational spaces, washrooms, drinking areas, residence of warden, residence of pastoral care staff, visitors' room, laundry room, storage room for food items (perishable and non-perishable) and additional bedding, and common room.			
2.10.1.1 - Level I - Inceptive	2.10.1.2 - Level II - Transient	2.10.1.3 - Level III - Stable	2.10.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> Guidelines for infrastructural facilities for boarding are available. Number of Toilets bathing rooms, wash basins, urinal pots exist in proportion to the number of students in the dorms-1:10. There is a separate wing for boys and girls. Dormitories are available for boarders. Dorm Guardian's Room is inside the hostel. Potable water is available. Washrooms are available as per norms. Kitchen and dining area is available. Running water supply available throughout the year. 	<ul style="list-style-type: none"> Number of Toilets, bathing rooms, wash basins, urinal pots exist in proportion to the number of students in the dorms-1:8. There is provision for Visitors' room and common room for guests and boarders. Water and other facilities like soap etc. is available in the washrooms at all times. There is provision for back up facility for electricity. Safety and security guidelines are available for maintaining the infrastructure. The infrastructural requirements are repaired and maintained on a regular basis. Hot water supply is provided in winters. 	<ul style="list-style-type: none"> Sufficient number (1:6) of toilets, bathing rooms, wash basins, urinal pots as per the standard norms. Guidelines for maintenance and governance of Hostel infrastructure with clearly laid out roles and responsibilities are in place. Infra-structural needs for ensuring safety and security of boarders is taken care of by a dedicated group of people. Dormitories/twin share/three share options are available. There is provision in the infrastructure for individual and common recreational spaces. Kitchen and dining area are separate and equipped with necessary infrastructural requirements. Provision for temperature-controlled storage of food items 	<ul style="list-style-type: none"> Policy with regard to infrastructure for boarding requirements is in place, with scope for feedback, monitoring and reviewing. Dormitories/Twin share/three share are spacious with ventilation and natural light. Boarding has a recreational/common room with a library, TV corner and games. There is a resource room with internet facility for academic use. Visitor's room, laundry, tuck shop, and other daily need facilities are available. Potable water is available together with water coolers. Sufficient number (1:4) of toilets, bathing rooms, wash basins, urinal pots as per the standard norms. All facilities are in working condition. There is a separate area for drying personal laundry.

<ul style="list-style-type: none"> Furniture in the dormitories is as per norms. 		<p>and storage of additional bedding is available.</p> <ul style="list-style-type: none"> There is a provision for telephonic lines for communication to and from parents. There is a provision for central heating and plumbing for hot water supply in winters. 	<ul style="list-style-type: none"> School's playground, library and other resources have an easy access after school hours. Dorm Guardian's office and residence is within the hostel. There is a provision for residential accommodation for Pastoral care staff within the hostel. Waste Management facilities are available.
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Guiding Principles/Policies

POSCO ACT, SOP for Residential Schools, Circulars issued by the Affiliating Board, Safety and Security Guidelines by MoE

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
Residential School Policy		Online/offline verification		Scanned photographs		Stock Registers - equipment, food items, etc.	
Hostel Improvement Plan		Duty List of Staff		Budgetary Allocation		Material Procurement Process	
Laundry management records		Inventory of equipment		Maintenance Register		Log Books	
Visitors' Log Book		House Keeping Schedule Register		Boarders' Records		Student Records in involvement of making improvement plans	
Duty List of Students		Feedback and Follow up records		Training Records of Manpower		Monitoring and reviewing practices	

2.10 Hostels			
2.10.2 School has a separate clean and hygienic Kitchen and Dining Area.			
2.10.2.1 - Level I - Inceptive	2.10.2.2 - Level II - Transient	2.10.2.3 - Level III - Stable	2.10.2.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> • Food is brought from an authorized agency (as per FSSAI) and is served to students. • Serving trays and cutlery is available. • There is a provision for a neat and clean dining area. • Safety checks for ensuring quality of food provided to students exist. • Hand wash facility is available. • Drinking water facility areas are clean. 	<ul style="list-style-type: none"> • There is a separate area for preparing and serving food. • Nourishing and wholesome food is prepared in the cooking area. • Cooking vessels, serving trays, cutlery etc. are available as per norms. • Staff for cooking, cleaning and serving is available. • Staff and students form teams on rotation, to serve others. • There is a separate washing and cleaning area for food items and utensils. • Students and staff are encouraged not to waste food and to place their used cutlery/utensils in designated spots. • Quality checks are organized by the school to ensure clean and hygienic surroundings, preparation of 	<ul style="list-style-type: none"> • The school has a clear policy regarding kitchen and dining area. • The school kitchen is either self-managed /outsourced with all standard operating procedures. • Kitchen and dining area is well ventilated and illuminated. • Kitchen and dining areas are equipped with appliances and furniture as per the requirements. • There is adequate space and furniture for cooking and dining. • Nutritious and balanced menus are planned in collaboration with staff and students. • Menu is displayed in the dining area. • Kitchen has adequate storage facility for provisions (groceries, vegetables, fruits and dairy product) 	<ul style="list-style-type: none"> • The school policy with regard to kitchen and dining area infrastructure/human resource & quality control is in place with scope for feedback, monitoring and reviewing. • Trained and well-groomed cooking, serving and cleaning staff is available. • Kitchen has adequate temperature - controlled storage facility for provisions (groceries, vegetables, fruits and dairy product) • Procurement, storing, cooking and handling of food is safe, healthy and hygienic as per FSSAI norms. • All the safety measures as per the standard norms are periodically checked. (pest control, separate gas cylinder storage area, fire alarm, fire extinguishers and quality check of food and water) • Bi-annual health checkups of employees working in kitchen and dining area is done. • There is regular training of staff regarding personal hygiene and cleanliness.

	<p>nutritious food and disposal of waste.</p> <ul style="list-style-type: none"> • Safety and security measures are in place as per norms. 	<ul style="list-style-type: none"> • Availability of fresh, clean water for cooking. • Drinking water and water for hand wash available both in kitchen and in dining area. • Separate hand wash area is available in dining room. • Waste management practices are in place. • Feedback is taken from staff and students to improve quality of food. 	<ul style="list-style-type: none"> • Infrastructure for implementing Waste management practices is in place. • Staff and students integrate values of humility, care, compassion, sensitivity, systems thinking into designing strategies (eg. SEWA, Design Thinking etc.) for bringing about improvement in the kitchen and dining area.
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Guiding Principles/Policies

FSSAI Manual for Food Safety, Safety and Security Guidelines by MoE

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
Residential School Policy		Online/Offline verification		Scanned photographs		Stock Register	
Training records of manpower		Payment /salary register		Budget Allocation		Material Procurement Process	
Health check-up records of mess staff		Water/Food Test Reports		Fire and Safety Certificate from Fire Department and Health Department		Maintenance Registers	
Daily Cleaning Schedule		Inventory of equipment		Issue Register		Pest Control Schedules Register	
Waste Management Plan		Improvement Plan		Record of student involvement		Activities conducted to bring about an awareness on eating right and maintaining cleanliness and hygiene (e.g. Nukkad natak, role plays, jingles, illustrations, food audits, etc.)	
Store inventory		Strategies to bring about improvement in the kitchen and dining area		Serving rosters		Monitoring and reviewing practices	

2.10 Hostels			
2.10.3 The school fosters a culture of cleanliness and hygiene.			
2.10.3.1 - Level I - Inceptive	2.10.3.2 - Level II - Transient	2.10.3.3 - Level III - Stable	2.10.3.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> • Water tanks are cleaned regularly. • Clean water supply is available throughout the year. • There is a schedule for cleaning of dormitories, recreational spaces, visitors' room, corridors, toilets, bathing rooms, kitchen and dining areas. • Surrounding areas of drinking water, bathing area, laundry area, drying of clothes, utensils area, are scrubbed on regular basis. • Surprise checks are organized. • Potable water is tested once in a year. 	<ul style="list-style-type: none"> • There is a housekeeping maintenance schedule (daily/ weekly/ monthly) for monitoring cleanliness of dormitories, recreational spaces, visitors' room, offices, drinking water areas, wash basins, urinals, sanitary fittings, tiles, floors, walls, corners, dustbins, doors, windows, ventilators, plumbing pipes, laundry areas, kitchen and dining areas, storage facilities-food and clothing etc. • The Maintenance schedule is prepared and followed. • Roles and responsibilities are charted. • Record of Safe Cleanliness material and equipment used is available. 	<ul style="list-style-type: none"> • Safe and clean hot water is available during winters. • Water is tested at least three times a year to provide clean drinking water/potable water to staff and students. • The maintenance schedule is adhered to, and monitored and reviewed by a safety and security committee on a regular basis. • There is provision for disposal of Menstrual waste in every girls' wash room. • Housekeeping staff is trained and wears protective gear. • Eco friendly practices are followed for waste management. 	<ul style="list-style-type: none"> • The Residential school has a policy with regard to Cleanliness and Hygiene with scope for feedback, monitoring and reviewing. • The staff and students undergo orientation and sensitization programmes on importance of eco-sanitation. • The staff, including housekeeping staff, and students collaborate to introduce strategies and activities that involve all stakeholders in maintaining cleanliness and hygiene in the surroundings. • Cleanliness and maintenance schedules are displayed prominently in the designated areas. • Improvement plans are made in collaboration and standard operating procedures followed to ensure compliance.

			<ul style="list-style-type: none">• Recognition and appreciation is provided to people involved in maintaining cleanliness and hygiene in the hostel.
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Guiding Principles/Policies

Who Guidelines on Health and Hygiene, Health Guidelines for Hostels, SOPs released by the Government from time to time, Advisories and Guidelines by the Affiliating Board

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
Residential School Policy		Daily Cleaning Schedule and Supervisor's Report		Stock Register of equipment and cleaning material		Issue Register	
SOP for Cleanliness and Hygiene		Health Check-up records of Housekeeping staff		Briefing reports of the house keeping		Monitoring and Reviewing Practices	
Maintenance Register		Capacity building program for housekeeping staff		Orientation and sensitization program for students and staff		Improvement Plan	
Feedback forms from stakeholders		Complaint/Suggestions record		Any other		Any other	

2.10 Hostels			
2.10.4 School provides for safety and security of students.			
2.10.4.1 - Level I - Inceptive	2.10.4.2 - Level II - Transient	2.10.4.3 - Level III - Stable	2.10.4.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> • Guidelines for providing safety and security to students are available. • The hostel campus is enclosed and secured with permanent boundary walls. • 24X7 security guards are available at entry and exit gates. • Entry to the hostels restricted to authorized personal only. • Fire Extinguishers and First Aid kits are centrally located in the hostel and regularly checked for expiry and functioning. • The hostel has the provision of infirmary with full time doctor and nurse. • School has tie up with a nearby Hospital for emergencies. • Need based health checkups are also conducted. • Emergency medical care numbers are displayed in the hostel. • Evacuation plan is displayed in the hostel building. 	<ul style="list-style-type: none"> • Visitors have the access to the area designated by the school by using a visitors' pass. • Routine health check-ups of students are conducted and health cards are maintained. • Availability of an ambulance on campus. • Fire Extinguishers and First Aid kits are available at appropriate places and staff and students are trained to use them. • Evacuation plan from each room and the building displayed in all rooms and corridors and regularly practiced. • School provides age appropriate and safe furniture in the hostel. • Electric wires and cables are insulated with proper earthing and are beyond the reach of the students. 	<ul style="list-style-type: none"> • The school has a policy for safety and security of students. • The school has installed cameras at all gates, corridors and common rooms in the hostel. • Registered parents/ guardians (with the Id card issued by the school) can only visit the students. • There is regular monitoring of health status of students. • There is a mechanism to redress issues of bullying, harassment and abuse. • Monitoring of building entrances, hallways, classrooms and hostel before, during and after school hours. • All staff and students are trained to deal with common medical emergencies. 	<ul style="list-style-type: none"> • The school has a clear policy for safety and health with Emergency Protocols in place with scope for feedback, monitoring and reviewing. • Security Guards at entry and exit gates maintain records. • School has viable communication system in place (eg. phone, fire alarm, etc.) • Police verification is done before hiring of teaching, non-teaching contractual, voluntary and other staff. • Individual health files are maintained with details of congenital issues, disability if any, allergies, etc. • The dorm warden uses design thinking in collaboration with students, staff, parents and alumni to

<ul style="list-style-type: none"> • POCSO training and CPC committees as per statutory norms. • Compliance to all statutory norms. 	<ul style="list-style-type: none"> • Isolated areas of the school are well lit and under frequent invigilation. 		<p>ensure safety and security of students in the hostel.</p>
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Guiding Principles/Policies

POCSO Act, NEP, Guidelines and Advisories issued by the Affiliating Board, CBSE Life Skills, Safety and Security Checklist by MoE, CBSE Health manuals, UNICEF and UNESCO Documents on health and well-being, NCPCR Guidelines for physical and infrastructural

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Visitor's Register		Registered Parents/Guardians' List		Camera Recordings	
Health files and record of all boarders together with follow ups		Budget allocation for infirmary		Personal files of infirmary staff		Records of POCSO and CPC Committees	
Evacuation drill report		Guard duty register/ documents	Infirmary records	Training records		Copy of contract with the hospital	
Snap shots of the fire and evacuation drills		Records of disposal expired medicines		Evidences of involvement of stakeholders in ensuring safety and security of students in hostels		Documents related to statutory compliance	
Infirmary inventory		Hostel evacuation plan		Communication system		Monitoring and reviewing practices	
Maintenance checklists		Any other		Any other		Improvement Plan	

2.10 Hostels			
2.10.5 Students' physical, mental, socio-emotional and intellectual well-being is taken care of by intensive pastoral care programmes.			
2.10.5.1 - Level I - Inceptive	2.10.5.2 - Level II - Transient	2.10.5.3 - Level III - Stable	2.10.5.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> • Full time doctor and nurse are available. • Routine health check-ups of students are conducted. • Teacher cum dorm guardian in ratio (1:60) • Routine schedules are followed by students and monitored by dorm teacher. • Schedules for physical activities before and after classes are monitored. • Academic routine is conducted as per schedule. • In case of behavioural or academic issue, student is referred to the counsellor. 	<ul style="list-style-type: none"> • Teacher cum dorm guardian in ratio (1:50) • Regular preparatory classes by campus teachers to build the academic competencies and life skills in the resident students. • Physical and cultural activities are conducted for the resident students. • Buddy system is encouraged. • Counsellor is available to the students. 	<ul style="list-style-type: none"> • Full time trained dorm guardians/wardens(1:45) to foster collaboration, care, support, safety, positivity, self-dependence (routine) and self-care. • Boarders are assigned Mentors (teachers on campus) to help them in their academic and personal life. • Sessions on life skills, values, health and well-being are organized for and by the students. • Student counselor plans preventive sessions to identify any symptoms of mental/emotional health issues and counsels students in times of need. • Career counselling is available to senior students. • Suggestion boxes are placed in prominent places for staff and 	<ul style="list-style-type: none"> • The residential school has a policy regarding pastoral care, with scope for feedback, monitoring and reviewing. • Full time trained dorm guardians/wardens to foster collaboration, care, support, safety, positivity, Self-dependence (routine) & self-care in ratio with the number of students (1:30) • Full time doctor and nurse organize health checkups at regular intervals and collaborate with students and staff to introduce new activities and strategies that focus on healthy lifestyle and physical well-being. • Physical and cultural activities/ Intra Hostel Competition / Yearly Calendar in place for the overall holistic development of the resident students. • Career counselling and Coaching facility by the school staff or Online faculty for preparing for competitive examinations in different fields is available.

		<p>students to give their suggestions to improve hostel life.</p> <ul style="list-style-type: none"> • Anti-bullying practices in place. • Age appropriate circle time is organized to use design thinking to solve problems. 	<ul style="list-style-type: none"> • Students are assigned designated leadership roles who work in collaboration with Dorm guardians/wardens. • Students appreciate diversity and collaborate with each other. • Students are the goodwill ambassadors for the school and involved in admission process of new students.
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Guiding Principles/Policies

Guidelines and Advisories issued by the Affiliating Board

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
Residential School Policy		Online/Offline Verification		School Anti Bullying Policy		School Health and Wellness Policy	
Boarders' Individual Files		Record of Counselling Sessions		Mentors' report(s)		Boarding Council Records	
Dorm/Boarding Leaders' records		Schedule and Records of intra Hostel competitions/ tournaments		Schedule and Reports of general meetings between students, wardens, caretakers and mentors		Activities and strategies conducted in the hostel to promote health and well being	
List of Dorm teachers and their wards		Scanned photographs		Boarders' individual files		Suggestion Boxes	
Boarders' IEP - Individual Educational Plan		Health cards of students and staff		List of capacity building programmes		Student Ambassadors and their roles	
Evidences of action taken on complaints/suggestions		Monitoring and Reviewing Practices		Improvement Plan		Any other	

2.11 School Canteen (For Day Schools)

2.11.1 The school has a well-managed, clean, hygienic and safe canteen.

2.11.1.1 - Level I - Inceptive	2.11.1.2 - Level II - Transient	2.11.1.3 - Level III - Stable	2.11.1.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> The school canteen is managed by outside vendors and provides precooked or packaged food as per contract. Canteen displays the menu and price list. Food is stored and displayed on clean and hygienic counters. Serving of food items in disposable crockery. No junk food is served to the students. Quality checks are done by designated school staff. 	<ul style="list-style-type: none"> The school canteen is either self-managed /outsourced. Well ventilated and illuminated sufficient space and adequate furniture for cooking and serving area. There are adequate number of cooking vessels and serving counters. Cooking, serving and cleaning staff is available. There is a storage facility for raw/cooked food and dairy products. Availability of fresh, clean water for cooking and drinking and hand wash both in canteen. Separate hand wash area. 	<ul style="list-style-type: none"> The school canteen is either self-managed /outsourced with all standard operating procedures. Adequate number of trained and well-groomed cooking, serving and cleaning staff. School plans well balanced, tasty, wholesome and nutritious food. The school provides nutritious beverages kept in safe and temperature controlled environment. Food items and beverages are served in biodegradable/reusable cups and plates. Procurement, storing, cooking and handling of food is safe, healthy and hygienic as per FSSAI norms. 	<ul style="list-style-type: none"> The school policy for establishing and running a canteen is in place with scope for feedback, monitoring and reviewing. All the safety measures as per the standard norms are periodically checked. (pest control, separate gas cylinder storage area, fire alarm, fire extinguishers and quality check of food and water) Bi-annual health checkups of employees working in kitchen and dining area. Regular training of staff regarding personal hygiene and cleanliness. School canteen has a waste management and no plastic policy. Staff and students are involved in designing strategies to create nutritious and tasty menu that encourages healthy life style. Students are involved in running the canteen as part of their entrepreneurial curriculum. Students create apps to measure nutritional value of food items served in

			the canteen and conduct poll surveys to invite feedback for further improvement.
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Guiding Principles/Policies
Guidelines issued by FSSAI

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Onsite/online verification		Scanned Photographs		Stock Register	
Budget allocation		Material Procurement process		Training Records of Manpower		Payment/Salary Register	
Health check-up records		Water/Food Test Reports		Inventory of equipment		Copy of the contract (with Outside Agency)	
Daily Menu Cards reflecting innovative and healthy food		Evidences of activities and strategies planned and executed by students and staff		Digital tools used to conduct surveys and measure nutritional value of food items		Monitoring and reviewing practices	
Eco friendly practices		Any other		Any other		Improvement Plan	

DOMAIN 3: HUMAN RESOURCES



DOMAIN 3: HUMAN RESOURCES

DOMAIN OVERVIEW	
<p>Staff forms an integral part of any school and is responsible for ensuring student learning outcomes in all curricular areas and is responsible for the connect between parents, students and school. This domain first adheres to the major boundaries of recruitment of adequate number of staff and then moves on to mandate Service Rules and Records, Recruitment Practices, Academic Supervision and Continuing Professional Development. School staff refers to all employees both teaching and non-teaching.</p> <p>Policies and practices for staff that are conducive to a working environment, nurturing in nature, promote and encourage innovation and collaboration - are the hall marks of a learning organization.</p> <p>The involvement of stakeholders and family and community partnerships with schools are instrumental in ensuring that students attain their specific and targeted goals. Parents, students, alumni and community are also the resources for the school that support the school in achieving its educational objectives.</p>	
SUB-DOMAINS	STANDARDS
3.1 School Staff - teaching and non-teaching	3.1.1 The school recruits qualified and competent staff (teaching and non-teaching) that is sufficient in number to support fulfilment of school mission and objectives. 3.1.2 The school has an induction policy in place for the new employees. 3.1.3 The school conducts staff appraisal. 3.1.4 The school carries out staff development programmes and capacity building of teachers. 3.1.5 The school decides the salary and other allowances as per state norms/central norms. 3.1.6 The school provides staff incentives and appreciation. 3.1.7 The school has a well-developed mechanism of online and offline mentoring of teachers.
3.2 Parents	3.2.1 Parents are partners in the qualitative growth of the school.
3.3 Students	3.3.1 Students participate and are involved in school improvement activities.
3.4 Alumni	3.4.1 Alumni is involved in the school development programmes
3.5 Community	3.5.1 The school is committed to fostering effective school community partnership for providing enriching opportunities to enhance students' achievement and wellbeing.

DOMAIN 3: HUMAN RESOURCES- PERFORMANCE INDICATORS

3.1 School Staff			
3.1.1 The school recruits qualified and competent staff (teaching and non-teaching) that is sufficient in number to support fulfilment of school mission and objectives.			
3.1.1.1 - Level I - Inceptive	3.1.1.2 - Level II - Transient	3.1.1.3 - Level III - Stable	3.1.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> The school employs staff according to norms. 	<ul style="list-style-type: none"> The school employs qualified and competent staff as per the requirement. School reviews the teacher requirements before the commencement of every session. 	<ul style="list-style-type: none"> School employs sufficient number of staff (teaching and non-teaching). The school assigns duties and other responsibilities as per staff's professional competence. The school periodically reviews its process to ensure the recruitment of best faculty as per school policy. 	<ul style="list-style-type: none"> The School Recruitment Policy is in place. The school employs sufficient staff for academic and non-academic activities; administrative; housekeeping; security etc. The school complies with all recruitment norms including background checks. School appoints staff (teaching and non-teaching) from diverse backgrounds reflecting inclusion and equity. The school appoints full time counselor(s) and special educator(s) in optimal ratio with number of students. Recruitment process includes a written test, face to face interview and demonstration of competency in a 'real' classroom. Monitoring and reviewing practices are in place to ensure that the process results in hiring of staff that is competent enough to meet the student developmental goals.

Guiding Principles/Policies

NEP, RTE Act, RTE Model Rules, Affiliation Bye Laws

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		List of members in the interview panel		Minutes of Staff Selection Panel		Teacher attrition and turnover rate document	
SOP for recruitment of employees		Teacher capacity plan document		Staff Records and Staff Personal Files (The Assessing Team may also see the advertisements for recruitment of staff; list of applicants)		Mentoring, Monitoring and Reviewing Practices	
Criteria with proper rubrics for the selection of candidates		HR Manual or Employees Handbook		Work Load of all staff (Teaching and Non-Teaching)		Improvement Plans	
Any Other		Any Other		Any Other		Any Other	

3.1.2 The school has an Induction Policy in place for the new employees.			
3.1.2.1 - Level I - Inceptive	3.1.2.2 - Level II - Transient	3.1.2.3 - Level III - Stable	3.1.2.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> New staff members learn their job on their own. 	<ul style="list-style-type: none"> New staff members are briefed by the concerned H.O.D./Principal/Manager regarding their duties, activities. 	<ul style="list-style-type: none"> The school conducts an orientation programme which is mandatory for all staff to attend. New staff members are introduced to the school staff. New staff members are familiarized with their roles, duties, responsibilities and value system of the school. School assigns a mentor to each new member recruited for a certain period of time. 	<ul style="list-style-type: none"> School Induction Policy for its new employees is in place. School's core purpose, values, ethos and the vision are shared with the employees. Employees are encouraged to contribute to the realization of school's vision. New entrant is coached and mentored at regular intervals as per school policy. The principal assigns work/responsibilities to the staff as per their knowledge, competencies and skills. A road map for the personal and professional growth of the employees is generated with mutual consensus. Mentoring, Monitoring and Reviewing at regular intervals is demonstrated.

Guiding Principles/Policies
 NEP, Affiliation Bye Laws, Circulars issued by the Board

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Induction Policy		Service Rules for the non-teaching staff		Job description of the employees with KRAs		Mentoring, Monitoring and Reviewing Practices	
Staff Handbook		List of staff members along with the duties assigned to them		Mentoring and Coaching Record		Improvement Plans	
Written records or minutes of orientation or induction meetings of new teaching staff with the HOD/ Principal / Manager		Any Other		Any Other		Any Other	

3.1.3 The school conducts staff appraisal.			
3.1.3.1 - Level I - Inceptive	3.1.3.2 - Level II - Transient	3.1.3.3 - Level III - Stable	3.1.3.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> Appraisal of the teaching staff is done. 	<ul style="list-style-type: none"> School conducts an appraisal of all categories of staff based on pre-defined criteria known to the staff. 	<ul style="list-style-type: none"> Guidelines for staff appraisal are made in consultation with the staff on pre-defined criteria and shared with them. School conducts 360-degree appraisal of its staff. Periodic appraisals assist the staff in setting their goals. Staff is mentored and coached over a period of time. 	<ul style="list-style-type: none"> The school has a clear Policy for Staff Appraisal which includes Professional Development Measures and Motivation and Retention of employees. The Principal/HR Head schedules one to one discussion with staff at regular intervals over a period of a year wherein a SWOT analysis is done. Coaching and mentoring to staff is provided, if needed. The teaching staff is also encouraged to do self-assessment using PINDICS (Performance Indicators) published by NCERT. Staff shares their satisfaction or concern areas with the school authorities. School provides support and assistance wherever required by the staff. Opportunity is given to the staff to discuss the result of their appraisal as per norms. The school authorities take appropriate constructive action after analyzing the results of the appraisal of the staff as per norms.

Guiding Principles/Policies

NEP, RTE Act, Affiliation Bye Laws, Circulars issued by the Board, PINDICS, NCERT Standards for Teachers

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Process of Staff Appraisal		MOM- conducted to apprise staff of the various criteria for appraisal		Mentoring practices	
Staff Appraisal Policy		Evaluation forms or feedback report		Job description (dynamic) with Key Responsibility Areas (KRAs)		Individual plan for growth	
Staff Manual or Teacher's Handbook		Self-Evaluated Forms of Teachers		Teacher's portfolio		Improvement plans	
Any Other		Any Other		Any Other		Any Other	

3.1.4 The school carries out staff development programmes and capacity building of teachers			
3.1.4.1 - Level I - Inceptive	3.1.4.2 - Level II - Transient	3.1.4.3 - Level III - Stable	3.1.4.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> Only a few senior teachers are given the opportunity for attending some Capacity Building Programmes. 	<ul style="list-style-type: none"> Some Teachers are sent for CBPs organized by the Board. There is Teachers' Development Report including their involvement in activities other than teaching. 	<ul style="list-style-type: none"> Professional Development Needs are identified. The Principal along with the teaching staff are periodically involved in self and team-development and management programmes. Equal opportunities are provided to all the staff members. The process of implementation of key learnings by the staff members from the CBPs is monitored regularly in a non-threatening environment. The impact on students as an outcome of implementation of new ideas is recorded. 	<ul style="list-style-type: none"> The school has Policy for the Capacity Building of its principal, teachers and other staff members as per their need. The school ensures that all teachers have gone through Knowledge, Skill and Competencies based workshops over a period of one year based on 'Professional Development Identification' needs. The school ensures that the staff implements the takeaways of the CBPs attended. The staff is mentored at regular intervals. The school collaborates with the schools in its hub/cluster and/or other partners to enhance capacity building of its teachers. Other than identifying training needs in curricular areas, the school also encourages self-up gradation in those domains or areas which go beyond the classroom. There is provision for teacher development in the Annual Budget.

Guiding Principles/Policies

NEP, RTE Act, Affiliation Bye Laws, RTE Model Rules, National Council Framework on Teacher Education, Circular(s), Training Policy of the Board

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Action Plan/Policy for the professional development of Principals and Teachers		Need Analysis		Mentoring, Monitoring and Reviewing Practices	
School Annual Budget		Certificates of participation of the Principal and all the teachers in the Professional Development Programmes		Reports of Self-up gradation done by staff members		Improvement Plans	
Income and Expenditure statement of school		Annual Training Calendar for each teacher-50 hours		Evidences of collaboration with Hubs/Clusters		Any Other	

3.1.5 The school decides the salary and other allowances as per state norms/central norms.

3.1.5.1 - Level I - Inceptive	3.1.5.2 - Level II - Transient	3.1.5.3 - Level III - Stable	3.1.5.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> Salary of the school staff is paid as per the CBSE affiliation bye laws or as per state norms. 	<ul style="list-style-type: none"> School has welfare schemes for staff members. 	<ul style="list-style-type: none"> DA and other admissible allowances as per Central or respective State Govt. rates are paid to the staff. 	<ul style="list-style-type: none"> School Policy with regard to salary and other allowances to the staff is in place. The school gives salary according to the latest Pay Commission. The school provides staff allowances, incentives and appreciation for additional work including rewards like sponsoring training.

Guiding Principles/Policies
 RTE Act, Affiliation Bye Laws

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Bank Certificate		Pass Books of salary account of teachers		Records of additional benefits to teachers and certificates of teachers' participation in training programmes	
Evidence regarding payment of salary through bank		HR Manual or Service Rules or Teacher's Handbook		Increments Policy of the Central /State /Pay Commission		Income and Expenditure statement of school	
Pay slips		Staff salary records		Improvement Plans		Any other	

3.1.6 The school provides staff incentives and appreciation.			
3.1.6.1 - Level I - Inceptive	3.1.6.2 - Level II - Transient	3.1.6.3 - Level III - Stable	3.1.6.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> The teaching staff is appreciated either verbally or through letters of appreciation. 	<p>Staff members (teaching and administrative) provided incentives in some form or the other.</p>	<ul style="list-style-type: none"> Staff members from every wing are appreciated during the year. School has a policy or plan of action for providing incentives and appreciation to all its staff members. 	<ul style="list-style-type: none"> Policy for Salary, Remuneration and Allowances in place. Effective implementation of plan or policy for provision of incentives and appreciation to teaching and non-teaching staff is evidenced. Staff at Leadership position gives feedback regularly to all staff members for enhancement in individual and collective consideration. Innovative practices to motivate staff for good performance are embedded in the system. Feedback mechanism to gauge satisfaction of employees is in place. School recognises a culture of punctuality and accountability amongst teachers. All staff members get appreciation and incentives throughout the year.

Guiding Principles/Policies

NEP, RTE - 2009 (Section 23.3), RTE Model Rules, Affiliation Bye Laws

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Staff Salary Records		HR Manual /Teachers Manual		Feedback forms	
Records of incentives and appreciations awarded to the teaching and non- teaching staff		Staff Personal Files		Mentoring, Monitoring and Reviewing Practices		Improvement Plans	

3.1.7 The school has a well-developed mechanism of online and offline mentoring of teachers.			
3.1.7.1 - Level I - Inceptive	3.1.7.2 - Level II - Transient	3.1.7.3 - Level III - Stable	3.1.7.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> The teachers report to the Head of the Department. 	<ul style="list-style-type: none"> The teachers report to the Head of Department weekly/fortnightly. 	<ul style="list-style-type: none"> There is an online and offline mentoring schedule and programme in place. A mentoring programme with proper agenda scheduled every month. Issues of teachers related to teaching learning process are discussed in mentoring programme. Solutions are found through a collaborative approach in the mentoring programme. 	<ul style="list-style-type: none"> The School Policy for Online and Offline Mentoring of teachers is in place. Mentor-mentee meetings are held every week with an agenda to discuss improvement in various school processes and any issues faced by the teachers. Action Plan for improvement is made with mutual consensus. The Plan is monitored and reviewed at regular intervals, and changes made accordingly.

Guiding Principles/Policies

NEP, Circulars and Advisories issued by the Board, NCERT Documents

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		HR Manual		Checklists for mentoring and reviewing		Minutes of Online or Offline Subject Committee Meetings	
Records of Online and Offline Departmental and Staff Meetings		Online or Offline Teacher Mentoring Meetings		Feedback reports		Improvement Plans	

3.2 Parents			
3.2.1 Parents are partners in the qualitative growth of the school.			
3.2.1.1 - Level I - Inceptive	3.2.1.2 - Level II - Transient	3.2.1.3 - Level III - Stable	3.2.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> Parents are invited to school events like annual day. Parent teacher meetings are conducted in the school. 	<p>School has a Parent Teacher Association (PTA)* and the members meet once in a year other than PTMs.</p> <ul style="list-style-type: none"> PTA provides feedback to school for development wherever asked for. 	<ul style="list-style-type: none"> Structured, formal and informal interventions of parents in school activities are evident in the school calendar. All parents are encouraged to participate in all interventions. Effective Complaint/Suggestion Management System is in place. Recorded interaction of school with parents through different modes throughout the year. 	<ul style="list-style-type: none"> Policy for Parental Involvement is in place. Parents are partners in growth of the children and thus school has an open-door policy for parents. Communication between parents and school stakeholders is two-ways. School takes feedback from parents constructively and has an immediate response system in place PTMs are regular and attended by most parents. Parents are involved in developing and implementing school policies like School Development Plan, Safety and Security Measures in school etc. Facilities like Library, Computer Labs and Playgrounds are accessible to the parents. 'No Parent Left Behind' Policy is evidenced. Communication Tree is in place. Effective Feedback Mechanism is in place.

Guiding Principles/Policies

RTE ACT, NEP, Circulars and Advisories issued by the Board

*Guidelines for constituting PTA is given in Annexure E for reference.

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Minutes of PTA Meetings		Newsletter		Almanac	
Directory of parents		Parent Participation Tracker		School Magazine		PTM records	
List of names of parents who are members of the PTA		Records of Communication through Circulars, SMS, Website, Newsletter, School Magazine, Google Groups or some other innovative mode like parent teacher nights		Records of participation of parents' members of PTA and other Parents in school activities such as assisting teachers in classrooms, helping in organizing excursions, camps, sports carnival and other extracurricular activities		Poll Surveys	
Feedback Mechanism		Suggestion/Complaint Management System		Improvement Plans		Any other	
Any Other		Any Other		Any Other		Any Other	

3.3 Students			
3.3.1 Students participate and are involved in school improvement activities.			
3.3.1.1 - Level I - Inceptive	3.3.1.2 - Level II - Transient	3.3.1.3 - Level III - Stable	3.3.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> School has a student council selected from the senior school who takes care of their designated roles. 	<ul style="list-style-type: none"> School has a process for selection of student council from senior school. All the members of the Student Council have clarity about their roles. 	<ul style="list-style-type: none"> The school has a well-documented process for selection of student council consisting of students from all wings. Student council is engaged effectively in formulating school improvement plans. Selective students are provided with an opportunity to become leaders. Buddy programmes and students as enablers are evidenced in selective classes. Feedback mechanism from students is in place and complaints and suggestions are addressed. Students undertake peer assessment to give constructive ideas for improvement of peer. 	<ul style="list-style-type: none"> Policy for Student Involvement in school improvement plans is in place. Participation and involvement of students in the school improvement plan is encouraged across the board (pre-primary - XII). School has a well-integrated calendar to ensure that students have a voice in the target setting of a school improvement plan. Students are a part of the Aware Responsible and Empowered Programme. Feedback from students is used for Action Research and to set SMART goals for setting up specific quality processes. The students' become positive enablers for others. The abilities and competencies of students are used effectively to provide meaningful inputs to their juniors. Students are used as resource persons for sharing insights into their world which can help school formulate Health Promoting School Policy. Students assist in peer and buddy learning in scholastic and co-scholastic domains.

			<ul style="list-style-type: none"> • Students are provided opportunities to exhibit their leadership skills and take on responsibility and accountability of age appropriate processes in the school. • Regular mentoring, monitoring and reviewing of the policy and its implementation is evidenced.
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Guiding Principles/Policies

RTE Act, NEP, Circulars and Advisories issued by the Board

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Portfolio		Counseling Records		Record of inputs from suggestion boxes	
Student Handbook/School Almanac		Record of student responsibilities		Record of students as peer educators		Complaint/ suggestion management	
School Calendar		Record of activities that develop Life skills, Values and those that prepare a student for the 21st century		Record of student as resource persons for workshops and conferences		Mentoring, Monitoring and Reviewing Practices	
Anecdotal Records		Records of students as leaders and peer assessors		School Magazine or Photo Gallery on the school website		Improvement Plans	
Any Other		Any Other		Any Other		Any Other	

3.4 Alumni			
3.4.1 Alumni is involved in the school development programmes.			
3.4.1.1 - Level I - Inceptive	3.4.1.2 - Level II - Transient	3.4.1.3 - Level III - Stable	3.4.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> School has interaction with its alumni. 	<ul style="list-style-type: none"> The school has an Alumni Association that meets once a year. 	<ul style="list-style-type: none"> School has structured platform for alumni to participate in school activities regularly. Alumni contributes and engaged in improvement of school infrastructure, teaching learning processes. 	<ul style="list-style-type: none"> The School Policy for Interface with Alumni is in place. The school has structured tracking mechanisms regarding alumni. School involves alumni in frequent interface leading to further development. Alumni offers assistance to underprivileged students with no gender bias, enhance their learning experiences. Alumni supports the school in integrating ICT in different school processes. Alumni are the Brand Ambassadors of the school.

Guiding Principles/Policies

NEP, Circulars and Advisories issued by the Board

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Minutes of Alumni Association meeting of previous year		Alumni Tracking Mechanism		School Improvement Plan	
School Alumni directory		Records of Communication with Alumni either electronic communication or telephonically		Blue print or action plan for the involvement of Alumni in school activities		Placement records	
List of members of Alumni Association		Digital support provided by the Alumni (MIS, Apps, etc.)		Evidences of provision of assistance by Alumni to underprivileged		Evidences of enhanced performance of students	
Evidences of Alumni participation in school improvement processes		Any other		Any other		Any other	

3.5 Community			
3.5.1 The school is committed to fostering effective school community partnership for providing enriching opportunities to enhance students' achievement and wellbeing.			
3.5.1.1 - Level I - Inceptive	3.5.1.2 - Level II - Transient	3.5.1.3 - Level III - Stable	3.5.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> Community representatives are the members of the School Managing Committee (SMC). 	<ul style="list-style-type: none"> School invites community representatives for different activities at special occasions. Community representative members of the SMC are involved in School Improvement Planning. 	<ul style="list-style-type: none"> School has identified resources/opportunities from the school community which are used for the good of students and overall growth of the school. School Improvement Plan clearly outlines the role of the community representatives or partners in achieving the desired goals. School building is open and accessible for community beyond school hours. 	<ul style="list-style-type: none"> The School Policy for fostering effective relationship with Community is in place. School leadership and teachers identify and draw on community resources to enrich their students' learning. School and community collaborate to provide interventions for enhancing student achievement and wellbeing. School maintains and sustains fruitful school community partnership. Community plays an active, meaningful and purposeful role in school by contributing to enhance the quality of education.

Guiding Principles/Policies

NEP, Circulars and Advisories issued by the Board

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		List of members of SMC		Feedback Mechanisms		Minutes of Meetings attended by Community Members	
School Improvement Plan (SIP)		List of Community resources identified and used for enhancing student achievement		Evidence of Community Members as goodwill ambassadors		Improvement Plans	
Any Other		Any Other		Any Other		Any Other	

DOMAIN 4: INCLUSIVE PRACTICES



DOMAIN 4: INCLUSIVE PRACTICES

DOMAIN OVERVIEW	
<p>The school must bring about a fundamental change in its systems and processes in order to support and address the individual needs of each child. They must adopt effective model of inclusive education and create such an environment in which all students have an opportunity or opportunities to flourish. Inclusive schools value all students as equal members of the school community; engage all students irrespective of their abilities in wide range of activities - both academic and non-academic.</p>	
SUB-DOMAINS	STANDARDS
4.1 Barrier free environment	<p>4.1.1 The school provides barrier free access in terms of physical environment to the divyang and students from all socio economic backgrounds.</p> <p>4.1.2 The school provides barrier free access in terms of curriculum to divyang.</p> <p>4.1.3 The school provides barrier free access in terms of teaching and assessment to divyang.</p>
4.2 Games, Sports and other Recreational Facilities	<p>4.2.1 Adequate and appropriate indoor and outdoor games, sports and other recreational facilities are provided to divyang.</p>
4.3 Transportation Facilities	<p>4.3.1 The school provides adequate transportation facilities to divyang.</p>
4.4 Overcoming Attitudinal Barriers	<p>4.4.1 Training and sensitization programmes are conducted for all staff members by the school with respect to divyang.</p>
4.5 Other Support Services	<p>4.5.1 The school provides support services or resources for divyang and students from all socio economic backgrounds.</p>

DOMAIN 4: INCLUSIVE PRACTICES – PERFORMANCE INDICATORS

4.1 Barrier free Environment			
4.1.1 The school provides barrier free access in terms of physical environment to divyang and students from all socio economic backgrounds.			
4.1.1.1 - Level I - Inceptive	4.1.1.2 - Level II - Transient	4.1.1.3 - Level III - Stable	4.1.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> All students are provided access to clean toilets and drinking water irrespective of their caste, class, religion and gender. The school has a ramp as per norms. 	<ul style="list-style-type: none"> The school has accessible toilets and drinking water outlets for divyang. The path from the gate to the school building and playground is clear and levelled. 	<ul style="list-style-type: none"> Appropriate visual signage and signage in Braille have been placed at readable height for the use of divyang. Student friendly furniture and arrangement are present in the classroom as per the needs of the students. 	<ul style="list-style-type: none"> School Policy for Inclusion and Inclusive practices is in place. All the parts of the school building are accessible either by ramp or by lifts; all the surfaces are non-slippery; handrails have been provided in the walkways and the walkways are clear of any hanging and protruding obstructions. There is a regular and ongoing mechanism to review the safety procedures and infrastructure.

Guiding Principles/Policies

NEP, Affiliation Bye Laws, Inclusion Policy of the Board, RTE Act, PWD 2016 guidelines, Guidelines issued by different Govt. Organisations

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Scanned photographs		Monitoring and Reviewing Practices		Improvement Plans	
CBPs for Teachers		Any Other		Any Other		Any Other	

4.1.2 The school provides barrier free access in terms of curriculum to divyang.			
4.1.2.1 - Level I - Inceptive	4.1.2.2 - Level II - Transient	4.1.2.3 - Level III - Stable	4.1.2.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> Divyang and students from all socio economic backgrounds sit with other students within the regular classroom. 	<ul style="list-style-type: none"> Teachers are encouraged to use different apps and resources (like BARKHA and other tools) for divyang. Teachers are sensitized towards different learning styles of all the children. Teachers are instructed to give extra time to divyang for finishing their class work/assignments. 	<ul style="list-style-type: none"> The school has Equity and Inclusion Committee which assists in setting learning goals and suggests changes in teaching processes, assessment procedures, etc. and its recommendations are implemented. Counselors and trained staff to handle divyang are appointed in the school. Teachers use appropriately adapted curriculum material for example in large print, audio tapes or braille for students with impairments. Vocational courses or skill-based activities are offered as per need for each student. 	<ul style="list-style-type: none"> The school has written Policy for Equity and Inclusion and procedure(s) for identifying the abilities/ learning needs/styles of the students at the time of admission in order to determine the educational needs of the child. The school's Equity and Inclusion Committee along with the resource cell plans the curricular activities as per the needs of each child. Curriculum is made flexible in terms of time, teaching/learning resources, methodology, mode of access, and presentation in order to meet the identified needs of divyang in both cognitive and non-cognitive areas, aiming at their holistic development. The counselors, teachers and parents work in collaboration to formulate Individual Education Plans for the students. The student learning outcomes are regularly monitored and reviewed and action plan made based on the analysis.

Guiding Principles/Policies

NEP, Affiliation Bye Laws, Inclusion Policy of the Board, RTE Act, PWD 2016 guidelines, Guidelines issued by different Govt. Organisations, Handbook on Inclusive Education

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		List of recommendations by the School Inclusion Committee		Policy document and procedure for identifying the abilities/learning needs/styles of these children		Mentoring, Monitoring and Reviewing Practices	
CBPs for Teachers		Teacher's Diary along with lesson plans reflecting accommodation and modification		Curriculum plan and assessment practices		Improvement Plans	
List of members of School Inclusion and Equity Committee		List of vocational courses or skill-based activities offered to the students		Assessment Records of students		Any Other	

4.1.3 The school provides barrier free access in terms of teaching and assessment to divyang.

4.1.3.1 - Level I - Inceptive	4.1.3.2 - Level II - Transient	4.1.3.3 - Level III - Stable	4.1.3.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> Teachers teach and assess divyang along with other students. 	<ul style="list-style-type: none"> Teachers make use of differentiated teaching learning practices. Teachers organize the classroom and seat the children to optimize opportunities for communication, interaction and learning. The teachers give extra time to students to complete their class work and assessments as per their ability and organize remedial classes as per their needs. 	<ul style="list-style-type: none"> Teachers make use of a range of teaching approaches including thematic and cross curricular approaches. Teachers use formative and diagnostic assessments to recognize the teaching learning needs of divyang. Teachers work in collaboration with special educators/counsellors to identify the learning needs of divyang. Teachers use wide range of strategies to ensure the well-being of students. School refers children with complex needs (whose progress is inadequate despite planned interventions) to external professionals. 	<ul style="list-style-type: none"> The School Policy for Equity and Inclusive Practices is in place. Teachers make use of need based assistive devices in the classroom as per the needs of students. Teachers work in close collaboration with special educators, parents/guardians, other teachers, therapists, counsellors and administrators. Teachers evaluate the academic, social, emotional and physical development (progress) of the student on the basis of their individual learning plans. If need be, divyang are taught on one to one basis or in small groups with the help of special educators in collaboration with parents. There is a regular and ongoing program for mentoring, monitoring and reviewing the process as well as the progress of students.

Guiding Principles/Policies

NEP, Affiliation Bye Laws, Inclusion Policy of the Board, RTE Act, PWD 2016 guidelines, Guidelines issued by different Govt. Organisations, Handbook on Inclusive Education

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		CBPs for Teachers		List of referred cases		Records of remedial classes	
Teacher's Diary		Record of working in collaboration with other teachers, special educators, parents, therapists		Assessment Strategies along with Assessment worksheets or other modes of assessment		Mentoring, Monitoring and Reviewing Practices	
Onsite/online verification		Performance records of divyang		Improvement Plans		Any Other	

4.2 Games, Sports and other Recreational Facilities			
4.2.1 Adequate and appropriate indoor and outdoor games, sports and other recreational facilities are provided to divyang.			
4.2.1.1 - Level I - Inceptive	4.2.1.2 - Level II - Transient	4.2.1.3 - Level III - Stable	4.2.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> Students with different abilities across genders participate in school cultural activities. 	<p>Indoor and outdoor games and sports facilities are available for divyang and are modified to suit their needs, if required.</p>	<ul style="list-style-type: none"> Parents of divyang are counselled to encourage and allow their children to participate in games and sports activities. Medical Report and consent is taken from the parent to ascertain if the child is medically fit enough to play the desired game(s) or sport. PE teachers are sensitized about the needs of divyang and make participation in sports a safe and healthy experience for them. 	<ul style="list-style-type: none"> Policy for Equity and Inclusive Practices is in place. The school appoints special coaches for divyang. Teachers use special devices or mechanisms to keep them safe in the playground. Teachers have a procedure to know the abilities of the child and accordingly the games and sports facilities or other recreational facilities are provided. Mechanism to mentor, monitor and review the process is in place. Progress of students is regularly monitored on pre-defined criteria.

Guiding Principles/Policies

NEP, Affiliation Bye Laws, Inclusion Policy of the Board, RTE Act, PWD 2016 guidelines, Guidelines issued by different Govt. Organisations

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		List of special coaches		Records of counseling of parents of these children encouraging them to allow their children to participate in games and sports		Mentoring ,Monitoring and Reviewing Practices	
CBPs for teachers		Record of orientation programme for PE teacher(s)		Records of physical examination of divyang		Improvement Plans	
Stock Register of games and sports		Student growth chart		Parental Consent Letters or Records for participation, examination, etc.		Any Other	

4.3 Transportation Facilities			
4.3.1 The school provides adequate transportation facilities to divyang.			
4.3.1.1 - Level I - Inceptive	4.3.1.2 - Level II - Transient	4.3.1.3 - Level III - Stable	4.3.1.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> Transportation facilities as provided to the other children in school are provided to divyang. 	<ul style="list-style-type: none"> Attendants accompany divyang in the school bus. 	<ul style="list-style-type: none"> School buses have almost all the access features for divyang. 	<ul style="list-style-type: none"> Policy for Equity and Inclusive Practices is in place. Drivers and attendants are trained in meeting the needs of divyang. Transportation related training is given to divyang, peers and teachers. Regular monitoring and reviewing of the implementation process of the policy is evidenced.

Guiding Principles/Policies

NEP, Affiliation Bye Laws, Inclusion Policy of the Board, RTE Act, PWD 2016 Guidelines, Guidelines issued by different Govt. Organisations

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Onsite verification / photographs		Mentoring, Monitoring and Reviewing Practices		Evidences of access features like seat belts or special belts, contrast colour on vehicle steps and railing, wheel chair lift (either built in or manual), non-skid flooring, wide doors and steps, hand rails, special priority seating, etc.	
CBPs for teachers		Record of orientation or sensitization programme for drivers, attendants and students with disabilities		Improvement Plans		Any other	

4.4 Overcoming Attitudinal Barriers			
4.4.1 Training and sensitization programmes are conducted for all stakeholders by the school with respect to divyang and students from all socio economic backgrounds.			
4.4.1.1 - Level I - Inceptive	4.4.1.2 - Level II - Transient	4.4.1.3 - Level III - Stable	4.4.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> Teachers engaging with differently abled students in their classrooms undergo capacity building programmes on equity, inclusion and inclusive strategies. 	<ul style="list-style-type: none"> All teachers and heads are oriented on Inclusive Education. Teachers engaging with students from diverse socio-economic and cultural background in their classrooms undergo capacity building programmes on equity, inclusion and inclusive strategies. 	<ul style="list-style-type: none"> The school managers and the head of the school have laid out clear cut policies in context to dealing with divyang. All stakeholders (students, teachers, school support staff, drivers, and bus attendants) have undergone an orientation to understand divyang. 	<ul style="list-style-type: none"> Policy for Equity and Inclusive Practices is in place. School has a repository of knowledge material on diversity and inclusion that can be used by teachers. Special orientation programmes on inclusion and equity are also organized by the school for parents. School encourages parents from diverse backgrounds to participate in school activities. Stakeholders are involved in sensitization programmes and activities planned for divyang and for students from diverse socio-economic backgrounds. Statutory compliances are met with. The Policy is stringently monitored and reviewed at regular intervals.

Guiding Principles/Policies

NEP, Affiliation Bye Laws, Inclusion Policy of the Board, RTE Act, PWD 2016 guidelines, Guidelines issued by different Govt. Organisations

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Records of orientation and awareness programs for staff, students and parents on gender identities, socio-cultural identities, socio-economic conditions and divyang		Mentoring, Monitoring and Reviewing Practices		Improvement Plans	
CBPs for Heads and teachers		Statutory Compliances		Records of involvement of stakeholders in different activities planned for divyang and other students from diverse socioeconomic backgrounds		Any Other	

4.5 Other Support Services			
4.5.1 The school provides support services or resources for divyang and students from diverse socio economic backgrounds along with the support resources for the teachers.			
4.5.1.1 - Level I - Inceptive	4.5.1.2 - Level II - Transient	4.5.1.3 - Level III - Stable	4.5.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> Teachers take up the role of counselors. 	<ul style="list-style-type: none"> School resources are distributed fairly to support students of different ages and attainments. The school has a few strategies in place to help divyang. 	<ul style="list-style-type: none"> Staff is trained and uses a rubric to identify divyang. Drama, art, music and other therapy programmes are provided to divyang. Teachers interact with each other to formulate an IEP for students. Appropriate and relevant activities ensure the development of cognitive, affective and psychomotor domains in students. 	<ul style="list-style-type: none"> Policy for Equity and Inclusive Practices is in place. Health care, personal support and care and specialist support staff are provided to divyang. School involves community and parents to support divyang. Special Educators and rehabilitation professionals are available. Learning aids; ICT facilities; specialist furniture, fittings and equipment and other assistive technologies are available in the school for divyang. School provides support services and resources to the students from diverse socio economic backgrounds. Mentoring, monitoring and reviewing the process is demonstrated by the school at regular intervals and with changes made accordingly.

Guiding Principles/Policies

NEP, Affiliation Bye Laws, Inclusion Policy of the Board, RTE Ac, PWD 2016 guidelines, Guidelines issued by different Govt. Organisations

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Scanned photographs of furniture		Student growth chart		Mentoring, Monitoring and Reviewing Practices	
Onsite /online verification		List of special educators		List of support services and resources made available to divyang		Improvement Plans	
Evidences of Assistive Technologies		Any Other		Any Other		Any Other	

DOMAIN 5: MANAGEMENT AND GOVERNANCE



DOMAIN 5: MANAGEMENT AND GOVERNANCE

DOMAIN OVERVIEW	
<p>Leadership starts with a Vision which has been made in collaboration with stakeholders. Effective Management and Governance ensures that processes and practices are aligned with the vision and embedded in the system. Core Values and Beliefs of the school form a culture of the school wherein everyone speaks and breathes the same value and belief. Policies for institutional planning, conservative use of resources, financial management, interconnectedness within school to ensure efficiency, etc. are made but tempered with human values of care and compassion.</p>	
SUB-DOMAINS	STANDARDS
5.1 Vision and Mission Statement	5.1.1 The school is guided by clear vision and mission statements and a set of standard operating procedures.
5.2 Institutional Planning Mechanism	5.2.1 The school has both long term and short term plans commensurate with its vision and mission statement for institutional planning.
5.3 Effective Coordination	5.3.1 The management ensures effective co-ordination within the school and with outside community.
5.4 Resource Management	5.4.1 There is a rationale for resource management and mechanisms are in place.
5.5 Relationship Management	5.5.1 There is a formal mechanism for relationship management (staff, parents, community, alumni, etc.)
5.6 Activity Management	5.6.1 There is complete activity management mechanism available in the school.
5.7 Data and Record Maintenance	5.7.1 There is complete data and record maintenance.
5.8 Oral/Virtual/Online and Written Communication	5.8.1 Effective oral/virtual/online and written communication systems are in place.
5.9 Financial and Fee Administration	5.9.1 There is a mechanism for financial and fee administration including record keeping, budget, audit, etc.
5.10 Admission Process	5.10.1 The school admission policy and process is non-discriminatory, rational, transparent and in consonance with Board's and RTE Act guidelines and norms.

DOMAIN 5: MANAGEMENT AND GOVERNANCE- PERFORMANCE INDICATORS

5.1 Vision and Mission Statement			
5.1.1 The school is guided by clear vision and mission statements and a set of standard operating procedures.			
5.1.1.1 - Level I - Inceptive	5.1.1.2 - Level II - Transient	5.1.1.3 - Level III - Stable	5.1.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> The school has written Vision and Mission statements framed by its Management or governing body. The statement encompasses values and opportunities for the cognitive and social development of the students. 	<ul style="list-style-type: none"> The school's Vision and Mission statement is communicated widely to its stakeholders. Policies are aligned to the Vision and Mission of the school. 	<ul style="list-style-type: none"> The school's Vision and Mission statement is developed in collaboration with all its stakeholders. Monitoring system is in place to ensure that the guiding statements are supported by its stakeholders. Action Plans are corrective in nature. 	<ul style="list-style-type: none"> All school policies reflect the Vision and Mission of the school. The School Management and Leadership team ensure that the Vision is the guiding force behind planning for all academic and non-academic processes and the Mission Statement outlines the process by which the objectives are met. Effective implementation of the school processes is evidenced. Stringent Monitoring and Reviewing Practices are in place. Gap analysis is done at regular intervals to identify the gaps between planning and execution. Feedback is taken from the stakeholders. Corrective and Preventive measures are in place. Continual Improvement Plan and Action is evidenced.

Guiding Principles/Policies
NEP, Circulars issued by the Board

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Vision and Mission Statement		School Flag		Staff meetings and Departmental meetings		Integrated Annual Curriculum and Pedagogical Plan	
Record of Vision Building exercise		School Stationery		Minutes of Review meetings		Policies for all domains	
School almanac		Minutes of SMC Meetings		Vision and Mission Statement displayed in the school		Mentoring, Monitoring and Reviewing Practices	
School Improvement Plan		Any other		Any Other		Any Other	

5.2 Institutional Planning Mechanism			
5.2.1 The school has both long term and short term plans commensurate with its vision and mission statement for institutional planning.			
5.2.1.1 - Level I - Inceptive	5.2.1.2 - Level II - Transient	5.2.1.3 - Level III - Stable	5.2.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> Daily basis planning by the teachers under the guidance of HODs/ Coordinators/ Principal is evidenced. 	<ul style="list-style-type: none"> The school has written /documented long term plans. Key Operating Procedures are standardized. 	<ul style="list-style-type: none"> Short term and long-term goals are developed and designed by the management and the staff. The documented policies and procedures are shared amongst the management and the staff. Specific targets are set and roles assigned. School has SOPs for different processes like recruitment, accounting, purchasing, material management, record keeping, management of activities, etc. which are implemented. 	<ul style="list-style-type: none"> The School Policy with regard to Institutional Planning that aligns with its Vision and Mission is in place. Alumni, parents and other stakeholders were also involved in developing the short term and long term goals for the school. Goals/Plans commensurate with the school's vision and mission statements are defined in terms of utility after analyzing its financial and other resources. Strategies and support material required to achieve the goals have been defined. The implementation process is reviewed at regular intervals against the indicators of success and necessary changes made. Effective implementation of the SOPs and action plans for improvement are evidenced.

Guiding Principles/Policies

RTE Act, Circulars issued by the Board

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Minutes of SMC		Review Meetings Records		Mentoring, Monitoring and Reviewing Practices	
Vision and Mission Statement		Integrated Annual Curriculum and Pedagogical Plan		Feedback forms		Any Other	
List of Goals set		School Calendar		School Improvement Plan		Any Other	

5.3 Effective Coordination			
5.3.1 The management ensures effective co-ordination within the school and with outside community.			
5.3.1.1 - Level I - Inceptive	5.3.1.2 - Level II - Transient	5.3.1.3 - Level III - Stable	5.3.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> • There is cooperative and effective working relationship between the Management/Governing Body and Head of the school. • The Head of the School is responsible for ensuring realization of objectives stated in the vision and mission statement. 	<ul style="list-style-type: none"> • The school management ensures working relationship with the school head and staff; has clearly defined their roles and responsibilities in the realization of its objectives. 	<ul style="list-style-type: none"> • The school management benchmarks and works in close collaboration with other educational institutions for the realization of its goals. • Group/Team/Individual goals are set within the school to ensure the teams work in tandem to ensure results. 	<ul style="list-style-type: none"> • The School Policy for establishing Effective Co-ordination within the school and with community is in place. • The school management works in close collaboration or ensures effective coordination of the school personnel with the parents, students, alumni and other community stakeholders for the realization of its goals or activities enlisted under the school improvement plan. • Dedicated time and support is provided to teachers for collaborative planning and reflection for the realization of its goals. • Interconnectedness is clearly visible. • Hubs of Learning assist in collaborative Learning. • Mentoring, Monitoring and Reviewing practices are evidenced.

Guiding Principles/Policies

NEP, RTE Act, RTE Model Rules, Hubs of Learning Guidelines

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Minutes of Staff Meetings		Communication Records		School calendar	
School Organization Chart		Records of collaboration with outside agencies		Record of participation in Hubs of Learning		Mentoring, Monitoring and Reviewing Practices	
Minutes of SMC meetings		Benchmarking Procedures		Record of Outcomes		Improvement plans	

5.4 Resource Management			
5.4.1 There is a rationale for resource management and mechanisms are in place.			
5.4.1.1 - Level I - Inceptive	5.4.1.2 - Level II - Transient	5.4.1.3 - Level III - Stable	5.4.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> Principal ensures fee collection. 	<ul style="list-style-type: none"> Sustainable environment activities are undertaken in the assemblies like role plays, debates, etc. The school has corrective measures in place to conserve resources. 	<ul style="list-style-type: none"> The existing resources in the form of infrastructure and equipment are utilized and need analysis done before procuring new resources. Steps to reduce, reuse and recycle are taken by the school leadership team as well as by the staff and students. 	<ul style="list-style-type: none"> School Policy for Conservation of Resources is in place. School resources are optimally utilized and augmented on the basis of need analysis. Monitoring practices are in place to avoid misuse and wastage of resources. Students are involved in innovating eco-friendly practices. There is culture of environmental awareness in the school. Activities to bring about awareness on Conservation of Resources are embedded in the Integrated Annual Curriculum and Pedagogical Plan.

Guiding Principles/Policies

NEP, RTE - Model Rules, CBSE Affiliation Bye Laws

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Record of photocopier machine		Equipment analysis		Mentoring, Monitoring and Reviewing Practices	
Stock registers		Steps taken to reduce bills of electricity, water, stationery, diesel, petrol, etc.		Samples of Integrated Annual Curriculum and Pedagogical Plan		Evidences of Culture of environmental awareness - waste disposal/recycling, water conservation, disposal of e-waste, fuel consumption, renewable energy, energy-efficient light bulbs, innovations by students for eco-friendly area	
Annual budget		Audited budget report		Innovative Practices to conserve resources		Improvement plans	

5.5 Relationship Management			
5.5.1 There is a formal mechanism for relationship management (staff, parents, community, alumni, etc.)			
5.5.1.1 - Level I - Inceptive	5.5.1.2 - Level II - Transient	5.5.1.3 - Level III - Stable	5.5.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> The school staff accepts routine queries of the parents. 	<ul style="list-style-type: none"> The school staff responds to routine and challenging queries of the parents. The school communicates either telephonically or face to face. 	<ul style="list-style-type: none"> A record of communication with parents and staff is maintained. Follow ups are done and corrective actions are taken immediately. School Staff is trained on engaging with the stakeholders respectfully and within time. 	<ul style="list-style-type: none"> Policy on Relationship Management is in place. Guidelines for dealing with stakeholders with underlying philosophy of mutual respect are in place and reviewed regularly by leadership team. All dealings and queries with and from stakeholders are documented, analyzed, followed up and satisfaction report generated. Strong Feedback Mechanism, Quick Response Time and the Open-Door Policy support the school in maintaining a healthy relationship with stakeholders.

Guiding Principles/Policies

NEP, RTE - Model Rules, Affiliation Bye Laws

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		PTM Records		Complaint/Suggestion Management		Improvement Plans	
Communication Records from stakeholders- parents, community, staff (telephonic, SMS, website, online, WhatsApp, face to face, school diary, e-mail etc.)		Structured Feedback from staff and parents and record of interactions with staff and parents		Mentoring, Monitoring and Reviewing Practices		Any other	

5.6 Activity Management			
5.6.1 There is complete activity management mechanism available in the school.			
5.6.1.1 - Level I - Inceptive	5.6.1.2 - Level II - Transient	5.6.1.3 - Level III - Stable	5.6.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> • School activities and annual calendar prepared. 	<ul style="list-style-type: none"> • School activities and annual calendar is prepared in consultation with the school staff. 	<ul style="list-style-type: none"> • Guidelines for activity management are well in place. • The school ensures that cognitive, affective and Psychomotor domains of students are addressed in the integrated Annual Curriculum and Pedagogical Plan. • The responsibilities for execution of school activities are widely decentralized after meticulous planning and are systematically executed. • Responsibilities are given to all the staff members. 	<ul style="list-style-type: none"> • The School Policy with regard to Activity Management is in place. • Guidelines for planning, implementation, monitoring and reviewing are well documented. • There is active participation of students, teachers, alumni, parents and community in planning, implementation, monitoring and reviewing of school activities. • Activities cater to Cognitive, Affective and Psychomotor Domains of students, parents, teachers and community. • All safety and security norms are in place before, during and after the activities.

Guiding Principles/Policies

NEP, Safety and Security Norms by Board

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Roles and Responsibilities of the staff		Anecdotal record		Mentoring, Monitoring and Reviewing Practices	
Budget Allocation		School Activities list		Student learning outcomes		Improvement Plans	
Minutes of SMC and Staff meetings		Safety and Security Policy		Student activity tracker			
Duty lists		Portfolio		Any other		Any Other	

5.7 Data and Record Maintenance

5.7.1 There is complete data and record maintenance.

5.7.1.1 - Level I - Inceptive	5.7.1.2 - Level II - Transient	5.7.1.3 - Level III - Stable	5.7.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> • Administrative data is recorded and maintained. 	<ul style="list-style-type: none"> • The school computerizes the data of admissions and student assessment records. 	<ul style="list-style-type: none"> • All types of data and records are maintained and available either in electronic form or in traditional form. • The data is accessible to the staff and is utilized to enhance school processes and systems. 	<ul style="list-style-type: none"> • School Policy for data and record maintenance and usage is in place. • The school computerizes the data of all types of records (students, teachers, finances, resources, curricular and co-curricular activities, facilities, community involvement, etc.) • All SOPs are also documented electronically. • Process Owners/ Concerned Staff are responsible for recording, storing, updating and retrieving information. • The process of data and record maintenance is monitored and reviewed at periodical intervals to ensure its efficacy. • Action Plan to improve the school processes is evidenced after assessing the usage of data. • Technology tools and Data Management Systems are used to facilitate data management, its analysis and generation of reports for further improvement.

Guiding Principles/Policies
Affiliation Bye Laws

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Computerized or manual records of registration, attendance, finances, results, etc.		Mentoring, Monitoring and Reviewing Practices		Improvement Plans	
SOP for database management		Any Other		Any Other		Any Other	

5.8 Oral/Virtual/Online and Written Communication			
5.8.1 Effective oral /virtual/online and written communication systems are in place.			
5.8.1.1 - Level I - Inceptive	5.8.1.2 - Level II - Transient	5.8.1.3 - Level III - Stable	5.8.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> • Oral communication is used to communicate with stakeholders. 	<ul style="list-style-type: none"> • The school has formal channels/modes to communicate with its stakeholders. • The communication systems like written circulars, newsletters, SMS system, school website, PTM, school magazine, etc. are used. 	<ul style="list-style-type: none"> • The communication is two ways. • The school has a mechanism to take feedback from stakeholders twice/thrice a year. • The school has an effective horizontal and vertical communication system among its various sections. 	<ul style="list-style-type: none"> • The School Policy for Effective Communication with stakeholders is in place. • The school has a complete automated system or an online school management system which manages student information, engages parents, communicates important information to its stakeholders, manages school administration etc. • The school has multiple modes to communicate with its stakeholders at regular intervals. • The school uses the feedback provided by stakeholders to enhance efficacy of its processes as part of its continual improvement plan. • Evidence that the two-way communication brings about progress in the students’ developmental continuum is clearly visible.

Guiding Principles/Policies
NEP, RTE Act, Affiliation Bye Laws

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Attendance records of students		SMS and circulars		Complaint Management System	
CBPs for teachers/staff		Home work for students		Time table to see the frequency or number of PTMs or Open Houses		Feedback Forms	
Electronic/ Manual data related to students' admissions and examinations		Major announcements made		Website-communication with staff, parents, students and SMS circulars and other modes of communication		Mentoring, Monitoring and Reviewing Practices	
Student time table		Newsletters or Magazines		Communication Tree		Improvement Plans	

5.9 Financial and Fee Administration

5.9.1 There is a mechanism for financial and fee administration including record keeping, budget, audit, etc.

5.9.1.1 - Level I - Inceptive	5.9.1.2 - Level II - Transient	5.9.1.3 - Level III - Stable	5.9.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> Financial transactions are made but partial records are maintained. 	<ul style="list-style-type: none"> Fee is charged as per the approved heads of the concerned state govt./policy. Sales and purchase procedures are followed; appropriate balance is maintained between Income and Expenditure. 	<ul style="list-style-type: none"> The responsibility of overseeing and managing the finances is entrusted to a person with appropriate qualifications. Appropriate opportunities are provided to the staff members to participate in determining financial priorities or preparing the budget. The school has disclosed its fee structure on its website and the heads are as per norms. 	<ul style="list-style-type: none"> The School Policy for Financial and Fee administration is in place. Accounts are internally and externally audited and there is complete transparency. Sufficient financial powers are given to the Principal/Head of the School. The school has disclosed its fee structure on its website and the heads are as per norms. Income and expenditure is tracked, monitored and underpins the future planning of the budget. School budget is planned to meet all the operational expenses and improvement plans.

Guiding Principles/Policies
RTE Act, Affiliation Bye Laws

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Fee structure of the school		Internally and Externally Audited Accounts reports of at least last two years		Improvement Plans	
School Annual Budget of at least two previous years		Income expenditure statement of at least two previous years		Any Other		Any Other	

5.10 Admission Process			
5.10.1 The school admission policy and process is non-discriminatory, rational, transparent and in consonance with Board's and RTE Act guidelines and norms.			
5.10.1.1 - Level I - Inceptive	5.10.1.2 - Level II - Transient	5.10.1.3 - Level III - Stable	5.10.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> • Admissions are made without any distinction of religion, race, caste, creed, place of birth, gender, abilities or any of them. 	<ul style="list-style-type: none"> • The admission for SC/ST/EWS students is governed by the Education Act/Rules applicable to the concerned State /UT. • Records are maintained. • The school facilitates the admission process. • Students are admitted based on a transparent criteria. 	<ul style="list-style-type: none"> • The School Admission Policy is in place. • The school's promotional material and activities present a realistic picture of the school and convey its objectives and programmes offered. • The school admits students under the RTE Act 2010/ EWS / Sponsored category or special category as per guidelines. • Adequate information is available on the school Website/promotional material to ensure transparency. • All admission documentation is complete. 	<ul style="list-style-type: none"> • The School Admission Policy is in place and is non-discriminatory, rational, transparent and in consonance with Board's and RTE Act guidelines and norms. • Special remedial classes and bridge courses are arranged to mainstream EWS and students from socially disadvantaged groups before they join school. • school conducts the 12 weeks School readiness Module for all class 1 entrants. • Information obtained from the parents regarding the student is evaluated and accordingly programmes/activities are offered to the child. • Sensitization and orientation programmes are conducted for students and staff to inculcate respect for diversity. • Monitoring and reviewing of documents is a regular feature.

Guiding Principles/Policies
RTE Act, Affiliation Bye Laws

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
Admission Policy of the school		Records (Participation certificates) of training of teachers in Inclusive Education		School promotional material		Records of sensitization and orientation programmes	
Admission records		Diagnostic & remedial records		School Website		Improvement Plans	
Class Teacher and Counsellor records		Records of 12 weeks School readiness Module for all class 1 entrants		Records of Bridge courses		Any other	

DOMAIN 6: LEADERSHIP



DOMAIN 6: LEADERSHIP

DOMAIN OVERVIEW	
<p>School leadership is an influential driver in the realization of school mission and fostering student learning and development. The potential role of the Principals is in providing instructional leadership to their respective schools. In order to understand how learning occurs, a visionary leader creates plausible situations conducive to learning, views knowledge as personal experiences constructed in the shared context of teaching learning, rather than embedded in the external reality of textbooks. A leader is sensitive to the social, professional and administrative contexts needed to operate and develops appropriate competencies to be able to create actual situations for scaffolding. Apart from developing mental faculties of the students, an effective leader also develops an artistic and aesthetic sense in students and addresses the learning needs of all children, including those who are marginalized and differently abled. A leader always strives for bringing innovation in different practices and activities and provides every possible support for innovation to happen. A leader views appraisal as a continuous educative process.</p>	
SUB-DOMAIN	STANDARDS
6.1 Pedagogical Leadership	6.1.1 The school leader has a clear Vision and Direction to take the school forward.
6.2 Collaborative Leadership	6.2.1 The school leaders demonstrate effective communication, cross-functional collaborations and build relationships.
6.3 Systems for Ongoing Quality and Change Management	<p>6.3.1 The school leaders strive for continual improvement in the learning outcomes of students.</p> <p>6.3.2 The school leaders demonstrate capacity to improve systems in the school and ensure an ethos of responsibility and accountability.</p> <p>6.3.3 The school leaders promote innovation by introducing creative methods and techniques that equip students and the institution with 21st century skills.</p>

6.1 Pedagogical Leadership

6.1.1 The school leader has a clear Vision and Direction to take the school forward.

6.1.1.1 - Level I - Inceptive	6.1.1.2 - Level II - Transient	6.1.1.3 - Level III - Stable	6.1.1.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> • The principal shares his/her decisions with the school staff. • School employees learn by doing, by trying strategies in their work. 	<ul style="list-style-type: none"> • School Head ensures allocation of tasks to the staff members. • Teachers are included in management of routine tasks. 	<ul style="list-style-type: none"> • The school’s improvement plan, vision and mission are discussed during staff meetings. • There is an improvement plan for the school with goals, timelines and owners with regular reviews. • School leaders have engaged in learning forums, research, or similar practices to keep in touch with latest practices in teaching and assessment. • The vision and mission of the school is in compliance with national norms and NEP. 	<ul style="list-style-type: none"> • The School Policy document for Pedagogical Leadership is in place. • The Principal/Head of School mentors staff to become pedagogical leaders in their own roles. • Each staff member shares a responsibility in the improvement plan devised for each student. • The school has a handbook of practices and processes to enhance student learning outcomes. • The vision and mission statements of the school are discussed during the SMC meetings and parent orientations. • The school has HR Policies that include identification of professional development needs and regular capacity building workshops. • School staff meet at frequent intervals to review and reflect on progress of students at all levels.

Guiding Principles/Policies

NEP, Circulars and Advisories issued by the Board, CBSE handbook on Pedagogical Leadership

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
Vision and Mission statements		Empowerment Policy		Records of interactions with stakeholders		Feedback Processes	
Records of Sessions between the principal and the school employees		All activities records of students and staff		Task allocations to each staff member		School Improvement Plan	
School Policy document on Pedagogical Leadership		CBPs attended by the leader on curriculum, pedagogy, assessment and its impact on staff and students		Hands on approach of leader in supporting and mentoring teachers on designing lesson plans, their execution and developing improvement plans in collaboration		Any Other	

6.2 Collaborative Leadership			
6.2.1 The school leaders demonstrate effective communication, cross-functional collaborations and build relationships.			
6.2.1.1 - Level I - Inceptive	6.2.1.2 - Level II - Transient	6.2.1.3 - Level III - Stable	6.2.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> • The Principal ensures that there are interactions with school stakeholders. • The school is an active member of Hubs of Learning. 	<ul style="list-style-type: none"> • Important information is shared with parents and other stakeholders. • Communication with stakeholders takes place as per need. 	<ul style="list-style-type: none"> • HR Policies have been created in consultation with staff. • Students are exposed to Empowerment programs. • There is high retention in the school. • Leaders and teams at all levels (staff/ students/ parents/ community) are empowered to take on responsibilities. 	<ul style="list-style-type: none"> • There is policy on Relationship management which ensures professionalism, positivity, trust building, etc. • The school leaders are responsible for cultivating strong relationships using innovative strategies to build teams and to connect with the stakeholders. • The school leaders partner with CSO (Civil Society Organisations) and NGOs (Non-Governmental Organisations/ Philanthropic Organisations) to provide students with quality learning experiences. • The leaders reflect, review, respond and rate their school in order to build a school improvement plan. • Feedback and suggestions are received from diverse stakeholders. • The school leadership adopts neighbourhood school(s) to mentor them in achieving quality standards.

Guiding Principles/Policies

NEP, Circulars and Advisories issued by the Board, CBSE Handbook on Pedagogical Leadership

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
Policy on Relationship Management		Feedback mechanisms		Visible outcomes of relationship management		HR Policies	
Process Owner List		Modes of connecting with students, staff, parents and community		Circulars, SMS, Website, Apps, mails etc.		School Improvement Plan based on Reflect, Review, Respond and Rate	
Records of participation in Hubs of Learning		List of team leaders- staff/students/parents		Participation of school in community events		Evidence of Partnership with CSOs and NGOs	
School's participation in community outreach programmes and making a difference		Empowerment Programme for stakeholders		Formal and informal feedback from stakeholders		Evidences of Adoption and Mentoring of neighbourhood school(s)	
		Communication Tree		Any other		Any other	

6.3 Systems for Ongoing Quality and Change Management			
6.3.1 The school leaders strive for continual improvement in the learning outcomes of students.			
6.3.1.1 - Level I - Inceptive	6.3.1.2 - Level II - Transient	6.3.1.3 - Level III - Stable	6.3.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> Textbooks and assessments are used to plan lessons. 	<ul style="list-style-type: none"> Capacity building of teachers is continuous and consistent. 	<ul style="list-style-type: none"> Capacity building of teachers is done as and when needed. Teachers are assigned subjects and grades according to their competencies. Assessment cover a wide range of student development indicators. Learning plans/lesson plans are created based on children's learning levels. Learning plans/lesson plans are inclusive of different learning styles. Teachers attend forums to understand latest research/practices in education. Feedback is taken on regular basis. 	<ul style="list-style-type: none"> The School Policy document on continual school improvement plan is in place. The school leader demonstrates comprehensive and thorough knowledge of the curriculum. School leaders have engaged in learning forums, research or similar practices to keep in touch with latest practices in teaching and assessment. Leaders analyse data on a continuous basis and plan for improvement.

Guiding Principles/Policies
NEP, RTE ACT

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
Availability of Curriculum of all classes		Assessment Policy		Teacher Diary		Class wise tracker of activities	
National Education Policy		CBPs on Latest pedagogical and assessment practices		Classroom Observation Records		Evidences of inclusivity - differentiated teaching, accommodation and modifications in lesson plan	
Learning Outcomes for all classes		Integrated Annual Curriculum and Pedagogical Plan		Performance Analysis of students' performance and remedial plans		Reflect, review, respond and rate data	
Policy on Pedagogical leadership		Time Table		IEP record		Feedback mechanisms	
School improvement plan		Any Other		Any Other		Any Other	

6.3.2 The school leaders demonstrate capacity to improve systems in the school and ensure an ethos of responsibility and accountability.			
6.3.2.1 - Level I - Inceptive	6.3.2.2 - Level II - Transient	6.3.2.3 - Level III - Stable	6.3.2.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> School stakeholders have a day to day routine in the school. 	<ul style="list-style-type: none"> There are examples of improvements made in the school. 	<ul style="list-style-type: none"> The improvement plan outlines strategies for effective implementation in the school. Feedback is collected from stakeholders on a regular basis. The school leaders have conducted data analysis as well as conversations with stakeholders to identify barriers. HR Policies for staff are staff friendly. 	<ul style="list-style-type: none"> The School Policy document on continual school improvement plan is in place. Leaders at all levels have analysed and documented their strengths and areas of improvement. Leaders at all levels assess the challenges to learning and growing. The improvement plan and strategy is regularly revisited to check progress, challenges, and plan ahead. Leaders at all levels design action plan to improve, sustain and innovate. Leaders do regular checks of the school practices to ensure conformity with all regulatory and statutory norms.

Guiding Principles/Policies
 NEP, CBSE Handbook on Pedagogical Leadership

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Improvement Policy		<ul style="list-style-type: none"> • Records of School Improvement: • Gap Analysis • Identification of problems • Strategies and timelines • Measurable indicators of performance • Mentoring and Monitoring practices • Action Plans • Participative and collaborative team learning 		Process Owner List		Any Other	

6.3.3 The school leaders promote innovation by introducing creative methods and techniques that equip students and the institution with 21st century skills.

6.3.3.1 - Level I - Inceptive	6.3.3.2 - Level II - Transient	6.3.3.3 - Level III - Stable	6.3.3.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> School stakeholders take care of day-to-day roles and responsibilities for the smooth functioning of the school. 	<ul style="list-style-type: none"> School leaders share new ideas in meetings/discussions. Feedback/suggestions are sought on school processes. 	<ul style="list-style-type: none"> Different stakeholders have implemented innovative ideas in the school. Learning technologies are available in the school. 	<ul style="list-style-type: none"> There is a documented School Policy for promoting innovation in all the domains/areas of school function and as highlighted in the SQAA Framework. The policy for promoting innovation in the school is discussed with stakeholders and action plan prepared. Innovations can be reflected in services provided, processes followed, products, incremental, outcome driven and breakthroughs achieved. School leader strives to bring creativity and innovation to the processes in the school collaboratively, with all stakeholders. Learning opportunities like exposure visits, capacity building sessions, etc. are provided to stakeholders.

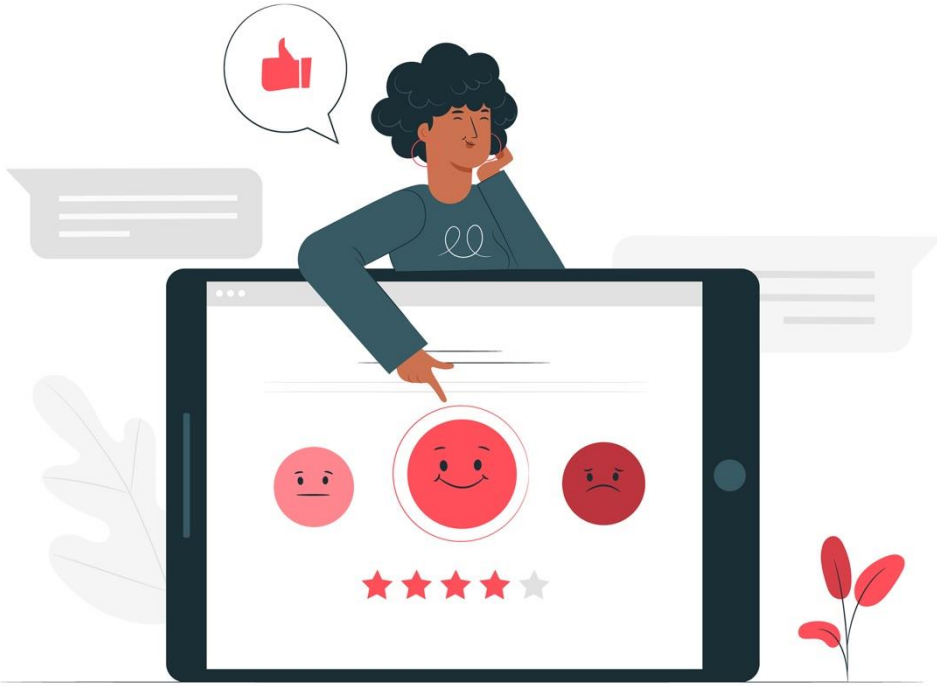
Guiding Principles/Policies

NEP, Circulars and Advisories issued by the Board

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy for Promoting Innovation in all the domains		Creative, innovative and meaningful processes and their outcomes in all the seven domains (eg. Innovations in Infrastructure and organisational operations, Curriculum, Pedagogy and assessment, products designed by students and staff, processes, breakthroughs)		School Improvement Plan		Any other	

DOMAIN 7: BENEFICIARY SATISFACTION



DOMAIN 7: BENEFICIARY SATISFACTION

DOMAIN OVERVIEW	
<p>Schools shall be successful in meeting this standard when they carry the understanding, commitment and support of all stakeholders. School personnel need to seek opportunities for collaboration to help the institution become a hub of excellence. The school should foster effective communication and interpersonal skills which lead to better social skills. The benefits of involving all stakeholders in decision making are that schools can foster collaboration with community stakeholders to support student learning, have a formal channel to listen to and communicate and productively use the knowledge and skills to enhance the work of the school and improve student learning outcomes.</p>	
SUB-DOMAINS	STANDARDS
7.1 Satisfaction of Students	7.1.1 The school allows students to express their opinions, views and suggestions on policies and develops a mechanism to involve them in the decision-making process.
7.2 Satisfaction of Teachers	7.2.1 The school creates a non-threatening and caring environment for the teachers to voice their feedback and develops a mechanism to review this feedback periodically and use it for improvement, planning and assessing teacher satisfaction.
7.3 Satisfaction of Office Staff	7.3.1 School provides opportunities to the Office Staff to express their opinion, views and suggestions regarding the policies and uses this feedback for improvement.
7.4 Satisfaction of Principal	7.4.1 The Management/Society provides a mechanism for the Principal to voice his/her suggestions, views and concerns and periodically reviews the same for continual improvement and also uses it to assess the Principal's satisfaction.
7.5 Satisfaction of Parents and Alumni	7.5.1 The school provides a platform for the parents and the alumni to share their feedback on the ongoing processes of the school and review the same for improving performance of the school and for assessing their satisfaction.
7.6 Satisfaction of Community	7.6.1 The school principal charts relevant community outreach programmes (viz, preserving the heritage, working with old age homes, preserving environment) and integrates them in the annual curriculum plan for all age groups.
7.7 Satisfaction of Management	7.7.1 The management develops a mechanism for reviewing the vision and mission statement of the school and assesses it and uses it for developing a process of continual improvement.

DOMAIN 7: BENEFICIARY SATISFACTION – PERFORMANCE INDICATORS

7.1 Satisfaction of Students			
7.1.1 The school allows students to express their opinions, views and suggestions on policies and develops a mechanism to involve them in the decision-making process.			
7.1.1.1 - Level I - Inceptive	7.1.1.2 - Level II - Transient	7.1.1.3 - Level III - Stable	7.1.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> The satisfaction of the students is being inquired about from the members of the Student Council. 	<ul style="list-style-type: none"> There is an informal method of assessing the satisfaction of students. 	<ul style="list-style-type: none"> There is a documented method or process to assess the satisfaction of students with respect to the services and programmes being offered to them. 	<ul style="list-style-type: none"> There is well defined and implemented Policy for ensuring the Satisfaction of Students in cognitive, affective and psychomotor domains. Strategic action planning and goal setting is demonstrated in terms of improvement on the basis of regular feedback received from students. Students are involved in decision making process and encouraged to give their opinion/views/suggestions on the policies or the programmes/activities of the school.

Guiding Principles/Policies: NEP

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		List of members of student council		Student resource center		Improvement Plans	
Analysis of Student's Questionnaire		Student handbook		Monitoring and reviewing practices		Any other	

7.2 Teacher Satisfaction			
7.2.1 The school creates a non-threatening and caring environment for the teachers to voice their feedback and develops a mechanism to review this feedback periodically and use it for improvement, planning and assessing teacher satisfaction.			
7.2.1.1 - Level I - Inceptive	7.2.1.2 - Level II - Transient	7.2.1.3 - Level III - Stable	7.2.1.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> Teachers are recruited on adhoc basis. There is teacher attrition. 	<ul style="list-style-type: none"> There are informal methods of assessing overall satisfaction of teachers i.e. inquiring from the HODs or Coordinators. 	<ul style="list-style-type: none"> There is a documented process or method to assess the professional satisfaction of teachers. Teachers' work is appreciated and certificates, appreciation letters, monetary or other rewards are given to them. Teachers are given opportunities for their professional development. 	<ul style="list-style-type: none"> There is well defined and implemented Policy for ensuring the Satisfaction of Teachers in cognitive, affective and psychomotor domains. Review of the feedback received from teachers regarding their professional satisfaction is taken on a regular basis, need analysis done and appropriate action taken. Need based training programmes/organized or opportunities provided to them. Teachers are involved in school improvement planning or school development planning or are encouraged to give their opinion/views/suggestions on the policies/activities/programmes of the school. Teachers respect different perspectives and support each other in school.

Guiding Principles/Policies
NEP

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Minutes of staff meetings		Staff Appraisal Records		Mentoring and reviewing practices	
Staff Survey		Staff Handbook		Records of Teacher's professional development activities		School Improvement Plans	
Any Other		Any Other		Any Other		Any Other	

7.3 Satisfaction of Office Staff

7.3.1 School provides opportunities to the Office Staff to express their opinion, views and suggestions regarding the policies and uses this feedback for improvement.

7.3.1.1 - Level I - Inceptive	7.3.1.2 - Level II - Transient	7.3.1.3 - Level III - Stable	7.3.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> • The office staff interacts only with its supervisor. 	<ul style="list-style-type: none"> • The Office Manager oversees and co-ordinates all areas of administration. 	<ul style="list-style-type: none"> • Satisfaction of the office staff is assessed through informal and formal channels. 	<ul style="list-style-type: none"> • There is well defined and implemented policy for ensuring the satisfaction of School Office Staff in cognitive, affective and psychomotor domains. • Management and the Principal/Head of School interacts periodically with the administrative staff to understand their level of job satisfaction. • Views/suggestions to improve the school are solicited from the staff and incorporated. • Concerns and issues are resolved promptly. • Mentoring, monitoring and reviewing of the implementation at regular intervals is evidenced.

Guiding Principles/Policies
NEP

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Minutes of Office Staff meetings		Office staff appraisals		Mentoring, monitoring and reviewing practices	
Staff survey		Office Staff Handbook		Feedback mechanisms		Improvement Plans	
Any Other		Any Other		Any Other		Any Other	

7.4 Satisfaction of Principal			
7.4.1 The Management/Society provides a mechanism for the Principal to voice his/her suggestions, views and concerns and periodically reviews the same for continual improvement and also uses it to assess the Principal's satisfaction.			
7.4.1.1 - Level I - Inceptive	7.4.1.2 - Level II - Transient	7.4.1.3 - Level III - Stable	7.4.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> Major decisions with regard to the functioning of the school are taken by the Management/Governing Body of the school. 	<ul style="list-style-type: none"> The principal provides feedback to the Management. 	<ul style="list-style-type: none"> The Principal/Head of School feels that her/his efforts with respect to improving student learning outcomes are recognized and acknowledged by the Management. The Principal is sent for leadership programmes and national/ international exchange programmes. 	<ul style="list-style-type: none"> There is well defined and implemented Policy for ensuring the Satisfaction of Principal/Head of School in cognitive, affective and psychomotor domains. Management has a formal mechanism to measure the level of job satisfaction of the Principal. The Principal/Head of School is free to give suggestions/views on important school issues. Feedback is received, reviewed and appropriate action taken in a culture of collaboration and mutual respect. The Principal/Head of School takes proactive efforts for the school and feels accountable and responsible for the well-being of the school.

Guiding Principles/Policies
RTE Act

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		SMC Review Meetings		Roadmap for school development		Record of CBPs attended by the Principal	
Any Other		Any Other		Any Other		Any Other	

7.5 Satisfaction of Parents and Alumni			
7.5.1 The school provides a platform for the parents and the alumni to share their feedback on the ongoing processes of the school and review the same for improving performance of the school and for assessing their satisfaction.			
7.5.1.1 - Level I - Inceptive	7.5.1.2 - Level II - Transient	7.5.1.3 - Level III - Stable	7.5.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> • Parents express themselves during the PTM(s). 	<ul style="list-style-type: none"> • School has a Parent Teacher Association/Council which meets once in a year. • Alumni members meet once a year. • Suggestions are given by the parents and alumni. 	<ul style="list-style-type: none"> • There is an active and structured Parents and Alumni Association that meets with school management and Principal periodically to find ways and means to contribute to the school's growth. 	<ul style="list-style-type: none"> • There is well defined and implemented Policy for ensuring the Satisfaction of Parents and Alumni. • The meetings with the Parents and Alumni Association are recorded. • The existing school practices are reviewed in the light of the feedback/suggestions received from the Parents and Alumni and further course of action is determined accordingly. • Parents and alumni play a constructive role in the overall growth of the school.

Guiding Principles/Policies

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Alumni Association and SMC meetings		Sample of school diaries		Improvement Plans	
Minutes of Parent Teacher Association		School website		Feedback Mechanisms		Any other	

7.6 Satisfaction of Community

7.6.1 The school principal charts relevant community outreach programmes (viz, preserving the heritage, working with old age homes, preserving environment) and integrates them in the annual curriculum plan for all age groups.

7.6.1.1 - Level I - Inceptive	7.6.1.2 - Level II - Transient	7.6.1.3 - Level III - Stable	7.6.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> • The school implements Community outreach programmes. 	<ul style="list-style-type: none"> • Community outreach programmes are conducted on a regular basis. 	<ul style="list-style-type: none"> • Community outreach programs are planned in collaboration with members of the community. • School has adopted one sustainable project. • Students participate in age appropriate programmes and contribute to the welfare of the community. 	<ul style="list-style-type: none"> • There is well defined and implemented Policy for ensuring the Satisfaction of Community. • Community Outreach Programmes are conducted to address different social and environmental issues. • Relevant contextualized Community Outreach Programmes that assist in enhancing life skills of students are well integrated in the school curriculum and conducted on regular basis. • Teachers, parents and the community are constructively involved in conducting Community Outreach programs. • Monitoring and reviewing practices at regular intervals are evidenced to ensure the desired student learning outcomes of this programme.

Guiding Principles/Policies
RTE Act

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
School Policy		Time Table of all the classes in the school		SEWA Projects		Improvement Plans	
Integrated Annual Curriculum and Pedagogical Plan of all classes		Details of community outreach programmes being conducted by the school		Monitoring and reviewing practices		Any other	

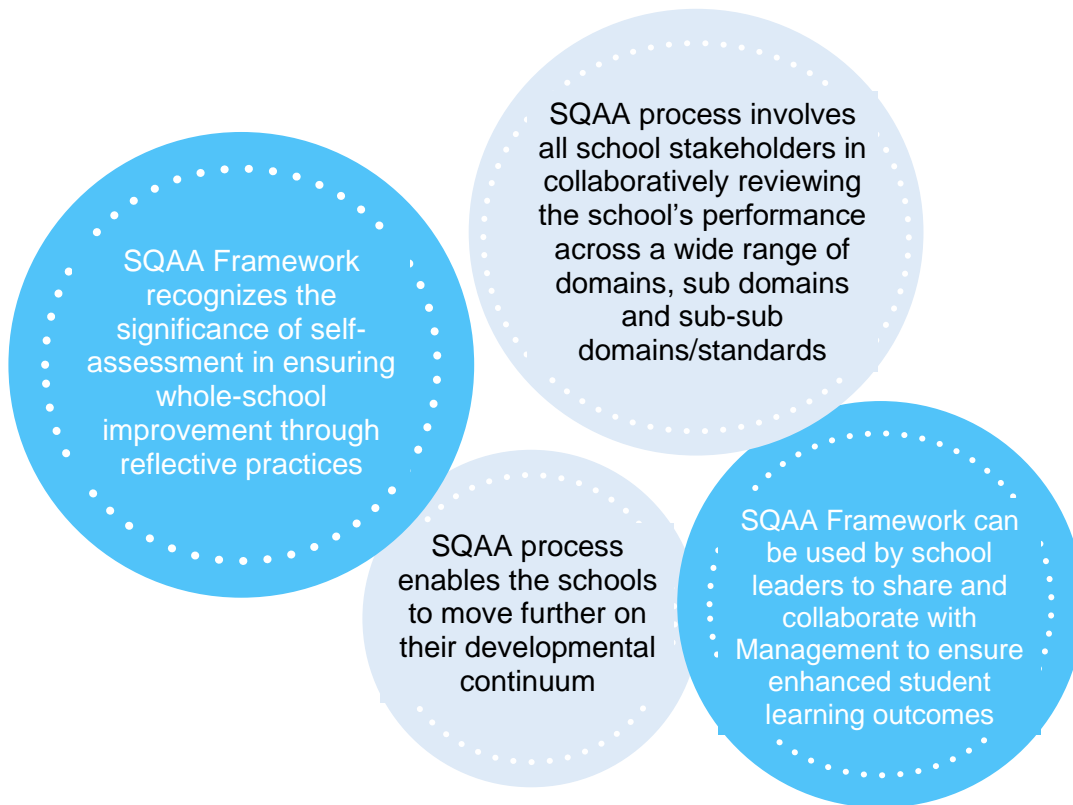
7.7 Satisfaction of Management			
The management develops a mechanism for reviewing the vision and mission statement of the school and assesses it and uses it for developing a process of continual improvement.			
7.7.1.1 - Level I - Inceptive	7.7.1.2 - Level II - Transient	7.7.1.3 - Level III - Stable	7.7.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> • The school identifies community expectations. 	<ul style="list-style-type: none"> • The management is concerned about community expectation and tries to fulfil through informal means. 	<ul style="list-style-type: none"> • The management convenes periodic meetings with various stakeholders to understand their expectations through a formal system. • Beneficiary satisfaction (students, parents, teachers, principal, and community) corresponds to management’s satisfaction. 	<ul style="list-style-type: none"> • There is well defined and implemented Policy for ensuring the Satisfaction of Management. • There is an effective system of feedback and follow up with the Management. • Management reviews the expectations of stakeholders and how they have been met. • Management provides support and resources to accomplish and achieve the school’s Vision and Mission. • Regular Meetings with stakeholders including leaders of the school, mutual respect for all, and feedback mechanisms provide a basis for the School Improvement Plan. • School Registrations show an upward trend.

Guiding Principles/Policies
RTE Act (Sections 21 to 29)

SUGGESTED DOCUMENTS AS EVIDENCES THAT CAN BE REVIEWED BY SCHOOL

Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress	Document	Availability Yes/No/In Progress
SMC Records		Minutes of Strategy Planning Meetings		Feedback mechanisms		School Improvement Plan	
SMC Minutes		Minutes of Annual Management Meeting		Any other		Any other	

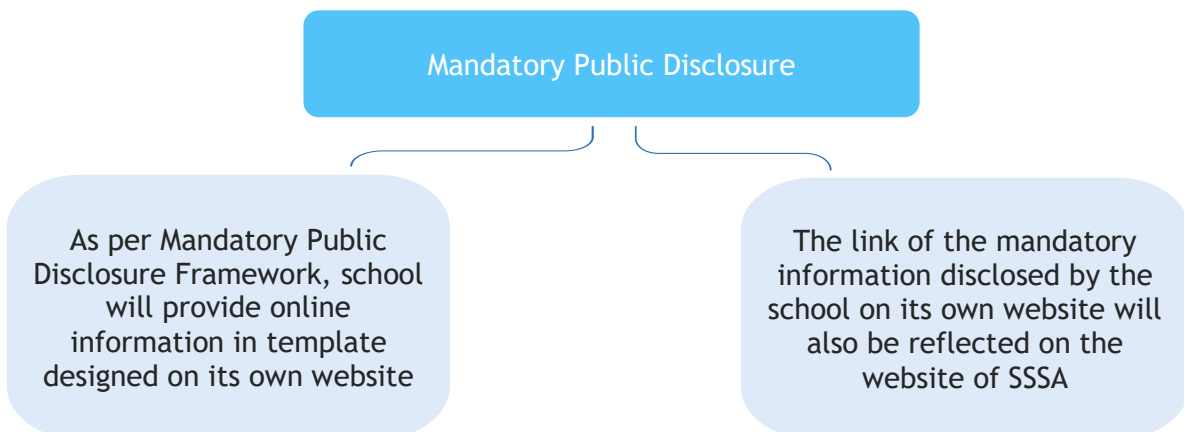
1.10 SQAA PROCESS



1.10.1 Adherence to Mandatory Public Disclosure Framework

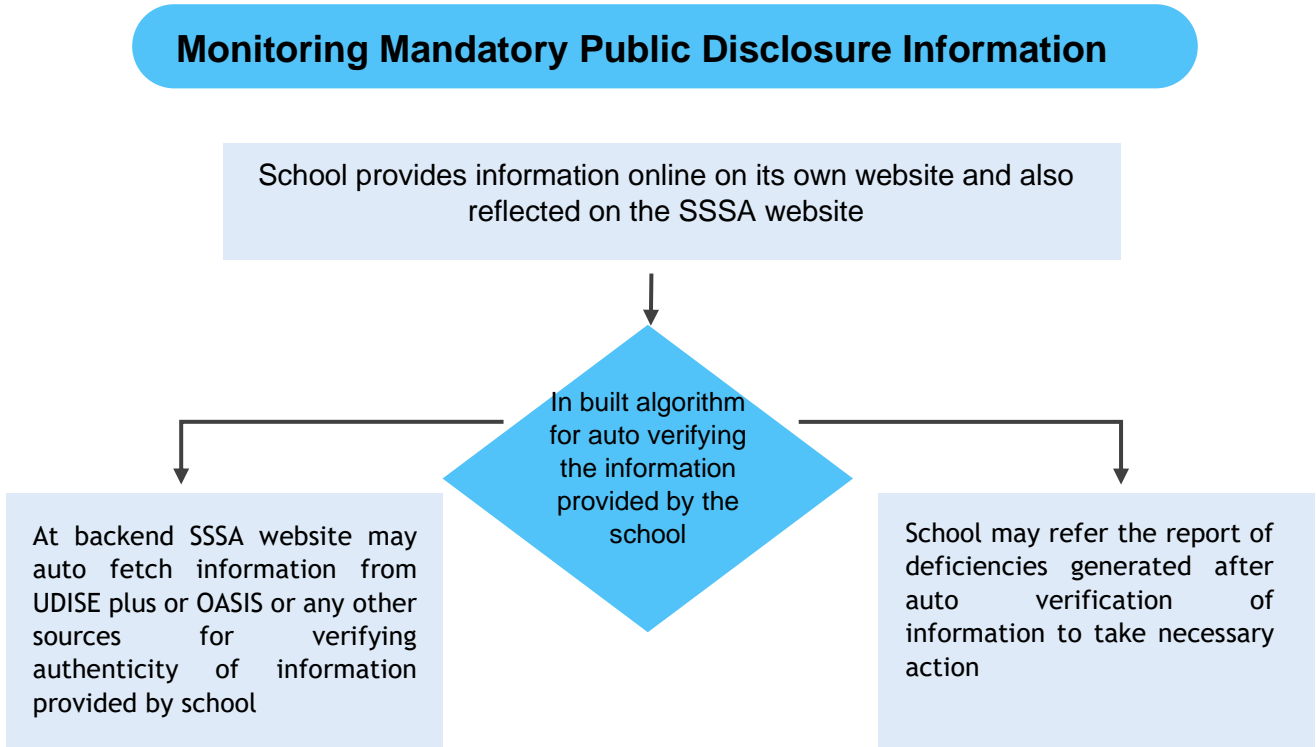
As per NEP-2020, Mandatory Public Disclosure has been emphasized as measure for building in transparency, integrity and accountability in school education system and helping concerned stakeholders like parents and students etc. for informed decision making about school. Hence SSSA (State School Standard Authority) is required to establish 'Mandatory Public Disclosure' process as per provisions mentioned in NEP thereof.

1.10.1.1 Disclosure of Mandatory Information



1.10.1.2 Modality for Monitoring Mandatory Public Disclosure Information

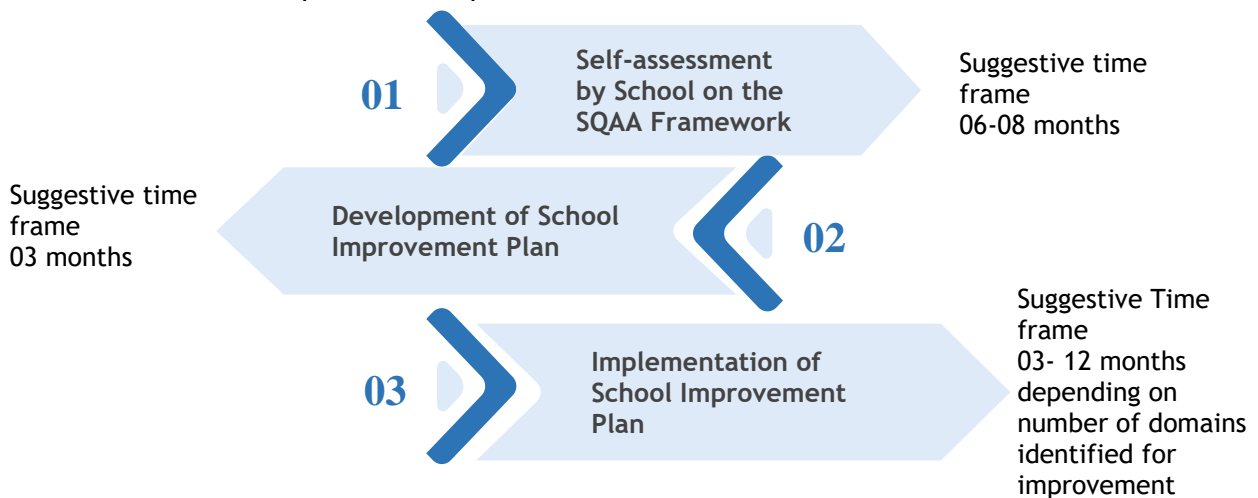
Authenticity of public disclosure information by school should also be determined by SSSA by establishing measures for cross-verification of aforementioned information. For this purpose, following modalities can be employed by SSSA:



The mandatory disclosure form is given in annexure F.

1.10. 2 School Quality Assessment and Assurance (SQAA) Process

An overview of the SQAA process is depicted below:



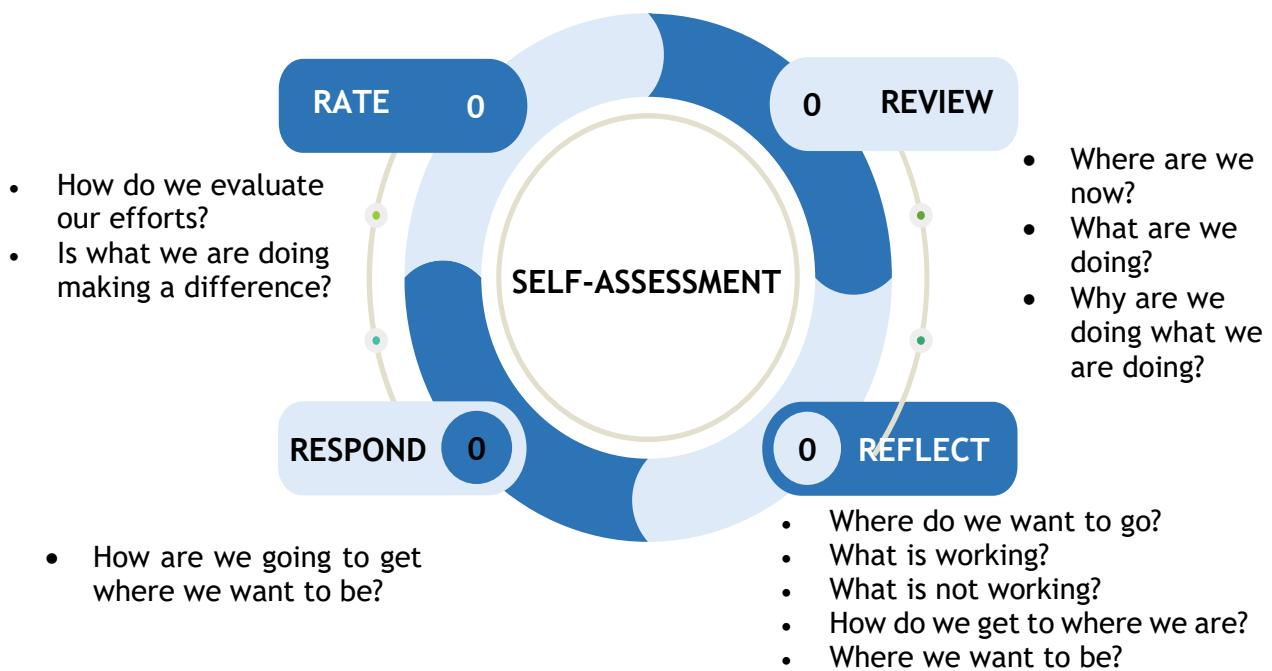
Note: Once this whole process is over, the school will again undertake the same process after a period of 3 years.

1.10.2.1 Phases of SQAA Process

Phase-1: Self-Assessment by schools

In order to initiate the process of SQAA which will help the schools to assess the maturity level of the existing practices on the developmental continuum and plan for further continual improvement, the school leaders may follow a 'Quality Cycle'. One such '4R' Quality Cycle has been explained below so that the required initial readiness could be accomplished by the schools.

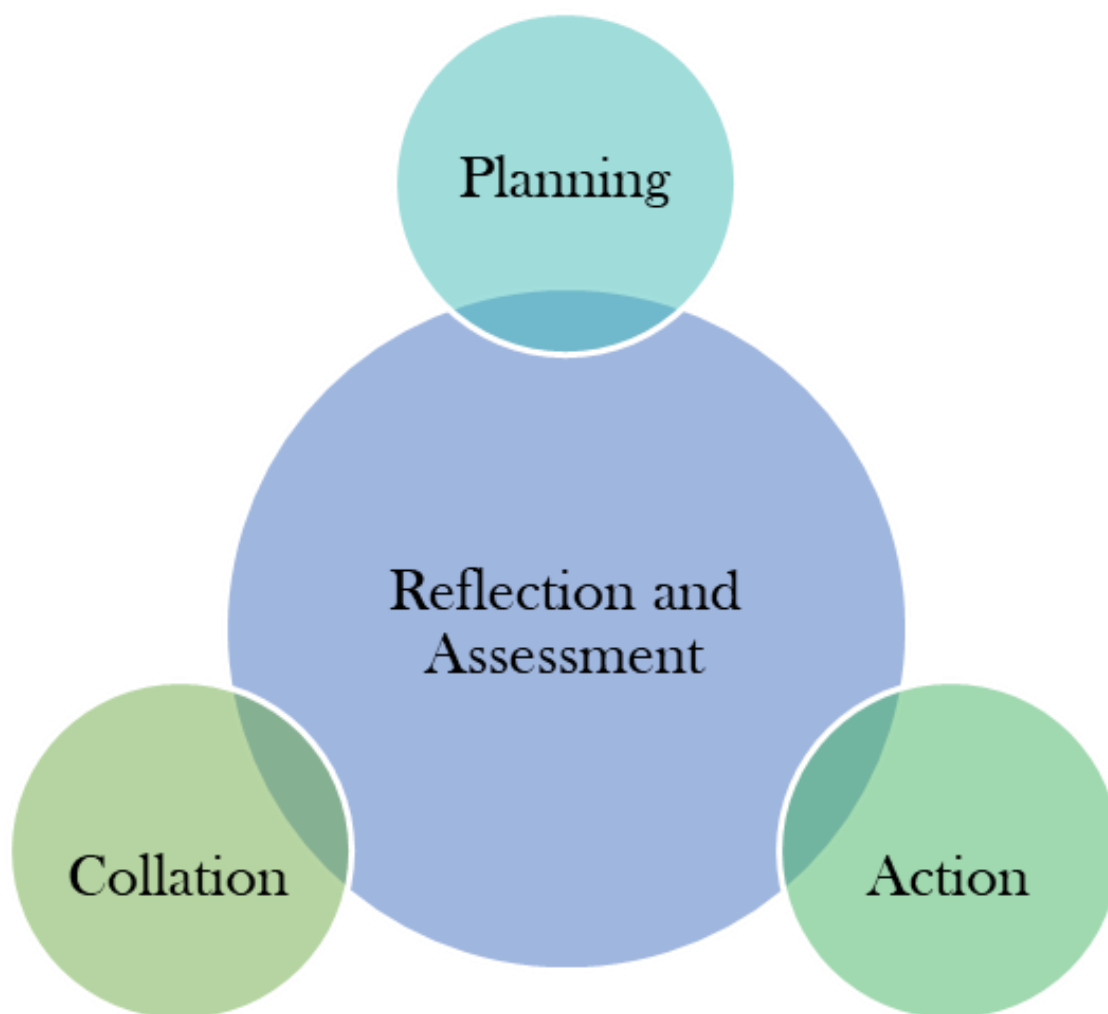
There are 4 main steps of *Review, Reflect, Respond and Rate* denoting four steps of quality cycle. Further along with each step, a set of driving questions has been mentioned so that fair ideas could be developed about concerned step.



The '4R' Quality Cycle has been aligned with the stages of self-assessment in the following passages.

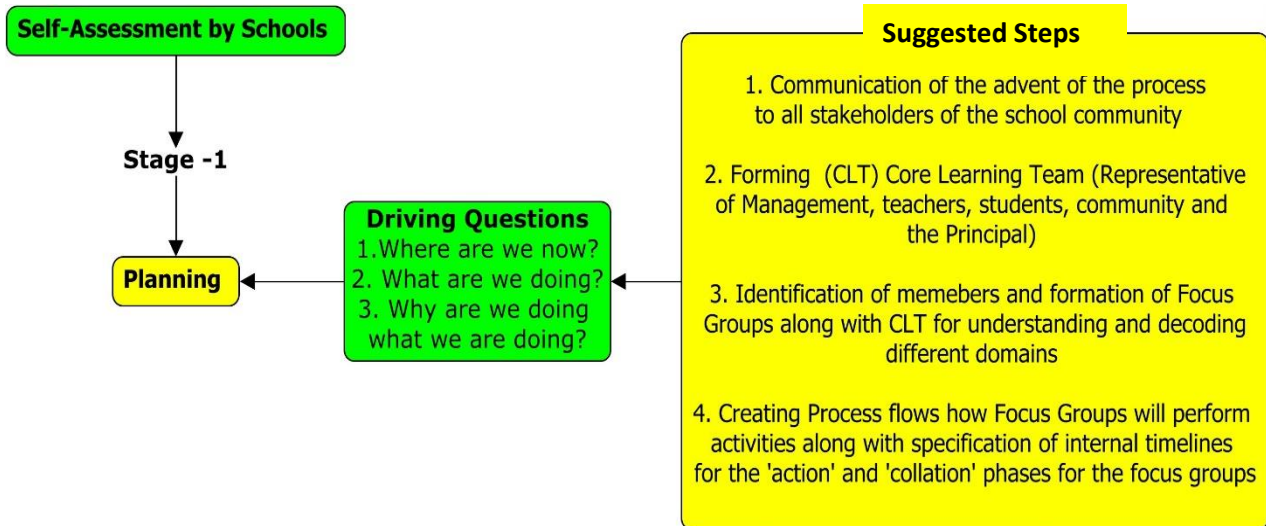
Stages of Self-Assessment by school

The internal process of SQAA is a continuous, which involves reflection and assessment at every stage. If we look at given diagram, broadly three stages of self-assessment by schools will appear namely Planning, Action and Collation. Reflection and Assessment tools lie at the heart of every stage of self-assessment.



Stage-1: Planning

Planning would be the first stage for Self-Assessment by schools, major elements of planning stage are depicted in given infographic.



Planning phase broadly covers those activities which will work as foundations for initial preparedness for reviewing existing practices in school in the light of SQAA Framework. Hence in the given infographic, it is mentioned to create following structures for leading and carrying out entire 'Self-Assessment' exercise:

- CLT (Core Learning Team):
- School self-assessment and school improvement planning is a continuous process. It is very important that the school leaders (management and principal) involve the school staff and stakeholders in these processes. So, the following can be the members of this team:

Member Representative from School Management	Principal	One Teacher from each level (5+3+3+4)
One student from each level (5+3+3+4)	Parent representatives from each level (5+3+3+4)	One teacher from co-curricular domain
One Counsellor, Special Educator or Health Professional	One representative from School Administration	One IT Staff

- Since the entire framework is based on self-assessment and self-disclosure, it is recommended that the school should appoint a **Chief Quality Officer (CQO)** who will be the nodal officer for

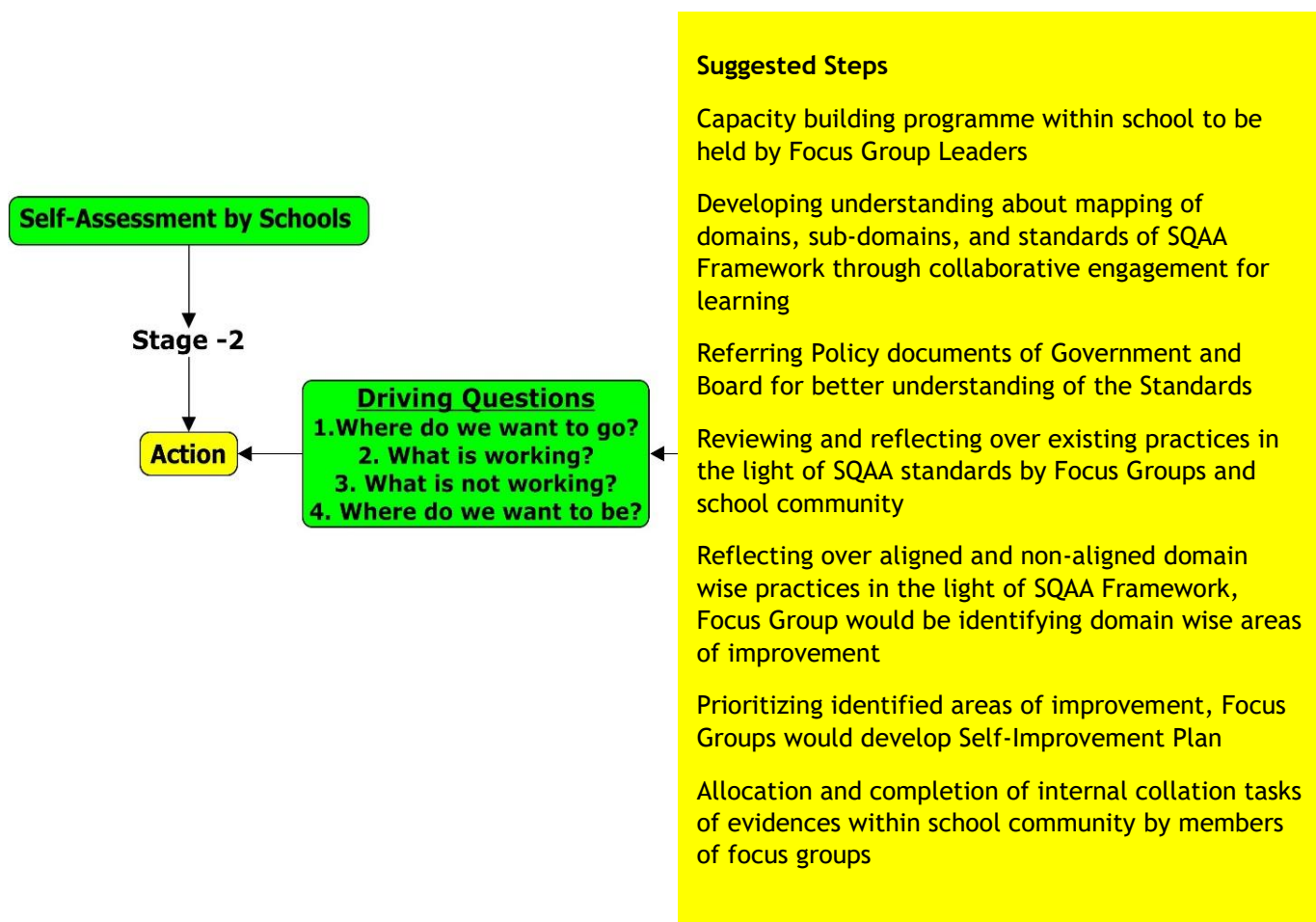
ensuring the self-assessment by the school on the framework. CQO will also be the member of the Core Learning Team.

- **Focus Groups:** Focus groups would be working as working arms of CLT. CLT would decide about the number of 'Focus Groups' keeping in mind suggested time frame for 'Self-Assessment' exercise so that each focus group would have adequate time for understanding, decoding and working as per requirements of allotted domains of SQAA Framework.

Once structures like CLT and Focus Groups have been set-up, next action would be specification of process flow along with internal timelines for completing 'Self-Assessment' exercise within suggested time frame. Process flow is basically listing out broad activities deriving from 'Action and Collation' stages of 'Self-Assessment' and mention time frame against each activity, so that Focus Groups would be bound to complete allotted works within timeframe.

Stage-2: Action

Major elements of this stage have been depicted in below given infographic:

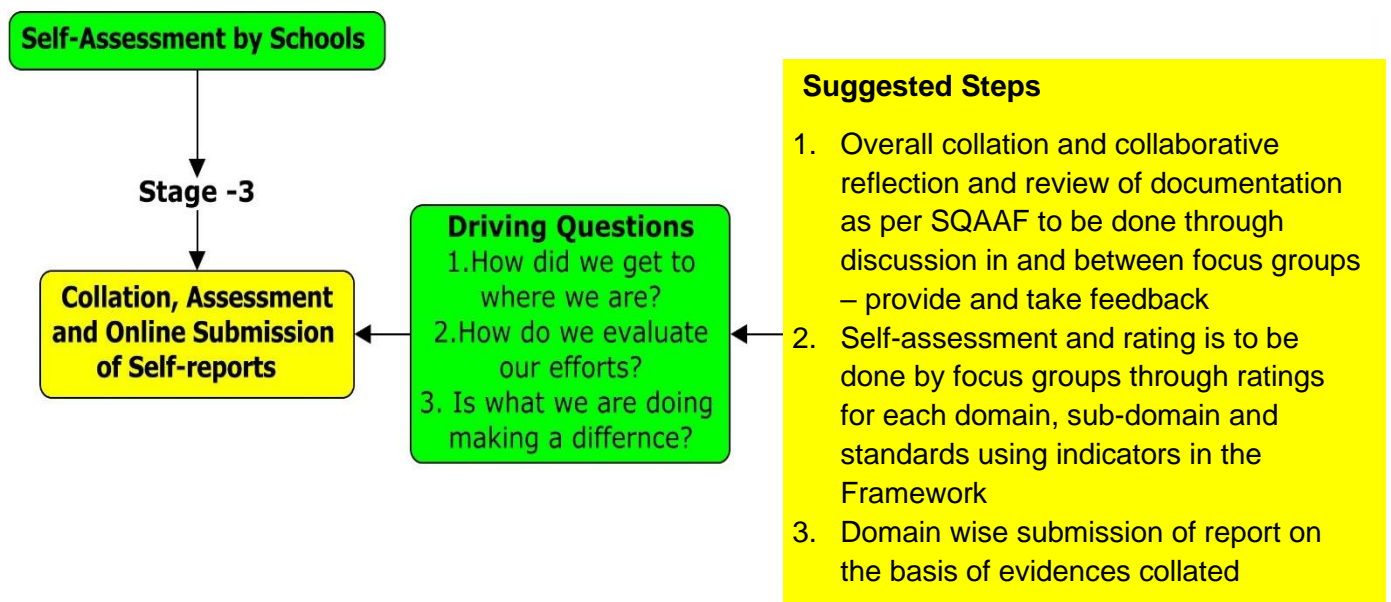


As evident from above, the process of 'Self-Assessment' on SQAA Framework necessitates collaborative engagements of school community members. Focus groups constituted are required to play crucial role starting from understanding and decoding domains, sub -domains, standards, performance levels and associated performance indicators and mapping alignment & non-alignment of existing school practices as per standards of SQAA, collation of evidences and records, by prioritizing domain wise improvement areas to work on continual improvement. Further, it would be clear that '**Reviewing and Reflecting**' steps of '4R' Quality Cycle would be employed widely in this stage of Self-Assessment.

Stage-3: Collation (to be followed by Self-Assessment Rating and Online Submission of Self-reports)

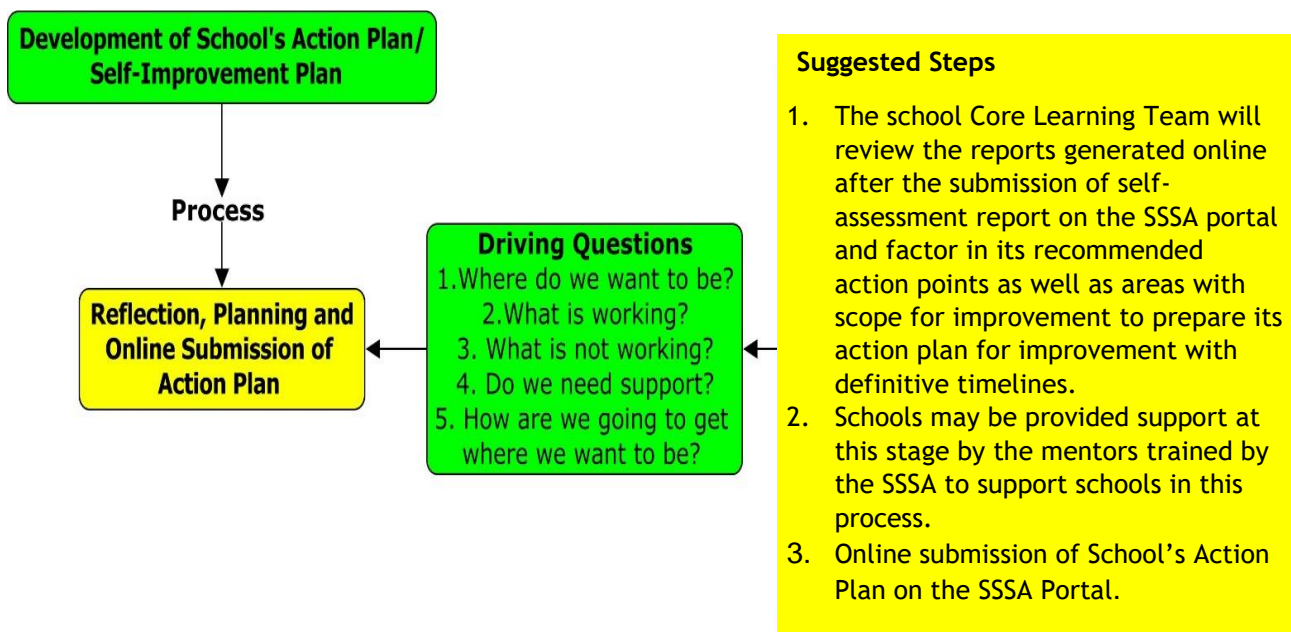
This stage of Self-Assessment process signifies collaborative engagements in focus groups for deliberation and discussion related to standard wise evidence and records in the light of SQAA Framework, and further collation of evidences and records by focus groups. Once domain wise, sub domain wise and standard wise evidences and records are collated, next task would be online self-assessment rating and submission of online self-assessment report on SQAA Online Platform.

Broadly in this stage, '*Responding and Rating*' steps of '4R' Quality Cycle would be employed. Major elements of this stage of self-assessment are depicted in given infographics:



Phase 2: Development of School's Action Plan/Self-Improvement Plan

On the basis of the reports (SQAAR and SQER) generated online and the gaps identified by the CLT during the self-assessment process, the schools will work on the highlighted improvement areas and prepare their action plan. Major elements of this phase have been presented below in infographic:



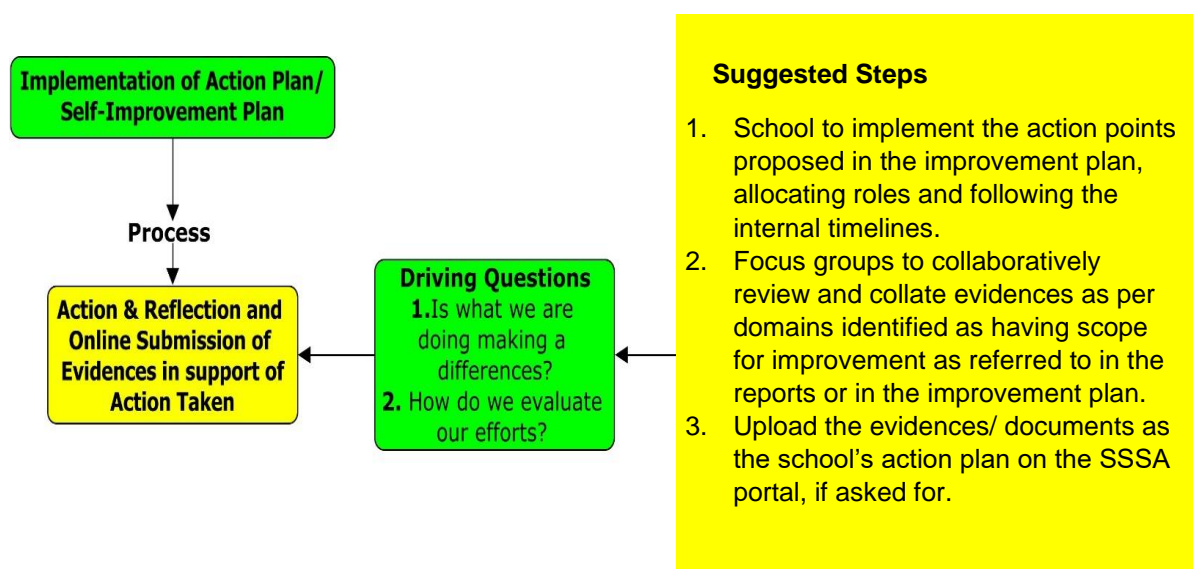
Note: The preparation of plan is a must in order to complete the cycle of self-assessment. Otherwise the complete purpose of self-assessment will be defeated. It is also suggested that when the school is doing the self-assessment on the framework, they may also prepare domain wise self-improvement plan. A suggestive template for preparing Self Improvement Plan is given in annexure G.

Phase 4: Implementation of Action Plan/Self-Improvement Plan

Once school has submitted its Action Plan/Self-Improvement Plan, the next tasks would be implementation and working on Self-Improvement Plan. Major elements of this phase have been presented in below given infographic:

Note:

- Once this whole process is over, a school will again undertake the same process after a period of 3 years.
- The school will also upload the report of self-assessment on the SQAA Framework on its own website as a part of mandatory disclosure.



The Process of Self-Assessment will allow the schools to move.....

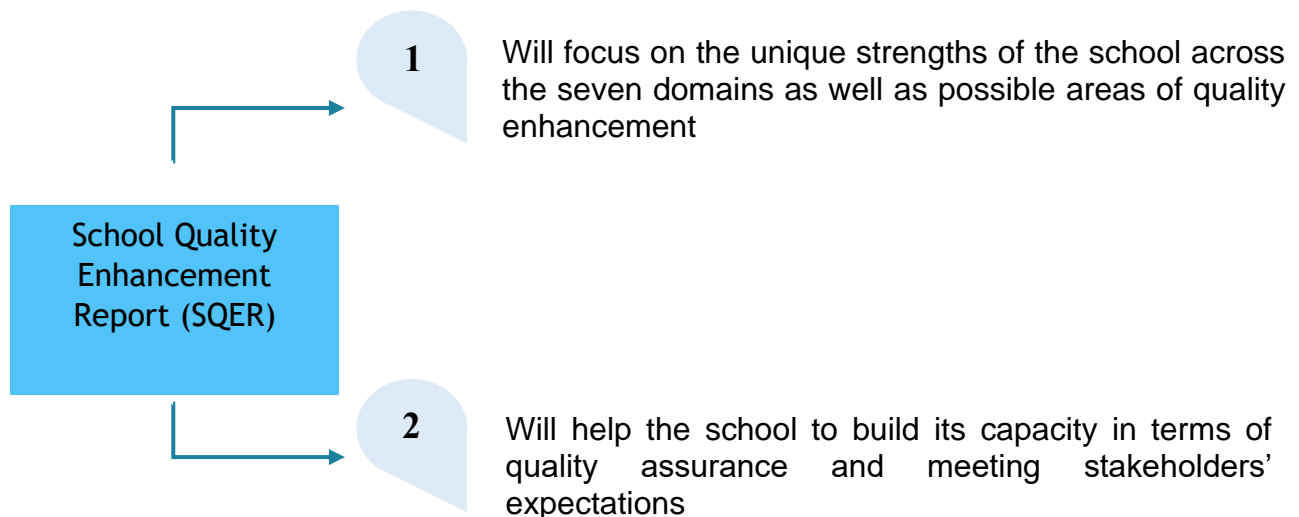
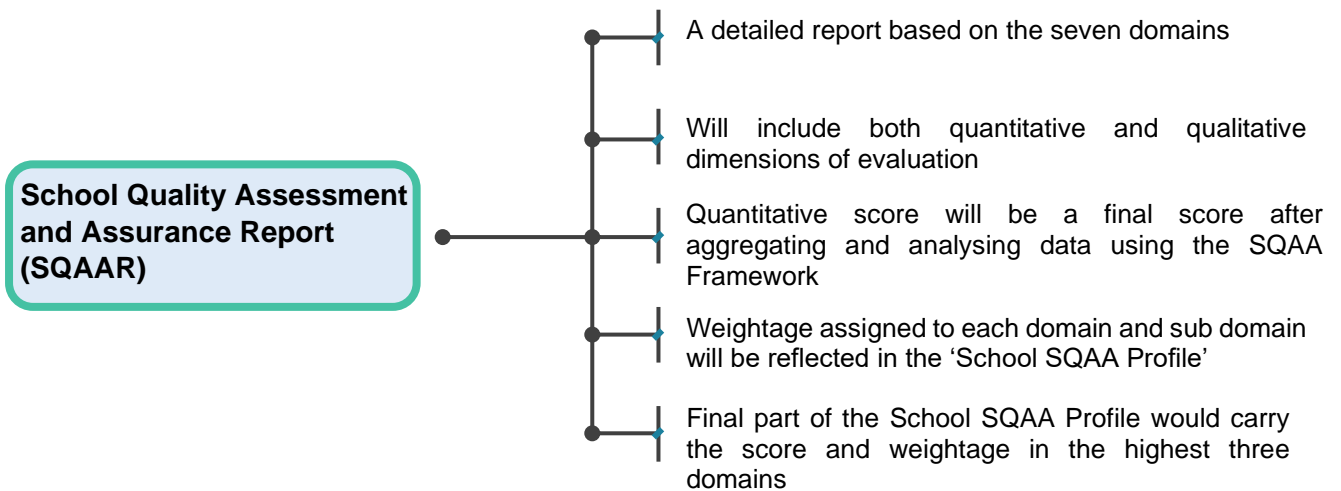
FROM	TO
Data Analysis by school leaders for reporting purposes either to the Management or to the Board	School teams proactively engaged in analysing their data and using it to enhance learner outcome
External Evaluation	Self-Assessment
Piecemeal improvement -Quick Fix Approach	Whole school transformation
Review at end of year in certain domains	Evaluation as a System based connected approach and at regular intervals aligned to school's Vision and Mission
I think I know	We know and we have evidences to support!
External Motivation	Intrinsic Motivation

1.13.3 Generation of Reports

The online portal will generate the following two reports on the basis of information provided by the school:

- School Quality Assessment and Assurance Report (SQAAR)
- School Quality Enhancement Report (SQER)

Reports will be prepared based on the following principles:



- Enabling a common frame of reference regarding school quality
- Providing action points and recommendations for enhancement in school processes
- Providing broad guidance to the school in managing and enhancing their qualitative processes

1.11 SCORING PROCESS, SCHOOL SQAA PROFILE AND MATURITY LEVELS

This sub-section broadly deals with meaningful reporting of assessment information captured on domains, sub-domains and standards of SQAA Framework. Meaningful presentation of performance indices on SQAA will enable schools to know where they are standing on development continuum and further what is their maturity level on domains and overall/grand maturity level on SQAA Framework.

1.11.1 Scoring Process

- Before computing domain wise maturity level and over all maturity level etc., it is essential to compute domain wise weightage scores obtained.
- In SQAA, to determine the maturity level of school on each standard or benchmarking statement, four performance levels namely level-IV, III, II and I indicating development continuum, have been employed.
- Each level carries certain score. Level IV, III, II and I are carrying 4, 3, 2, and 1 scores respectively meaning that on each standard maximum and minimum scores would be 4 and 1 respectively.
- For computing maturity level, type of inputs might be required, are given in below Table:

S. No.	Domain	No. of Standards	Total Score	Weightage Assigned	Weightage Score Obtained** (%)
1.	Curriculum, Pedagogy and Assessment	22	88	40	
2.	Infrastructure - Adequacy, Functionality, Aesthetics and Safety	19	76	10	
3.	Human Resources	11	44	10	
4.	Inclusive Practices	7	28	10	
5.	Management and Governance	10	40	10	
6.	Leadership	5	20	10	
7.	Beneficiary Satisfaction	7	28	10	
Total Score Obtained in 81 Standards (out of 324 Marks)		81	324	100	

***Note: For computing domain wise weightage score, formula which would be used is*

Domain weightage score (%)

$$= \frac{\text{Obtained total scores on all Standards under Domain}}{\text{Maximum total scores on all standards under domain}} \times \text{assigned weightage to domain} \times \frac{1}{100}$$

The number of standards for non-residential schools will be less and accordingly the score can be generated.

1.11.2 Maturity Levels

- Major intent of SQAA is to enable schools to reflect on their level on developmental continuum or defined maturity level matrix so that they might be able to bridge the gaps and improve on a continual basis.
- Further formulating and implementing specific and achievable self-improvement plan, schools can move to next higher maturity levels.
- With reference to criteria specified for each maturity level in below given Table, domain wise and overall maturity levels can be computed for schools, which will enable them to make visualization about their positions on developmental stages/continuum and further help them understand what each maturity level signifies.

Table: Criteria of Maturity Levels

Percentage of Score Obtained	Level	Maturity Level	Characteristic Features
75% and above	4	Dynamic-Evolving	Demonstrates strong benchmarked defined and documented processes. Governance and leadership exhibits accountability, responsibility, self-evaluation and improvement planning.
60% - 74.5%	3	Stable	Evidences of database improvement processes. System is defined and documented. People are aware of their roles in the institution and practicing it. Practices are preventive and corrective in nature
45% - 59.5%	2	Transient	System is in early constructive years. Practices are generally corrective in nature.
Below 45%	1	Inceptive	System is at initial stage. Practices are individual based.

Note:

1. **Level- IV is highest maturity level and Level-I is lowest maturity level.**
2. *In the above table, maturity levels have been colour coded in different shades of green which denotes growth. This colour coding is tentative and different colours may be used. This criteria would be same for all schools.*

Within scheme of SQAA, determining maturity level of schools has been given significance. Maturity level scheme bears certain advantages as compared to ranking or any other scheme(s) which takes into consideration relative positions of schools at the cost of others. In maturity level scheme, entire SQAA is a common yardstick for all schools and their performance would be evaluated against SQAA Framework. Further, maturity level encourages and guides schools towards continual improvement in their levels on developmental stages/continuum for embedding excellence in their system.

1.11.3 School SQAA Profile

- 'School SQAA Profile' would get auto generated after the submission of self-assessment report by the school.
- This profile will reflect the score of the school on each sub - sub domain/standard, sub domain, domain and an overall score.
- Schools will have data to track their performance and will present them a clear picture of their strengths and areas of concern where action is required at different levels to improve the quality and sustainability of their programs.
- It will help the school leadership to set and focus on goals.
- 'School SQAA Profile' will consist of following:
 - Standard wise performance level obtained by schools
 - Maturity levels on sub-domains
 - Maturity levels on domains
 - Overall Maturity levels on SQAA
- This would help school understand, where they are required to give more focus for continual improvement.

1.12 EXTENSION OF AFFILIATION

After schools have gone through SQAA Process and ‘School SQAA Profile’ has been generated for each school, they will have a fair idea about their corresponding maturity levels on different domains and overall on entire SQAA Framework. Maturity levels of schools may be linked to extension of affiliation; this measure will work as catalyst for schools to consistently work for improving their maturity level. Further when maturity level will be used as indices for extension of affiliation, **transparency and accountability** will be embedded in the process of extension of affiliation.

1.12.1: Criteria for Determination of Maturity Level of Schools

Criteria specified in given Table may be made applicable for the schools for determining their corresponding maturity levels on different domains and overall maturity levels on the framework.

It is proposed that Level -III as given in the table of criteria for maturity level above may be threshold or minimum Maturity Level on each Domain and Overall for becoming entitled to get Extension of Affiliation.

1.12.1.1: Linking Maturity Levels of Schools to Extension of Affiliation

Following suggestive schemes may be used for linking maturity levels of schools to extension of affiliation.

Overall and Domain-wise Maturity Levels for 6 Years of Extension of Affiliation

S. No.	Domain/Overall	% Weightage score obtained	Corresponding Maturity Level	Remarks
1	Curriculum, Pedagogy and Assessment	>80%	IV	1. When schools in each SQAA Process, consistently attain Maturity Level IV (with >80 weightage score) on Domains and overall on SQAA Framework, they will be entitled for 6 Years of Extension of Affiliation. 2. Further one online/onsite assessment within period of 6 years may be planned, if Affiliating Body deems so.
2	Infrastructure - Adequacy, Functionality, Aesthetics and Safety	>80	IV	
3	Human Resources	>80%	IV	
4	Inclusive Practices	>80%	IV	
5	Management and Governance	>80%	IV	
6	Leadership	>80%	IV	
7	Beneficiary Satisfaction	>80%	IV	
	Over all	>80%	IV	

Overall and Domain-wise Maturity Levels for 4 Years Extension of Affiliation

S. No.	Domain/Overall	% Weightage score obtained	Corresponding Maturity Level	Remarks
1	Curriculum, Pedagogy and Assessment	>75% and < 80%	IV	1. When schools in each SQAA Process, consistently attains Maturity levels on Domains and Overall on SQAA Framework as
2	Infrastructure - Adequacy, Functionality, Aesthetics and Safety	>75% and < 80%	IV	

3	Human Resources	>75% and < 80%	IV	mentioned in Column 3 & 4 will be entitled for 4 Years of Extension of Affiliation. 2. Further one online/onsite assessment within period of 4 years may be planned, if Affiliating Body deems so.
4	Inclusive Practices	>75% and < 80%	IV	
5	Management and Governance	>60% and < 80%	Minimum Level-III	
6	Leadership	>60% and < 80%	Minimum Level-III	
7	Beneficiary Satisfaction	>60% and < 80%	Minimum Level-III	
	Over all	>68.5% and < 80%	Minimum Level-III	

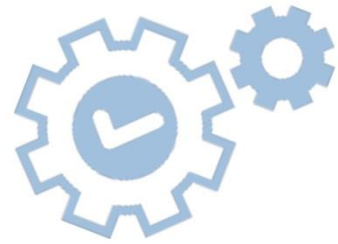
Overall and Domain-wise Maturity Levels for 3 Years Extension of Affiliation

S. No.	Domain/Overall	% Weightage score obtained	Corresponding Maturity Level	Remarks
1	Curriculum, Pedagogy and Assessment	>60%	Minimum III	1. When schools in each SQAA Process, consistently attain Maturity Level III Domain wise and Overall on SQAA Framework as mentioned will be entitled for 3 Years of Extension of Affiliation. 2. Further one online/onsite assessment within period of 3 years may be planned, if Affiliating Body deems so.
2	Infrastructure - Adequacy, Functionality, Aesthetics and Safety	>60%	Minimum III	
3	Human Resources	>60%	Minimum III	
4	Inclusive Practices	>60%	Minimum III	
5	Management and Governance	>60%	Minimum III	
6	Leadership	>60%	Minimum III	
7	Beneficiary Satisfaction	>60%	Minimum III	
	Over all	>60%	Minimum III	

1.12.1.1.1 Extension of Affiliation Rules for Schools, who could not attain threshold or minimum Maturity Level-III on any Domain

Maturity level-III will be treated as minimum or threshold criteria on each domain and overall, for considering the case of schools for extension of affiliation. In case schools have not qualified criteria of attaining Maturity Level-III on any domain of SQAA, schools will be required to undergo SQAA Process for improvement in their maturity level within one year or any other duration specified by concerned affiliating body keeping in mind the number of domains having scope of improvement for concerned schools.

SECTION 2



STANDARDS FOR SMOOTH AND QUALITATIVE FUNCTIONING OF STATE EDUCATION DEPARTMENT, DIRECTORATE OF EDUCATION AND SCERTS/DIETS



2.1 BACKGROUND

National Education Policy (NEP)-2020 has been given to the nation at the end of second decade of 21st century. NEP-2020 has enjoined upon policy making, administrative, academic, executive and implementation bodies at Centre, States and UTs level to work on materialization of educational provisions by adopting time-bound approach. Hence, it appears that all entities (directly or indirectly) associated with educational provisions stipulated in NEP-2020 have to make changes in their functioning to make it more outcome oriented.

After going through educational provisions mentioned in NEP-2020, it appears that bodies associated with school administration and management like State Education Department (apex policy making body in State), Directorate of Education (executive and implementing body) and academic bodies like SCERTs and DIETs have been entrusted with significant accountabilities as per federal structure of the country.

Materialization of educational provisions of NEP-2020 will happen when above mentioned policy making, administrative, executive and administrative bodies at Centre/States/UTs level will actively drive NEP-2020 by revamping their functioning for increased efficiency. Some standard practices initiated by States/UTs for continual improving quality of school education are presented below:

Standard Practice	Concerned State/UT	Description and Takeaway
State Achievement Survey by KSQAAC	Karnataka	<p>Description:</p> <ul style="list-style-type: none"> ○ This is census based State Achievement Survey conducted by Karnataka School Quality Assessment and Accreditation Council (KSQAAC) ○ Findings of the survey are used for ensuring accountabilities of key functionaries at State, District, Block, Cluster and School Level to improve quality of educational outcomes of Govt. and Govt. aided schools <p>Takeaway: -</p> <ul style="list-style-type: none"> ○ Creation of specialized body for planning, execution, analysing and dissemination of reports in time-bound manner on the line of KSQAAC ○ Fixing accountabilities of key functionaries on the basis of evidences/data to improve improving learning outcomes continually.
'SAKSHAM GHOSHNA' programme	Haryana	<p>Description: -</p> <ul style="list-style-type: none"> ○ This programme is initiated to achieve 80-percent grade-level competence (a measure of a child exhibiting learning competencies appropriate to her grade) amongst government school students <p>Takeaway: -</p> <ul style="list-style-type: none"> ○ Focused approach for monitoring learning outcomes of students and fixing accountability
GUNOTSAV	Gujarat	<p>Description: -</p> <ul style="list-style-type: none"> ○ Initiated for surveying current status and diagnostic assessment of learning outcomes of elementary classes <p>Takeaway: -</p>

		<ul style="list-style-type: none"> ○ Involving Top officials in assessment to ensure their accountability in improving learning outcomes of Govt. & Govt. aided schools ○ Fixing accountabilities of key functionaries on the basis of evidences/data to improve improving learning outcomes continually.
App based solutions for monitoring interventions in Teaching-Learning Process	Himachal Pradesh	<p>Description: -</p> <ul style="list-style-type: none"> ○ Under ‘SAMARTH’ intervention for improving learning outcomes, Mobile App based system has been created to monitor and track interventions ○ Teacher App has been created for professional development <p>Takeaway: -</p> <ul style="list-style-type: none"> ○ IT solutions should be used to monitor and track educational interventions for increased efficiencies
Digitalization of Process for Registration & Affiliation of schools	Madhya Pradesh	<p>Description: -</p> <ul style="list-style-type: none"> ○ Online platforms for registration & affiliation of school ○ Dashboard for tracking schools <p>Takeaway: -</p> <ul style="list-style-type: none"> ○ IT solutions for efficiency in recognition and affiliation of schools
SATS (Student Achievement Tracking System)	Karnataka	<p>Description: -</p> <ul style="list-style-type: none"> ○ Integrated online tracking system for individual students and school by generating unique id on relevant parameters <p>Takeaway: -</p> <ul style="list-style-type: none"> ○ IT solutions to track students and schools
SAMETHAN School Dashboard, SAMPOORN School Management System & SAMAGRA LMS	Kerala	<p>Description: -</p> <ul style="list-style-type: none"> ○ Creating relevant database for monitoring and guiding schools ○ Learning Management System for students and teachers <p>Takeaway: -</p> <ul style="list-style-type: none"> ○ IT solutions for tracking of students and schools

Based on abovementioned table, following may be inferred to increase efficiency of school education system: -

- Leveraging IT solutions to monitor and track educational interventions
- Creation of robust database for evidence-based fixation of accountabilities of key functionaries to improve educational outcomes continually
- Creating or collaborating with specialized body for large scale assessment to monitor achievement of learning outcomes.

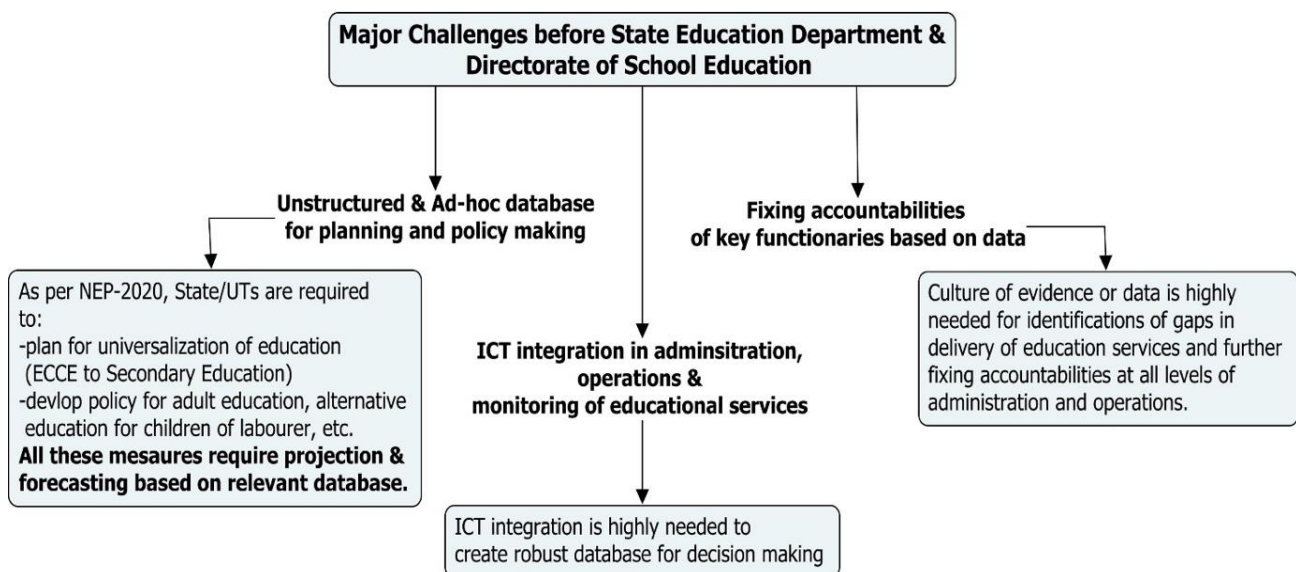
It is evident that creation of **Quality Management System (QMS)** is highly required to increase efficiency of any organization (administrative, academic, policy making and execution). QMS is created on the bedrocks of process approach as it enables organization to think how each process would be adequately structured through right balance of IT and Human interventions.

In the subsequent sections, draft standards and indicators are suggested for institutionalization of process approach based QMS. They are suggested after analysing major accountabilities and probable challenges faced by concerning State Education Department (apex policy making body in State), Directorate of Education (executive and implementing body) and academic bodies like SCERTs and DIETs.

2.2 STANDARDS FOR SMOOTH FUNCTIONING OF STATE EDUCATION DEPARTMENT AND DIRECTORATE OF EDUCATION

Before setting forth the draft standards for State Education Department and Directorate of Education, it is rational to look into the associated challenges that may arise while performing these key accountabilities by these organisations.

Major challenges that may hinder performance of key functionalities as per NEP-2020 are summarized pictorially hereunder: -



2.2.1 SUGGESTIVE STANDARDS AND INDICATORS FOR SMOOTH FUNCTIONING OF STATE SCHOOL EDUCATION DEPARTMENT AND DIRECTORATE OF EDUCATION

For effective and efficient functioning (as mentioned in NEP-2020), State School Education Department and Directorate of Education may adopt following suggestive set of standards along with indicators:

Standards	Indicators
<p>1. Effective Leadership & Governance</p>	<p>Indicator-1: Leadership understands the needs and expectations of interested parties. (Meaning: - Every organization has to meet needs and expectations of its interested parties as each organization has been created for target beneficiaries and population)</p> <p>Indicator-2: Leadership shall establish mission statement(s) and strategic directions for organization. (Meaning: After understanding needs and expectations of target beneficiaries/interested parties, Head of Organization like Secretary of State Education Department, Director or Head of Directorate of Education etc. shall establish mission statement(s) and strategic directions within its scope of work)</p> <p>Indicator-3: Leadership shall establish, implement, maintain and continually improve process approach based QMS (Quality Management System) (Meaning: For efficient and .smooth functioning of any organization, it is essential to identify and understand all key processes interacting with each other as a system. Further understanding interrelation among processes, how they are tied to one another based on input-output relationship and accordingly managing and monitoring processes.)</p> <p>Indicator-4: Leadership body shall assign responsibilities and authorities of all key processes. (Meaning: For efficient functioning of all key processes, it is essential that for every key process responsibilities and authorities should be assigned to a particular staff member or group of staff as per their expertise to manage concerned key process.)</p> <p>Indicator-5: Leadership body shall establish criteria and methods to ensure the effective operation and control of all identified key processes. (Meaning: Continuous monitoring of all key processes essentially contribute in achieving desired organization objectives. Each Process owner shall manage and monitor respective key processes as per established criteria and performance indicators.)</p> <p>Indicator-6: Leadership body shall ensure that responsibilities and authorities for relevant roles are assigned, communicated and understood within the organization.</p>

	<p>(Meaning: Efficiency of any organization or body depends proper communication channel for clarity of responsibilities and authorities among staff at all levels so that all staff can discharge their tasks with clarity in their ideas.)</p>
<p>2.Integration of ICT in planning, administration, operations and monitoring of educational services</p>	<p>Indicator-1: Leveraging Online platforms for regulating and monitoring operation of educational services.</p> <p>Note: Robust Online platforms should be developed keeping in mind nature of educational services like Adult Education, educational provision in SEDGs and SEZs (Special Education Zone), alternative education for children of Labourers, Girls Residential Schools, etc.</p> <p>Indicator-2: Online platforms should capture essential information for planning and forecasting different aspects of educational services.</p> <p>Note: As per SAMAGRA SHIKSHA (Integrated Scheme for School Education), it is essential for States/UTs to conduct mapping exercise (online and community based) to ensure equitable access at all stages of school education (Early Childhood Care and Education (ECCE), Elementary and Secondary Education).</p> <p>Indicator-3: Captured information should be made amenable to relevant analytics for monitoring and gap identification against set of well-defined outcome criteria related to concerned educational service.</p> <p>Indicator-4: Fixing accountabilities of key functionaries based on culture of evidence/ data for continual improvement in delivery of educational services.</p> <p>Indicator-5: Creation of dashboard for Secretary of State School Education Department and Head of Directorate of School Education as per their requirements.</p> <p>Indicator-6: Developing IT based solutions to reduce the educational administration/planning/governance burden of teachers</p> <p>Indicator-7: Online captured data should be audited by third party for increased authenticity and validation.</p>
<p>3. Embedding culture of evidence / Data driven policy making and planning</p>	<p>Indicator-1: State School Education Department, before designing and evolving any policy intervention, should conduct survey (Pilot or Census or Dipstick, etc.)</p> <p><i>(Note: States/UTs have been enjoined upon to make policy for adult education, universalization education from ECCE to Secondary education, alternative education for children of Labourers, out of school children, SEDGs & SEZs and feasibility of grouping of schools in school complex etc. Here, survey appears to be an important tool for getting fair idea about context).</i></p> <p>Indicator-2: Existing schemes/interventions/programmes should be reviewed through conducting empirical studies to take essential corrective or preventive measures for continual improvement.</p>
<p>4. Estimating, forecasting and ensuring required Resources</p>	<p>Indicator-1: Data based estimation and forecasting of required resources (Physical, Human, ICT, Instructional and Financial) shall be done to undertake long and short-term planning.</p>

<p>(Physical, Human, ICT, Instructional and Financial)</p>	<p>(Note: States/UTs are required to work for universalization of education from ECCE to secondary education, expanding educational provisions for Girls through upgradation of Kasturba Gandhi Balika Vidyalayas & residential schools, creating educational facilities for Socially Economically Disadvantaged Groups and Special Economic Zones etc., Hence, for this purpose, it is essential to estimate and forecast requirements based on online captured data or surveyed data, etc. and further as per Integrated Scheme for School Education (SAMAGRA SHIKSHA), State Education Department is required to work on universalization of equitable access to all stages of school education starting from pre-schools to secondary classes, hence for this purpose, estimation of required resources will require relevant database for planning.)</p> <p>Indicator-2: Based on data driven estimation and forecasting, required resources shall be ensured for delivery of educational services.</p>
<p>5. Human Resource Management (Recruitment, Transfer, Appraisal, Recognition, Induction & Professional Development Programme etc.)</p>	<p>Indicator-1: Recruitment of staff at all levels of administration, operation and delivery of educational services should be planned and done prudently by employing projection and forecasting exercise based on relevant database.</p> <p>(Note: For making prudent planning to ensure required human resources at all level of administration, operation and delivery of educational service, it is essential that supply of human resources should be planned based on projection and forecasting of required human resources.)</p> <p>Indicator-2: Embedding transparent online transfer policy to meet the vacancies and needs of urban, rural and remote areas.</p> <p>Indicator-3: Induction Programmes should be prudently planned and conducted for all newly recruited staff to assimilate and comprehend work culture of organization.</p> <p>Indicator-5: Developing transparent system of appraisal and promotion of staff along with recognition of best performing staff.</p> <p>(Note: Online system for 360-degree appraisal of staff can be created by incorporating relevant parameters like performance of students in different subjects, innovation in teaching-learning process, social skills, taking initiatives etc. and best performing staff should be recognized.)</p> <p>Indicator-5: Online self-assessment system should be created for all staff against well-defined standards and indicators. Further, self-assessment should be cross-verified by Principal, Educational Officer and third party.</p> <p>(Note: Online self-assessment will enable staff to reflect over their performance for identifying areas of improvement. Based on self-assessment, report with improvement areas can be generated automatically. Cross verification by Principal, Education Officer or Third Party may be employed to increase authenticity and validity of self-assessment exercise. Further, based on online self-assessment, training needs for professional development programmes can be identified.)</p> <p>Indicator-6: Professional Development of staff engaged in teaching, administration and operations should be conducted by identifying training needs through relevant sources.</p>

	(Note: In NEP-2020, it is recommended that the training of teaching staff will be conducted by identifying gaps in Learning outcomes, hard spots identified in learning outcomes through dipstick exercise, modified assessment guidelines, competency-based education, etc. It means training needs should be coherent for adding impact to teaching-learning process, etc. Similarly, training needs should be identified for other staff also)
6. Creating Online Platforms for Self-assessment, Recognition, Affiliation and Accreditation of Educational Organizations	<p>Indicator-1: On the line of CBSE, at State/UT level, robust online platforms can be created for self-assessment, recognition, affiliation and accreditation of educational organizations.</p> <p>Indicator-2: Based on data captured through online platforms, a robust system of online inspection, onsite inspection and grading of educational organization can be created for recognition and affiliation.</p> <p>Note: For fresh affiliation applications, onsite inspection should be must.</p> <p>Indicator-3: - Third party should be roped in for auditing of sample affiliated schools to increase transparency, validity and authenticity of affiliation process.</p>
7. Creating robust system for tracking of educational outcomes	<p>Indicator-1: Online tracking system for all students (K-12) shall be created to ensure accountability of an entire system.</p> <p>Indicator-2: Based on online tracking system/ assessment/information collected through other mode, relevant remediation (Corrective and Preventive) steps shall be taken for continual improvement.</p>
8. Satisfaction Survey of Beneficiaries of Educational services	<p>Indicator-1: For continual improvement of delivery of educational services, Feedback or Satisfaction survey of representative sample of beneficiaries should be conducted.</p> <p>Indicator-2: Based on satisfaction survey, collected information should be analysed for identifying gaps and fixing accountabilities of key functionaries at all levels of administration, operation and delivery of educational services for continual improvement.</p>

2.2.2 STANDARDS FOR SMOOTH FUNCTIONING OF SCERTS AND DIETS

By initiating overarching scheme of the SAMAGRAS SHIKSHA (The Integrated Scheme for School Education), policy makers have envisaged entire stages of school education as continuum from pre-school, primary, upper primary, secondary to senior secondary levels. As per draft framework for implementation of the Integrated Scheme for School Education, SCERTs and DIETs are required to play critical roles in the domain of school education. Further, NEP-2020 has envisaged significant roles of SCERTs and DIETs in State Curriculum Framework for School Education, adaptation/adoption of learning outcomes developed by NCERT for all stages of school education, professional development of pre-service and in-service teachers, capacity building of teachers for new pattern of assessment and evaluation, etc.

2.2.2.1 MAJOR CHALLENGES BEFORE SCERTS & DIETS:

Major challenges faced by SCERTs in performing accountabilities as mentioned in NEP-2020 and further accountabilities envisaged in draft framework for implementation of the SAMAGRA SHIKSHA are mentioned below:

Challenges	Description
Lack of Long Term Institutional Vision and Perspective	<ul style="list-style-type: none"> ○ As per Joint Review Mission (JRM) on Teacher Education constituted by MoE for States, it has been highlighted in reports that SCERTs should establish balance between administrative and academic functions. They should charter out State Specific long-term institutional vision and perspectives to improve educational outcomes of school education.
Issues related to Planning and Organizing including a proper Management Information System (MIS) in place	<ul style="list-style-type: none"> ○ As per Integrated scheme for school education, SCERTs have been envisaged as nodal agency for creating TMS (Training Management System), annual calendar of training of teachers of all stages of school education, administrators and principals, etc. ○ As nodal agency for teachers training, SCERTs will prepare an Annual Training Calendar in synergy with DIETs, BITEs, BRCs and CRCs, etc. ○ Calendarize faculty meetings that focus on academic issues & reflection, document them in detail and share the documents across the institution(s). ○ Calendarize field visits (IASE/CTE, DIET, BRC, CRC & schools), observe classes and hold informal discussions with teachers - document visits & share findings during faculty meetings. ○ Create district-specific need assessment processes for in-service teacher training in the state. ○ Develop district-wise and subject-wise database of teachers and teacher educators across the state. ○ Set up Training Management Systems to track what training programs teachers have already attended. ○ Hold district, block, cluster level discussions with teachers; conduct district-level surveys; use classroom observations and random testing of subject content/pedagogical content, etc. for identification of training needs of in-service staff.
Issues related to usage of ICT solutions for supervising and monitoring activities of DIETs	<ul style="list-style-type: none"> ○ As per the Integrated Scheme for School Education and further NEP-2020, SCERTs have been envisaged as an apex academic standard setting body for School Education and teacher education at all levels. ○ Hence, for monitoring and supervision of pre-service and in-service teacher education at DIETs, robust online platforms should be evolved or PRASHIKSHAK Portal developed by Ministry of Education, Govt. of India should be used.
Inputs oriented way of functioning rather than outcome orientation in functioning	<ul style="list-style-type: none"> ○ Joint Review Mission -2013 (JRM) on Teacher Education has highlighted that in SCERTs and DIETs, things are still quite ‘input’ oriented and described in terms of days of training and numbers of materials produced, etc. ○ In the Integrated Scheme for School Education, it is envisaged that SCERTs as an apex academic body will set benchmark to improve all stages of school education and teacher education. It is essential that SCERTs should switch towards outcome-oriented functioning.
Professionally competent staff for strengthening Research, Monitoring and Evaluation activities for	<ul style="list-style-type: none"> ○ Joint Review Mission -2013 (JRM) on Teacher Education has highlighted enhancement of professional capabilities of staff for research, monitoring and evaluation activities. ○ As per the Integrated Scheme for School Education, it is envisaged that SCERTs shall define coherent learning indicators and outcomes for all stages of school education from pre-schools to senior secondary to bring clarity at all levels of State administrative and academic machinery.

improved educational outcomes	<ul style="list-style-type: none"> ○ Further, SCERTs should set indicators for students, teachers, clusters, blocks and districts to determine success of its initiatives. ○ Conduct studies to provide coherent inputs to policy making process of State Education Department
Inadequate resourcefulness of SCERTs	<ul style="list-style-type: none"> ○ SCERTs have been envisaged to function as academic resource organization. But as per observations of JRMs on Teacher Education, majority of SCERTs are struggling with availability of adequate number of professionally competent administrative and academic staff, adequate and updated ICT gadgets and required architectures and financial resources, etc.

Source: Above-mentioned challenges before SCERTs and DIETs have been highlighted in Reports of Joint Review Mission on Teacher Education constituted by MHRD in 2013 for States and Evaluation of Centrally Sponsored Scheme on Teacher Education in States/UTs in 2017.

2.2.2.2 SUGGESTIVE STANDARDS AND INDICATORS FOR SMOOTH FUNCTIONING OF SCERTS AND DIETS

To perform effectively and efficiently as per accountabilities mentioned in NEP-2020 and draft framework for implementation of the Integrated Scheme for School Education, SCERTs and DIETs may adopt following set of suggestive standards for building efficiencies in their functioning: -

1. Leadership and Governance of Organization
2. Integration of ICT in planning, operations and management of processes
3. Data based culture of evidence for evaluating progress or gaps in educational initiatives or interventions
4. Establishing linkage with external agency for strengthening of functioning in key areas
5. Resourcefulness of SCERTs/DIETs
6. Satisfaction Survey of Beneficiaries of Educational services

Suggestive Standards and indicators are detailed hereunder

Standards	Indicators
<p>1. Leadership & Governance of Organization</p>	<p>Indicator-1: Head of Organization/Leadership body should set-up vision and perspective of organization in the light of NEP-2020 and the Integrated Scheme for School Education by involving all staff.</p> <p><i>(Note: As per Reports of Joint Review Mission on Teacher Education constituted by MHRD in 2013 for States and Evaluation of Centrally Sponsored Scheme on Teacher Education in States/UTs in 2017, it has been highlighted that SCERTs have transformed into more administrative body, whereas they are envisaged to play the roles of an apex academic body. Hence, it is essential to set-up vision and perspectives for clarity about what SCERTs & DIETs are supposed to do.)</i></p> <p>Indicator-2: SCERTs/DIETs should define key areas as per their mandate and further, staff should be assigned the tasks as per their skill sets.</p> <p><i>(Note: SCERTs are supposed to work in key areas of Adaptation/Adoption or development of State Curriculum Framework for School Education on the line of National Curriculum designed by NCERT, Adapting/adopting or developing learning outcomes on the line of NCERT, developing text books, learning materials & e-resources, professional development programmes for in-service teachers of all stages of school education from pre-schools, primary, upper primary, secondary to senior secondary, adapting/adopting or developing curriculum for teacher education, conducting researches, evaluation and monitoring of educational initiatives to provide inputs to policy making process of State Education Department, etc. Hence, well defined team of staff should be mapped for planning and implementation of these key areas.)</i></p> <p>Indicator-3: SCERTs/DIETs should establish practices of defining key responsibility areas (KRAs) of staff (administrative and academic) and further they should be adequately oriented on what they are supposed to do as per assigned KRAs.</p> <p>Indicator-4: SCERTs/DIETs should create Standard Operating Procedures (SOP) of all key processes to bring clarity at all level(s) of administrative & academic staff.</p> <p><i>(Note: For example: SOP of Professional Development may be creating an Annual Calendar of Professional Development Programme for academic & administrative staff with specification of accountable key functionaries, themes of programme and further SOP of field visit may be like Calendarize field visits (IASE/CTE, DIET, BRC, CRC & schools), observe classes and holding informal discussions with teachers - document visits & share during faculty meetings; and another SOP of faculty meetings may be like Calendarize faculty meetings that focus on academic issues and reflection, document them in detail and share the documents across the institution etc. Similarly, DIETs can also develop SOPs for key processes)</i></p>
<p>2 Integration of ICT in planning, operations and</p>	<p>Indicator-1: SCERTs/DIETs should integrate ICT in planning, operation and management of key processes.</p>

<p>management of processes</p>	<p>Indicator-2: SCERTs should use online platform(s) to promote collaboration and sharing of best or innovative practices among DIETs, school teachers or teacher educators.</p> <p><i>(Note: For this purpose, SCERTs may create new online platforms or alternatively PRASHIKSHAK Platforms developed by MoE may also be used. Outcomes on this platform may be used for getting fair ideas about impact of educational initiatives or interventions of SCERTs or DIETs on professional competency of school teachers)</i></p> <p>Indicator-3: SCERTs/DIETs should use online platform(s) to create relevant database for facilitating its core key processes.</p> <p><i>(Note: For example, with the help of online platforms, district wise database of resource full teacher educators and subject wise resource full teachers and district wise indigenous plays or toys or local crafts can be mapped and recorded. This database can be used for conducting professional development programmes or contextualization of Curriculum and developing learning materials etc.)</i></p> <p>Indicator-4: SCERTs should use online platform(s) for supervising and monitoring functioning of DIETs and Key functionaries.</p> <p><i>(Note: For example, by making online platform(s), data can be captured from DIETs on relevant parameters. Further, key functionaries involved in filed visits of DIETs or CRCs or BRCs or Schools can also be allocated randomly to DIET, CRC, BRC or School and records can be captured on online platform for analytics and reports).</i></p> <p>Indicator-4: Online platform(s) should be used for planning, operating and managing of Professional development of academic and administrative staff at all levels as nodal agency.</p> <p><i>(Note: For example: Professional development of teachers at all stages of school education is one of the major mandates of SCERTs along with DIETs. For efficiency of professional development, online TMS (Training Management System)/MIS (Management Information System) can be created and training details can be taken online from teachers of all stages of school education pertaining to their training needs, availability to attend, previously attended training programme etc. Alternatively, PRASHIKSHAK Portal developed by MoE can also be used. Similarly, ICT can be used for managing Professional Development Programmes being conducted at DIETs level etc.)</i></p>
<p>3. Data based culture of evidence for evaluating progress or gaps in educational initiatives or interventions</p>	<p>Indicator-1: - SCERTs/DIETs should conduct research/study to evaluate progress or identify gaps for continual improvement of educational initiatives or interventions as per their mandate.</p> <p><i>(Note: For Example: Dipstick survey may be conducted to find the hard spots in learning outcomes developed for all stages of school, conducting demystification programme where teachers are facing difficulties, sample survey may be conducted for tracking progress of foundational literacy and numeracy etc. Further as NEP-2020, SCERTs have envisaged to conduct sample-based achievement surveys or State Achievement Survey (SAS) for continuous</i></p>

	<p><i>improvement of school education system in the year/s when National Achievement Survey is not being held.).</i></p> <p>Indicator-2: SCERTs may create online platform(s) for tracking learning progress of all enrolled students from pre-school to senior secondary level.</p> <p><i>(Note: As per NEP-2020, States/UTs have been asked to create online tracking system for all students. Here, SCERTs can play very important role for guiding State Education Department to create of robust system.)</i></p> <p>Indicator-3: SCERTs based on relevant analytics of online captured data or field-based study related to educational initiatives or interventions related to students and staff, shall provide inputs to policy making process of State Education Department for course correction.</p> <p><i>(Note: SCERTs is an apex academic body for helping State Education Department for making policy and for designing educational initiatives or intervention for improved educational outcomes. Hence, without culture of evidence, SCERTs neither can help State Education Department for making prudent policy nor can determine course correction required in already taken/ designed educational initiatives/interventions.)</i></p> <p>Indicator-4: SCERTs should create online platform(s) for DIETs for sharing reports of researches conducted by them so that same can be accessed by all concerned stakeholders and culture of evidence can be created.</p> <p><i>(Note: DIETs are also envisaged to conduct research, monitoring and evaluation exercise. If reports of these exercises are uploaded on online platforms meant for concerned stakeholders, as such all will be updated with prevailing situations on ground for necessary course correction.)</i></p>
<p>4 Establishing linkage with external agency for strengthening of functioning in key areas</p>	<p>Indicator-1: SCERTs should establish linkage with external agency for capacity building of its staff for best practices in key functioning mandated areas.</p> <p><i>(Note: SCERTs are required to develop competency-based items, conduct large scale assessment and create SQAAC (School Quality Assessment and Accreditation Framework) etc. as such it is required to collaborate with external agencies for capacity building for efficiency of functioning in key mandated areas).</i></p>
<p>5 Resourcefulness of SCERTs/DIETs</p>	<p>Indicator-1: Head of SCERT/DIET should ensure required resources (Physical, Human, ICT and Financial) for smooth functioning in key mandated areas.</p>
<p>6 Satisfaction Survey of Beneficiaries of Educational services</p>	<p>Indicator-1: -For continual improvement of delivery of educational services, Feedback or Satisfaction survey of representative sample of beneficiaries should be conducted.</p> <p>Indicator-2: - Based on satisfaction survey, collected information should be analysed for identifying gaps and fixing accountabilities of key functionaries at all levels of administration, operation and delivery of educational services for continual improvement.</p>



SECTION 3

ANNEXURES AND GLOSSARY



ANNEXURE A

MAKING SCHOOLS SAFE AND SECURE

A COMPREHENSIVE CHECKLIST

Sr. No.	Criterion	Satisfactory	Needs further Attention	Not taken up yet	NA	Remarks
A	School Safety and Security Program					
1.	Does your School Safety and Security Program include:					
a)	Monitoring of certificates for safety and fitness of school building					
b)	Natural or Man-made Disaster management and Safety Drills					
c)	Zero Tolerance about weapons and illegal drugs in and around school premises (<i>For Adolescent</i>)					
d)	Measures for Student Conduct - including Attendance, Regularity, Punctuality, Respect, Tolerance, Helping Attitude and also other disruptive behaviors such as Bullying, Fighting, Violence, etc.					
e)	Measures for Teacher Conduct - Attendance, Regularity, Punctuality, Respectful and dignified behaviour to all					
f)	Mechanism against harassment, sexual or verbal abuse, or discrimination of any sorts.					
g)	Reporting mechanisms in case of any instance of harassment, abuse or discrimination. (Are parents and students aware of these policies?)					
h)	Issuing notification to authorities, parents, students and staff about security related events					
i)	Measures for dealing with victim, perpetrator, parents, other stakeholders, police and media in case of any untoward incident					
j)	Clear norms on Acceptable and Unacceptable use of the internet in school premises					
k)	Norms on use of cell phones during school hours					

l)	Monitoring of building entrances, hallways and classrooms before, during and after school hours					
m)	Emergency Evacuation Plan, its display and regular drills on this.					
n)	Police verification for hiring of teaching, non-teaching, contractual, voluntary and other staffs?					
o)	Performance reviews of employees in compliance with safety policies and preventive actions					
p)	Are the School Principals/HM, Teachers and Staff aware of standard Child Protection Mechanisms					
2.	Has the School implemented the Guidelines by National Disaster Management (NDMA) on School Safety and emergency preparedness?					
3.	Does the school have a viable communication system in place, e.g., landline phone, safety and fire alarm, etc.?					
4.	Does your school have suggestion boxes/question boxes/grievance boxes or any other mechanism for students/parents to inform or communicate about any safety concerns of their children?					
5.	Are Students / Teachers / Non-Teaching Staff oriented to deal with common medical emergencies?					
6.	Do you have the 'School Safety Pledge' prominently displayed in your school campus?					
B. School Buildings, Grounds and Facilities						
7.	Are the school's entrances, exits and doorways clearly marked (Signage)?					
8.	Are the school's entrances, exits and doorways free of obstruction?					
9.	Is there regular maintenance of the Entry-Exit log for parents/visitors at the main gate?					
10.	Is there a Security guard/CCTV/any other mechanism of surveillance in school?					
11.	Are the electric wires and cables insulated with proper earthing and beyond the reach of children?					

12.	Are exit signs marked on each floor (e.g., auditorium, laboratories, big classrooms, libraries, etc.) to show pathways during emergency?					
13.	Are the fire extinguishers suitably placed in the school?					
14.	Are these fire extinguishers regularly checked for expiry and functioning?					
15.	Are staff and students trained to the use of fire extinguishers?					
16.	Does the school have a Medical/Sick Room with essential medicines and first aid equipment?					
17.	Does the school have a designated parking area?					
18.	Is the school building surrounded by a boundary wall or fence?					
19.	Are hazardous goods and substances appropriately labeled, stored and kept away from students' access?					
20.	Are all lighting fixtures securely mounted, and in working condition?					
21.	Are the isolated areas of the School well-lit and under frequent invigilation?					
22.	Is sufficient and safe drinking water available for the students?					
23.	Is regular cleaning and fogging of water tanks and storage facilities being done?					
24.	Are the water tanks and septic tanks well covered and access blocked for children?					
25.	Are separate and functional toilets available for boys and girls (<i>For Adolescent</i>)					
26.	Are separate and functional toilets available for other staff members?					
27.	Does the school have a pre-primary class? If so, is it located on the ground floor?					
28.	Has the school implemented the NCPCR guidelines for physical and infrastructural safety for residential schools?					
29.	Is there any stagnant water anywhere on the premises?					
C.	Psychosocial Safety and Support					

30.	Does the School have access to qualified Counsellor on call, as per requirement? <i>(For Adolescent)</i>					
31.	Are the students especially from primary classes oriented on Personal Safety, e.g., the difference between 'Safe touch' and 'Unsafe touch' <i>(For Children)</i>					
32.	Does the school have a Students Council/ <i>BalSansad</i> that deals with students' issues and concerns?					
33.	Are students oriented on life skills, exam preparedness and coping skills to manage fear, anger, peer-pressure, bullying, etc.? <i>(For Adolescent)</i>					
34.	Does the school have regular orientation sessions with parents on common behavioural issues of children and adolescents?					
35.	Are there opportunities for parents apart from PTMs to interact with teachers and other appropriate authorities and inform about any safety concern?					
36.	The school addresses and does not tolerate issues of bullying, harassment and discrimination/ prejudice against students on basis of religion, caste, gender, language, physique or disability or any other factor?					
37.	Misconduct and inappropriate social behaviour is strictly monitored and addressed like stealing /needless writing on the walls/ harming another student physically or emotionally and displaying any antisocial behaviour					
D	Health and Physical Safety					
38.	Does the School have a basic medicine box/first aid kit?					
39.	Are the emergency medical care numbers displayed in the school?					
40.	Does the School conduct regular health check-ups and maintain comprehensive health cards of students?					
41.	Does the School orient the students on important health issues such as nutritious alternatives to junk food, importance of a balanced diet, etc.? <i>(For Adolescent)</i>					
42.	Does the School maintain an updated contact list of parents/ guardians for every student of the school?					

43.	Are self-defense programmes conducted for the students?					
44.	Are School Safety posters displayed at prominent places in the school?					
45.	Is the school taking necessary steps for staff health and wellness promotion?					
46.	Does your school have a tie up for necessary referrals in case of common medical emergencies to nearby hospitals/ nursing homes?					
E	School Transportation					
47.	Does the School keep a fitness certificate of all vehicles used to transport children to and from the school?					
48.	Do the vehicles used to transport children prominently display the school's name, address and telephone numbers?					
49.	Is there a staff member to make safe arrangements for boarding, de-boarding and accompanying children from these vehicles?					
50.	Are the driving licenses of all drivers verified before they are allowed to operate vehicles transporting students?					
51.	Is there a female attendant or teacher on board in all school buses?					
52.	Are the students oriented about rules of conduct on and around school vehicles?					
53.	Has the school marked designated boarding, de-boarding stops?					
54.	Are parents/guardians informed about the nearby boarding and de-boarding bus stops?					
55.	Are first aid boxes with adequate, updated, necessary medicines placed in school buses? Are these medicines periodically checked for expiry?					
56.	Is the safe physical distancing and health norm maintained in transport vehicles?					
F	Support for Divyang					
57.	Does the School provide barrier free access for divyang , e.g., Ramps, Hand Rails, warning blocks for steps, etc.?					

58.	Does the School have divyang friendly toilets e.g., grab bars, outward or two way opening door, maneuvering space for the wheel chair, etc.?					
59.	Does the school have a sensitization program for students and teachers so as to accommodate and harmonize with divyang?					
G	Cyber Safety & Policy					
60.	Are the School authorities aware that Schools can now report incidents of cyber bullying and abuse through POC SO e-box or email or telephone? <i>(For Adolescent)</i>					
61.	Are students and parents oriented on reporting to the cyber-crime department of the concerned state in case of any incident of cyber bullying and abuse?					
62.	Is access to computer rooms and use of electronic and technological devices in the school supervised by teachers? <i>(For Adolescent)</i>					
H	Orientation and Training					
63.	Have the School Staff and Teachers been sensitized on Child Protection Policy and Child related legislations such as POC SO, JJ Act, Cybersafety Act, Anti-Narcotics Act etc.?					
64.	Has any teacher in the School undertaken any professional course on skills in guidance and counselling?					
65.	Have the School Staff been oriented to be watchful towards irregularities in the surroundings (e.g. suspicious vehicles, containers, broken air vents, etc.), etc.					
66	Has the school conducted any orientation on ways to integrate safety, security and well - being in the classroom pedagogy?					

ANNEXURE B

CONSTITUTION OF SCHOOL SAFETY COMMITTEE

The suggested constitution of the Committee is as follows:

1. **Chairperson:** Head of institution (Principal or the Headmaster) as s/he is the key nodal person.
2. **Student Safety Officer (SSO) or Child Protection Officer (CPO):** The Head shall be assisted by a SSO/CPO, who may be nominated from amongst the teaching or non-teaching staff of the school. The CPO should not be a contract employee or a part-time employee. The CPO must be a permanent employee, if possible with at least 5 years' service in the School and preferably, with a background in child psychology and counselling or experience of working with children and familiar with child protection concerns and procedures.
3. **Faculty representatives:** 2 or more representatives from the teaching or non-teaching staff, of which at least one should be a female staff.
 - One Management Representative
 - One faculty representative each from primary, middle and senior school
4. **Parent representatives:** 2 parents including where applicable one parent who is also a parent representative of the School Management Committee (SMC) or a Parent Teachers Association (PTA). The parental membership must be rotational with their term not exceeding 01 years.
5. **Student representatives:** 2 from senior wing, preferably where possible one girl and one boy.
6. **Alumni representatives (optional):** 1-2 representatives from active alumni members who have passion for school development and could devote time

Functions:

1. The SSC is to hold quarterly meetings, and minutes of the meeting are to be maintained and made available for the records.
2. SSC must undertake a Safety Walk' of the entire school premises once every quarter, in order to ensure compliance of standard safety measures. In addition to the students, all members of the School Safety Committee must be present during every safety walk, as far as possible.
3. Feedback/complaint boxes on safety measures must be maintained at one-two prominent locations in all schools and the same be opened during the school safety walk and action must be taken on queries/complaints/suggestions within 15 days of opening of the suggestion boxes.

ANNEXURE C

INTEGRATING LEARNING ABOUT SAFETY IN SCHOOL EDUCATION

Grade appropriate Learning about Safety of Schools: Checklist

- In view of inculcating sensitivity towards safety of oneself and others, schools need to organize relevant activities and on regular basis.
- Teachers may design variety of activities in this regard e.g., School Safety Puzzle, School Safety Quiz, School Safety Role Play, School Safety Snake-Ladder Board Game, School Safety Puppet Show, Learning about School Safety, etc.
- These activities may be conducted as a group or individual activity. Learning about School Safety also needs to be conducted on a regular basis, preferably once in six months using following two approaches:
 - The Learning about School Safety Team of the School comprising students and teachers conduct a survey with students across the classes using tools developed by them.
 - Learning about School Safety as teaching-learning activity with in-built assessment by all the class students.

Following is a suggestive approach to integrating Learning about School Safety in the education of children:

A. Safety Inspection of the School by a team comprising Students and Teachers

Interview for Students

The team can make arrangements to have a small group of students (four to eight) who represent a cross-section of the middle through secondary grades (in so far as possible 6 to 12) meet with the team at a time that is least disruptive to the instructional schedule. The responses need to be anonymized for protecting the interest of all students. Schedule approximately 15 minutes—no longer than 30 minutes—to conduct the following interview with students:

- a. Are there any places in this building or any times of the day when you feel unsafe? If so, explain.
- b. This school year, have you or your fellow students physically harmed, threatened or bullied at school? If so, what was the extent of injuries? What was the school's response to the situation?
- c. If you knew that there was the potential for danger or harm being done to yourself or others at this school would you tell some adult about this? If so, to whom would you go? If not, why not?
- d. Do the teachers and principals in this school encourage students to report incidents of harassment, bullying, threats, etc.? Is there a process in place for doing so?
- e. Are you aware of any gang activity at this school? If so, do you believe this presents any danger to yourself or to others at this school? Why or why not?
- f. Do students who get into fights get help in learning how to resolve conflicts without fighting?
- g. Are there programs in this school to help students whose grades are falling?
- h. Have students been encouraged to establish clubs and activities with a safety focus?
- i. Have students had any training in personal safety and how to avoid becoming victims of violence?
- j. Is there a safety or security issue that, in your opinion, is not being adequately addressed to eliminate the problem? What would you suggest to address the issue?

B. Rating Scale for Preparatory and Middle Stage Students

This may be a group/class survey activity. Children may be asked to give their views on the Rating Scale. These Rating Scales need to be developed involving students as per the context and location of the school. An exemplar rating scale is given below:

At this school:	Always	Sometime	Never	Don't Know
We take good care of the play grounds.				
We keep the building and toilets clean.				
My classroom looks nice.				
Students help make decisions.				
Students can be in many different groups and activities.				
Teachers here are nice people.				
My teachers respect me.				
Teachers let me know when I'm doing a good job.				
I have good relationships with my teachers.				
Students respect the teachers.				
I'm comfortable talking to a teacher about my problems.				
I feel very safe.				
I feel safe on the way to school and on the way home.				
When students have an emergency, they know whom to approach				
You can trust most people.				
Adults care about students.				
Even people who are different are respected.				

Filled up Inspection Forms may be collected by the School Team and they can analyse the data and make a report to be submitted to school authorities for taking necessary steps.

C. Safety as Teaching-learning Activity in Foundational Years

Learning about School Safety needs to be conducted for all the students at the four school stages, i.e., Foundational, Preparatory, Middle and Secondary. The levels may be decided accordingly, e.g., for **Foundational Stage Children**, it may be in the form of answering following questions:-

- When and why the child or his/her friends feel angry?
- When and why the child or his/her friends feel sad?
- Does the child feel happy and relaxed in the school?
- What thing does the child not like about the school?

D. Safety Inspection as Teaching-learning Activity/ Group Activity in a Classroom for older children

Children at all the stages need to be motivated to develop their own questions regarding the inspection. This may be conducted as a group activity in a classroom. Details of conducting this activity are given below;

Group Work: In order to do this activity with children of specific class, the teacher may divide them into groups with equal/proportionate number of children and assign the following task:

- Group I.** To find out about safety of school infrastructure

- **Group II.** To explore points related to safe interpersonal interactions in and outside the school.
- **Group III.** To find out points related to emotional safety and security
- **Group IV.** To find out points related to cyber safety

Likewise, if more groups are there, tasks may be repeated or teachers may assign smaller tasks to each of the groups

Observe and record: The teacher may ask each group to divide the task amongst the group members for framing questions, take observations and record them. She may help children in the process. Some of the exemplar questions developed areas under:

Infrastructure related Safety

- Does your School building have a boundary wall or fence?
- Does your school provide sufficient and safe drinking water available for the students?
- Are ceiling fans fixed properly and in working condition?
- Number of doors/ windows/ventilators in the classroom
- Are the school's entrances, exits and doorways clearly marked (Signage)?
- Does your school have an Emergency Evacuation Plan on display and are regular drills conducted on this for staff and students?
- Does your school have a viable communication system in place in the school, e.g., landline phone, safety and fire alarm, etc.?
- Does your school have suitably placed fire extinguishers in the school?

Socio-emotional Safety

- Have you noticed any child in your class who often gets angry?
- When you are feeling down, do you share our feelings with others?
- Does your teacher encourage students to talk about their feelings?
- Does your school provide access to a counsellor?
- Are students oriented on importance of personal safety, e.g., difference between 'good touch' and 'bad touch'?
- Does your school have a student council/Bal Sansad that deals with students' issues and concerns?

Health and Physical Safety

- Do you have access to a basic medicine box/first aid kit in the school?
- Are regular health check-ups conducted in the school?
- Do you have access to a nurse/doctor in times of medical crisis?
- Does your school maintain comprehensive health cards for every student?
- Does your School have a Suggestion/ Complaint Box in place?
- Do you have a School Safety Pledge in the school?

Cyber Security

- Do you have Internet facility in the School?
- Are mobile phones allowed in the Classroom?
- Is the access to computer rooms and use of electronic and technological devices in the school supervised by teachers?

Disaster response

- Does your school have a disaster management plan?
- Have you seen and understood the disaster management plan for your classroom and school?
- Does your school have mock drills for disaster response?
- Have you participated in the drills and understood your responsibilities?

Think, Reflect and Act

Teachers may also provide opportunities to think and reflect. Create opportunities for cross-age mentoring: Younger students are receptive to both the attention and leadership of older students, and likewise, the older students benefit from the added responsibility of modeling appropriate behaviours. Some questions in this regard are:

- a. How to make the school more safe and secure.
- b. Consider ways to redirect negative behaviours toward positive leadership opportunities; respect diversity; developing anger management skills; Peer support groups, etc.
- c. Explore ways to help the grievances/conflicts reach the authorities for timely and appropriate action.

Assessment

The teacher may help children in the above. Each group presented the report before whole class, which followed discussions with other groups. Such activities can be assessed on three-point scale using rubrics that a teacher may design herself or involve children in doing so.

Criteria	Level I	Level II	Level III
Framing Questions	Frames questions with the help of peers	Frames new questions on her/his own and finalizes with the help of teacher and peers	Frames questions independently
Data Collection	Asks questions and uses few probes	Ask questions with many probes	Probes deeply and even modifies or frames new questions on the spot
Data Recording	Recording the responses is not organized	Systematically records the collected information	Systematically records and presents the information
Drawing conclusion	Makes some sense of the information	Draws appropriate meaning	Makes meaning and explains logically
Reporting	Prepares report but unsure while presenting	Prepares report and presents with confidence	Prepares comprehensively articulated report and explains logically with confidence
Working Together	Difficulty in working with others sometimes	Works patiently in groups	Works patiently in groups and also helps others

Level I- For a given activity or outcome(s) child needs a lot of support from teacher/adult.

Level II- For a given activity or outcome(s) child is able to perform with proper feedback and support

Level III- For a given activity or outcome(s) child works independently with occasional support

ANNEXURE D

SCHOOL SAFETY PLEDGE

We, the teachers, parents and students of (**Name of School**) pledge to ensure that our School is a SAFE, SECURE and HAPPY place for all.

We pledge to support the Head of the School who shall-

- a. Leave the school building at the end of the school day only after ensuring that no child is left behind inside or outside the school premises.
- b. Ensure that students, teachers and staff stay back in school for various activities only with his/her permission.
- c. Meet and interact with all students and teachers regularly and at least once a week.
- d. Ensure that teachers are sensitive to the needs and concerns of students, especially those in the primary classes.
- e. Create a healthy, clean and non-threatening environment and curb bullying.
- f. Carry out evacuation drills regularly.
- g. Maintain a Suggestion/POCSO Box and check the comments shared by students regularly.

ANNEXURE E

CONSTITUTION OF PARENT-TEACHER ASSOCIATION

As per section 21 of RTE Act, 2009, private schools are exempted from formulating SMCs. In such schools, PTA should be made mandatory as SMCs and PTAs are an important link in monitoring the safety and security measures in schools. The private schools defined under section 2 (n) (iv) of RTE Act, 2009 should have a Parent Teachers Association (PTA).

The following is only a suggestive model for the same.

Composition of Parents-Teachers Association (PTA)

- a. There may be only one PTA in every school.
- b. The PTA may be formed within one month of the beginning of the academic session and may be sensitised/oriented on NCPCR's Manual on Safety and Security of Children in Schools.
- c. Fifty per cent of members of such Committee can be women
- d. PTA may consist of two parent representatives from each stage (pre-primary, elementary, secondary and senior secondary including parents of children with disability) such that three-fourth of members of such Committee may be parents or guardians.
- e. Out of the 3/4th member parents, 25 percent of the total strength of parent members could be reserved for parents or guardians of children admitted under section 12 (1) (c) of the RTE Act, 2009
- f. One teacher from each level of schooling i.e. pre-primary, elementary, secondary and senior secondary may be nominated by the principal
- g. One special invitee member with expertise in any school related fields that would impact the overall school development;
- h. One representative member of the School Management;
- i. Adequate representation of parents from disadvantaged categories may be ensured.
- j. In case, the ward of parent member leaves the school in between the academic session, another parent/guardian member from that class may be inducted into the PTA within one-month;
- k. The School Management may display/upload the names of PTA Member on their website and on the notice board.

Terms of Reference:

- a. The term of the PTA should be one academic year.
- b. The School Management should display/upload the names of PTA Members on their website and on the notice board.
- b. As per section 21 of RTE Act, 2009 a school, other than a school specified in sub-clause (iv) of clause (n) of section 2, shall constitute a School Management Committee consisting of the elected representatives of the local authority, parents or guardians of children admitted in such school and teacher.

ANNEXURE F

MANDATORY DISCLOSURE FORM

CLAUSE	AREA OF DISCLOSURE	MANDATORY /OPTIONAL
1	Basic Information	
	<p>1.1 School Name (In Capital Letters) :</p> <p>1.2 School Location (Rural/Urban)</p> <p>1.3 Board of Assessment:</p> <p>1.4 School Affiliation Number: School Code(if any) :</p> <p>1.5 Contact Details : STD code: Office Phone No :</p> <p>Email of School : Website of School:</p> <p>1.6 Complete Address of the School :</p> <p>1.7 Lowest and highest classes in the school :</p> <p>Lowest : Highest :</p> <p>1.8 Type of School (Select appropriate option) :</p> <p>Boys/Girls/Co Ed</p> <p>Special School for CWSN</p> <p>Residential School</p> <p>Minority School</p> <p>1.9 Management of School :</p> <p>Government/Government Aided/Private</p> <p>1.10 Name of Trust/Organization running school:</p> <p>1.12 Year of Establishment of School :</p> <p>1.13 Medium of Instruction :</p>	Mandatory
2	Infrastructure	
	<p>2.1 a) Total land area of School in square metre:</p> <p>b) Size of the Playground in square metre :</p> <p>c) Built up area in square metre</p>	

	<p>d) Pucca boundary wall available : Yes/No</p> <p>2.2 Number of classrooms:</p> <p>2.3 Laboratories available in the school (Select) : Physics/Chemistry/Biology/Computer Science/Maths/Bio Technology/Geography/Home Science/Psychology</p> <p>2.4 Other Laboratories (Mention):</p> <p>2.5 Internet Facility : Yes/No</p> <p>2.9 Equipped Library : Yes/No</p> <p>2.10 Facilities available (Specify number)</p> <p>a) Auditorium : b) Gymnasium : c) Audio visual room : d) Activity rooms : e) Indoor stadium : f) Swimming Pool : g) Tennis court : h) Basketball court : i) Infirmary : j) Counselling room : k) Specify if any other facilities :</p> <p>2.13 a) Separate toilets available for girl students: Yes/No b) Separate toilets available for female staff : Yes/No c) Drinking water facility availability : Yes/No</p> <p>2.14 Is building NDMA compliant : Yes/No</p> <p>2.15 Hostel facility (Yes/No) If Yes Mention a) Number of girls : Number of boys: b) Number of rooms : c) Separate warden for girls hostel :</p> <p>2.16: Integrated Security and Surveillance system : Yes/No 2.17: Medical facility available in the school : Yes/No</p>	
3	Documents	

	<p>3.1 Affiliation/upgradation letter and recent extension of affiliation, if any 3.2 Societies/trust/company registration/renewal certificate, as applicable 3.3 No objection certificate (NOC) issued, if applicable by the state Govt./UT 3.4 Recognition certificate under RTE Act, 2009, and its renewal if applicable 3.5 Valid building safety certificate as per the national building code 3.6 Valid fire safety certificate issued by the competent authority 3.7 Valid water, health and sanitation certificates 3.8 Prospectus of the School</p>																	
4	Human Resources																	
	<p>4.1 Sufficient administrative /support in place: Yes/No 4.2 Sufficient teachers as per affiliation bye-laws in place: Yes/No 4.3 Resource teachers available in the school : Yes/No. If Yes Number of Resource teachers (subjectwise)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 35%;">Subject</td> <td style="width: 65%;">Number of teachers</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 10%;">S. No.</th> <th style="width: 20%;">Name of the Capacity Building Programme</th> <th style="width: 20%;">Date of the Programme</th> <th style="width: 20%;">Duration of the Programme</th> <th style="width: 30%;">No. of Teachers/Non-Teaching Staff who attended the programme</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Subject	Number of teachers					S. No.	Name of the Capacity Building Programme	Date of the Programme	Duration of the Programme	No. of Teachers/Non-Teaching Staff who attended the programme						
Subject	Number of teachers																	
S. No.	Name of the Capacity Building Programme	Date of the Programme	Duration of the Programme	No. of Teachers/Non-Teaching Staff who attended the programme														
5	Leadership																	
	<p>5.1 Head of the School/Principal: a) Name : b) Qualifications: c) Contact Number: STD : Phone Number: d) Email id:</p> <p>5.2 Vice Principal of the School: a) Name : b) Qualifications: c) Contact Number: STD : Phone Number: d) Email id:</p>																	

6.4 Anti ragging committee with designations

Sr. No	Name	Designation

7	Inclusive Practices
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7.1 Mention if the following facilities are available for Differently abled. Indicate numbers :
 a) Ramp
 b) Lifts
 c) Accessible toilets
 d) Accessible drinking water outlets
 7.2 Number of Special Educators :
 7.3 Number of Wellness teachers/ Counsellors
 7.4 Number of Special Coaches

8	Scholastic and Co Scholastic Processes
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8.1 Number of students in different classes :
 Academic Session:

Class	Number of Sections	Boys	Girls	Total

8.2 Section teacher ratio: 1:

8.3 Teacher student ratio: 1:

8.4 Subjects taught :

Class	Subjects	Number of students

8.5 Teaching staff :

Sr.No.	Name of the teacher	Qualifications	Subject taught

8.6 Board Examination results (All years)

Year	Class	Number of students	Pass percentage	Number of student above 60%

8.7 Student outcomes :

NAS	
SAS	

9

Beneficiary Satisfaction

9.1 Parent teacher Association with designation

Sr. No	Name	Designation

9.2 Alumni Association

Sr. No	Name	Designation

	9.3 Email id for queries:			
	9.4 Help desk number :			
10	Photographs, Videos and Geo location			
	10.1 Photograph of the school building and facilities			
	10.2 Photograph of Hostel (if any)			
	10.3 Video of School infrastructure			
	10.4 Geo location of the School and other facilities			
	Date of Updation:	Official Responsible:		

ANNEXURE G

SUGGESTIVE TEMPLATE FOR SELF IMPROVEMENT PLAN

<School Name>

Year ____

Core Domain/sub domain/performance indicator	Level of Maturity	Aspirational Level	Area of Improvement	Prioritized Area L/M/H	Proposed Action	Convenor/Team	Timeline for completion

Key

Prioritized Area
L-Low
M-Medium
H-High

Maturity Levels
IV-Dynamic-Evolving
III-Stable
II-Transient
I-Inceptive

GLOSSARY

1. **Academic Calendar:** A publication listing all important dates in an academic year, including the start and end dates of classes, holidays, exam days, registration dates, financial aid, deadlines, etc.
2. **Accommodations:** Accommodations are adaptations that provide access to the general curriculum but do not fundamentally alter the learning goal or grade level standard. Accommodations provide access to curriculum for students with varying abilities.
3. **Affective domain:** The part of the human mind that makes people react emotionally and their ability to feel another person's pain or joy.
4. **Alumni:** Past students of the school.
5. **Anecdotal Record:** A report of descriptive accounts of episodes or occurrences in specific duration of life of an individual.
6. **Annual Curriculum Plan:** The yearly plan for the aggregate courses of study given in a school.
7. **Appraisal:** Act of estimating or judging the nature of a process.
8. **Assessee:** A person or property being assessed.
9. **Assessment tool:** The specific media used for types of assessment, e.g. written tests, viva voce, projects, etc.
10. **Assessor:** One appointed or elected to evaluate the merits, importance, etc., of school processes.
11. **Attendance records:** Relating to gathering daily students' attendance, storing and using data, thus collected, for consolidating information regarding regularity.
12. **Behavioral indicator:** Pointing or directing to the behaviour of a person.
13. **Benchmark:** A point of reference to make comparisons.
14. **Beneficiary:** A group that receives benefits, profits and advantages.
15. **Child abuse:** At a minimum, any recent act or failure to act on the part of a parent or caretaker, which results in death, serious physical or emotional harm, sexual abuse or exploitation, or an act or failure to act which presents an imminent risk of serious harm. Causing or permitting any harmful or offensive contact on a child's body; and, any communication or transaction of any kind which humiliates, shames, or frightens the child.
16. **Class wise Tracker:** It is a class wise worksheet/spreadsheet for recording the details of students (*roll no., participation in different activities, etc.*). It helps in tracking the performance of each child in the class. Teachers may use notebooks, an excel sheet, mobile app, etc.
17. **Code of conduct:** A set of conventional principles and expectations that are considered binding on any person who is a member of a particular group. A statement and description of required behaviors, responsibilities, and actions expected of members of a professional body. A code of conduct usually focuses on ethical and socially responsible issues and applies to individuals, providing guidance on how to act in cases of doubt or confusion.
18. **Cognitive domain:** The part of an individual's mind that defines how individuals think, their intellectual capabilities, level of development and preferred thinking styles, which range from knowledge through comprehension, application, analysis and evaluation to creation.
19. **Communication Tree:** Communication tree contains list of designated staff to whom primarily parents/ guardian can contact. At any given point of time if any parents/ guardian /students studying in the school need help / assistance /or wants to request / complainant can know whom to contact with the help of communication tree.

20. **Compensation:** Something given or received an equivalent for services.
21. **Co-Scholastic:** Pertaining to co/extra-curricular activities engaged in by students as part of the school curriculum. Co-Scholastic aspects include Life Skills, Co-curricular areas and Attitudes and Values.
22. **Counseling:** It constitutes three components, viz, informing, advising and counseling, where informing means giving appropriate and correct information; advising covers suggesting appropriate courses of action; and counseling means helping the learners to clarify their needs, feelings, etc. so that they can make appropriate decision for themselves.
23. **Curriculum:** The word has been derived from the Latin verb currere 'meaning to run'. From this follows an extension of the meaning to a course to be run and as a metaphor "an educational course to be taught/learned". In this sense, it is virtually synonymous with the term syllabus as is developed by expert committees or boards of studies of a university. In its broader sense the word 'curriculum' includes teaching strategies, learning activities and evaluation devices in relation to a particular syllabus. In the context of distance education, curriculum implies syllabi, multimedia course packages, self-learning processes of the student, and student support services.
24. **Decorum:** Dignified propriety of behavior, speech, dress, etc. orderliness; regularity.
25. **Developmental Continuum:** It outlines the sequence of skills that children can be expected to acquire as they develop. It covers a broad range of developmental domains (physical, social, emotional, communication/language and cognitive). It is a base for observation and discussion of children's growth and learning.
26. **Diagnostic:** Serving to identify a characteristic or being a precise indication.
27. **Differently abled:** Disabled (coined by US Democratic National Committee as a more acceptable term)
28. **Disaster Management:** Preparing for any calamity beforehand.
29. **Emblem:** A sign, design or figure that identifies or represents something e.g. the emblem of a school.
30. **Evaluation:** A process wherein the parts, processes, or outcomes of a programme are examined to see whether they are satisfactory, particularly with reference to its stated objectives. The assessment of a programme's outcomes or results is facilitated by measurement. Such measurement is affected by means of tools such as test, questionnaires, opinionnaires, inventories, interview schedules, scales, etc.
31. **Feedback:** A reaction or response to a particular process or activity.
32. **Formative Assessment:** A form of assessment that is done during the course of instruction; its outcome provides information that teachers can use to revise their teaching and students can use to improve their learning.
33. **Formative Evaluation:** Monitoring learning progress during instruction and to provide continuous feedback to both pupil and teacher concerning learning successes and failures. It includes assessment of paper - pencil test, assignments, projects, class work, homework, practical work etc.
34. **Four Strands:** The new format of Health and Physical Education by CBSE envisions that each student will undertake activities categorized under the following four strands:
 - Strand 1 - Games/Sports
 - Strand 2 - Health and Fitness
 - Strand 3 - Social Empowerment through Work Education and Action (SEWA)
 - Strand 4- Health and Activity Card (For record)

35. **Hubs of Learning:** Clusters of 4-5 neighbourhood schools each, for the purpose of collaborative growth, promotion of self-improvement and enhancement of quality of education
36. **Indicator:** Data or statistic that indicates or signals something.
37. **Induction:** Formal installation in office.
38. **Infrastructure:** Fundamental facilities and systems.
39. **Innovation:** Starting something for the first time; introducing something new, which has resulted from research and experimentation.
40. **Inter-disciplinary:** Of the inherent connections between academic subjects.
41. **Individual Education Plan (IEP):** A detailed plan for a specific child's special educational needs and identifies the services that will be provided to meet those needs.
42. **Learning Objectives:** Statements that define the expected goal of a curriculum, course, lesson or activity in terms of demonstrable skills or knowledge that will be acquired by a student as a result of instruction.
43. **Learning Outcomes:** Statements that describe significant and essential **learning** that learners have achieved, and can reliably demonstrate at the end of a lesson or a unit or a **course** or program. In other words, **learning outcomes** identify what the learner will know and be able to do by the end of a lesson or a unit or a **course** or program.
44. **Leadership Team:** A **leadership team** is a group of two or more people who are committed to collaboratively serve some significant organizational purpose for which they hold themselves mutually accountable.
45. **Logo:** Sign or character representing a word.
46. **Mission:** An assigned or self-imposed duty or task.
47. **Motto:** A sentence, phrase or word expressing the spirit or purpose of an organization.
48. **Observation schedule:** A time frame for illuminating issues based on diagnostic review of a situation.
49. **Pay Commission:** A legislative body created under law to set the minimum rate of pay for employees.
50. **Parent Participation Tracker:** A mechanism to track and measure parent involvement in school activities.
51. **Pedagogical Plan:** Pedagogical plan is the systematic plan for the learning activities to be taken up during the session for scholastic and co-scholastic. The plan defines the learning outcomes, learning tasks, learning environment, interactions, schedules, resources etc. Pedagogic planning lays the foundation for the designing of the curriculum and lessons. The pedagogical plan reflects the vision and mission of the school and helps in achieving those objectives. It needs to be reviewed at regular intervals.
52. **Pedagogy:** The art or science of teaching; education; instructional methods.
53. **Peer:** A person who is equal to another in abilities, qualities.
54. **Peer pressure:** The influence exerted by a peer group in encouraging a person to change his or her attitudes, values, or behavior in order to conform to group norms.
55. **Policies:** A definite course of action adopted for the sake of expediency, facility etc.
56. **Portfolio:** A collection of evidences of students work over a period of time.
57. **Position Paper:** Most useful in context where detailed comprehension of another utility views are important. They are used to make public official recommendation and enable discussion on emerging topics.

58. **Process Owner:** Persons responsible for the management of processes within the organization.
59. **Project:** A task given over a period of time and generally involves collection and analysis of data. It is useful in theme based learning.
60. **PTM:** An interface between the educator and the guardian of the student for discussing his / her areas of improvement and / or achievement.
61. **Relationship Management:** Strategy by which the school maintains engagement with its stakeholders or maintenance of relationships between the school and its stakeholders.
62. **Remedial Class:** A class that teaches skills that are needed to succeed in pursuing some courses. These skills can be in the areas like mathematics, writing, reading, etc.
63. **Remediation:** Correction of something defective or reversal/of stopping damage.
64. **Safety Measures:** Activities and precaution taken to improve safety i.e. reduce risk related to human health.
65. **Scholastic:** Includes subject specific areas.
66. **Staff Appraisal:** The key to effective school development by appraising / estimating the performance of the staff. An opportunity for motivation and opportunity for teachers.
67. **Staff Muster:** Record keeping of an employee's attendance.
68. **Staff Records:** Relating to gathering, storing and using information of employees.
69. **Summative Assessment:** A culminating assessment, which gives information on students' mastery of content, knowledge, or skills at the end of instruction and testing.
70. **Summative Evaluation:** The evaluation conducted at the end of an instructional segment is called summative evaluation. It is designed to determine the extent to which the instructional objectives have been achieved. It is usually used for assigning course grades or certification.
71. **Syllabus:** An outline and summary of topics to be covered in a course of study. A syllabus usually contains specific information about the course.
72. **Teachers log book:** A record keeping book provided to record work performed and time duration taken to perform it.
73. **Vision:** The act or power of anticipating that which will or may happen.

List of Committee Members

S. No.	Name	Designation and Organisation
1	Dr. Joseph Emmanuel	Director Academics, CBSE
2	Late Prof. Veer Pal Singh	Head (ESD), NCERT
3	Dr. Sharad Sinha	Professor (DTE), NCERT
4	Prof. Pranati Panda	Head of the Deptt. of School and Non-Formal Education, NIEPA
5	Mr. G. Chandramouli	Deputy Commissioner, NVS
6	Dr. Sandhya Kumar	Deputy Director (Academics) NIOS
7	Mr. SS Das	Deputy Director (Evaluation), NIOS
8	Ms. Madhu Ahluwalia	Sr. Advisor, Quality Council of India
9	Mr. Arunabh Singh	Chair-UP (West) FICCI ARISE
10	Ms. Kalpana Chaudhary	Director Emeritus, N.H.Goel World School, Raipur
11	Ms. Kalpana Kapoor	Former Principal, DPSG Group of Schools, Ghaziabad and Leadership Coach
12	Ms. Rupa Chakravarty	Director, Suncity Group of Schools, Gurugram
13	Ms. Sharmila Chatterjee	Principal, Billabong International High School, Noida
14	Mr. Praveen Malik	Principal, KV Gole Market, Delhi
15	Ms. Ramandeep Kaur	Deputy Secretary, Academics, CBSE

NEP Task of the Ministry of Education

5/2020/SS Division



सूचना का
अधिकार

भारत सरकार
मानव संसाधन विकास विभाग

स्कूल शिक्षा और साक्षरता विभाग

शास्त्री भवन

नई दिल्ली - 110 115

GOVERNMENT OF INDIA

MINISTRY OF HUMAN RESOURCE DEVELOPMENT

DEPARTMENT OF SCHOOL EDUCATION & LITERACY

SHASTRI BHAVAN

NEW DELHI-110 115

L. S. Changsan
Joint Secretary (Institutions)
Tel No. 011-23070584

D.O. No. F.12-7/2020-Sch.3

Respected Sir,

Dated 21st October, 2020

As you are aware, the new National Education Policy has been recently approved by the Government of India. In this context, this Department has prepared an Action Plan for tasks to be undertaken under NEP by Bureaus and Autonomous Organisations of this Department which has already been circulated to all the concerned Organisations.

2. Under task 216, it has been proposed that the Central Board of Secondary Education (CBSE) will act as Standards Setting Authority for Kendriya Vidyalaya (KVs) and Jawahar Navodaya Vidyalaya (JNVs). Once cleared, CBSE will prepare standards as per Chapter 8 of the NEP for KVS and JNV and prepare an online disclosure system. CBSE will also lay down for all its schools parameters in addition to those laid down by respective states SSA for the purpose of examination registration, extension of affiliation, etc. The extracts of relevant paras of the NEP (i.e. **Standard-setting and Accreditation for School Education**) are attached herewith for ready reference.

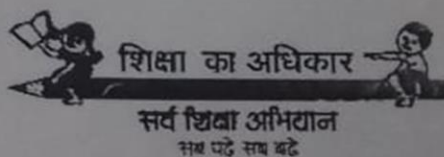
3. I shall be grateful, if you could kindly initiate action on the given task and set up Standards Setting Authority for JNVs and KVs as per chapter 8 of the NEP under intimation to this Department. This task should be completed within 2021-2022. A copy of this letter is being marked to KVS and NVS.

With regards,

Yours sincerely

(L. S. Changsan)

To
Shri Manoj Ahuja,
Chairman,
Central Board of Secondary Education,
"Shiksha Kendra" 2,
Community Centre, Preet Vihar,
Delhi-110092.
Email: chmn-cbse@nic.in





**DEPARTMENT OF SCHOOL EDUCATION AND
LITERACY MINISTRY OF EDUCATION
GOVERNMENT OF INDIA**