



# CBSE

## School Quality Assessment and Assurance Framework



### Central Board of Secondary Education

Academic Unit

011-23231067

[sqaa@cbseshiksha.in](mailto:sqaa@cbseshiksha.in)

Encouraging Self Reflection,  
Accountability, Collaboration and  
Innovation



CBSE SQAA Framework April 2023



## CONTENTS

<b>S. No.</b>	<b>Topics</b>	<b>Page no.</b>
<b>1.</b>	<b>LEARNER PROFILE</b>	<b>5</b>
<b>2.</b>	<b>SECTION 1- STANDARDS FRAMEWORK</b>	<b>7-269</b>
	• Introduction	
	• Vision, Mission and Values Framework	
	• Objectives	
	• Eligibility	
	• Approach and Impact	
	• Structure and Organisation of Standards Framework	
	• Weightage assigned to domains in the Framework	
	• Overview of the Framework	
	• Domains, Sub Domains and Standards	
	• Quality Assessment Process	
	• Scoring Process, School SQAA Profile and Maturity Levels	
<b>3.</b>	<b>SECTION II – ANNEXURES AND GLOSSARY</b>	<b>271 – 301</b>
	• Annexure A- Safety Checklist	
	• Annexure B – Constitution of School Safety Committee	
	• Annexure C – Integrating Learning about Safety in School Education	
	• Annexure D – School Safety Pledge	
	• Annexure E – Constitution of Parent Teacher Association	
	• Annexure F – Template for Self-Improvement Plan	
	• Annexure G - Score Card	
	• Glossary	

## ACRONYMS

ACPP	Annual Curriculum and Pedagogical Plan
ASD	Autism Spectrum Disorder
CBOs	Community Based Organisation
CBSE	Central Board of Secondary Education
DIKSHA	Digital Infrastructure for Knowledge Sharing
EBSB	Ek Bharat Shrestha Bharat
FLN	Foundational Literacy and Numeracy
HPC	Holistic Progress Card
HPE	Health and Physical Education
IEP	Individual Education Plan
LOs	Learning Outcomes
MoM	Minutes of Meeting
NAS	National Achievement Survey
NCERT	National Council of Educational Research and Training
NCF	National Curricular Framework
NEP	National Education Policy
NGO	Non-Governmental Organisation
PE	Physical Education
SAFAL	Structured Assessment For Analyzing Learning
SDGs	Sustainable Development Goals
SEWA	Social Empowerment through Work Education and Action
SLAS	State level achievement Survey
SLD	Specific Learning Disability
SQAA	School Quality Assessment and Assurance
OoSC	Out of School Children

## LEARNER PROFILE

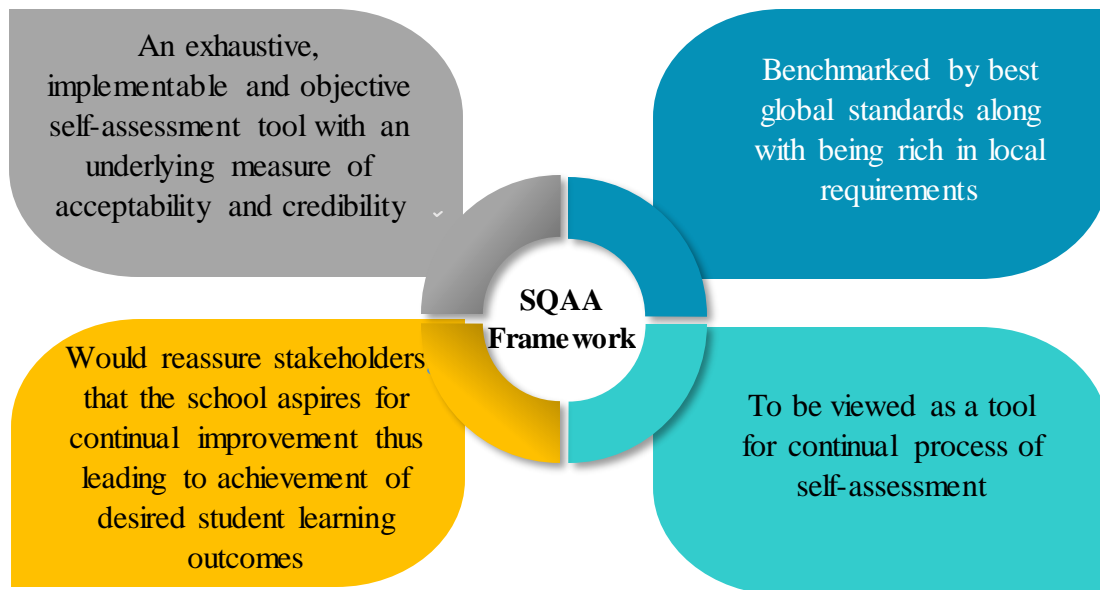
PREPARING MYSELF FOR THE FUTURE	
<b>SELF-AWARE</b>	<ul style="list-style-type: none"> <li>• I work to understand myself better and am open to constructive feedback</li> <li>• I look for continual improvement that supports my learning as well as personal development</li> </ul>
<b>CARING AND COMPASSIONATE</b>	<ul style="list-style-type: none"> <li>• I am kind and thoughtful</li> <li>• I show kindness, empathy and compassion and act to make a positive difference in the lives of others</li> </ul>
<b>SOCIALLY RESPONSIBLE</b>	<ul style="list-style-type: none"> <li>• I am responsible for myself and responsive to and respectful of others</li> <li>• I care about significant local and global issues that make an impact on our lives and on planet earth</li> </ul>
<b>OPEN MINDED</b>	<ul style="list-style-type: none"> <li>• I try to make connections while using information</li> <li>• I appreciate my own culture and beliefs as well as the traditions, beliefs and culture of others</li> </ul>
<b>REFLECTIVE</b>	<ul style="list-style-type: none"> <li>• I think about my behavior and actions and its impact on others</li> <li>• I find ways to improve my learning and behavior</li> </ul>
<b>PRINCIPLED</b>	<ul style="list-style-type: none"> <li>• I act with honesty, integrity and fairness and respect others</li> <li>• I take responsibility for my actions</li> </ul>
<b>RISK TAKER</b>	<ul style="list-style-type: none"> <li>• I am resourceful and resilient in the face of challenges</li> <li>• I love to explore new ideas</li> </ul>
<b>CONFIDENT</b>	<ul style="list-style-type: none"> <li>• I can express myself confidently</li> <li>• I can work with information and ideas of my own and those of others</li> </ul>
<b>COMMUNICATOR</b>	<ul style="list-style-type: none"> <li>• I am confident and articulate in expressing myself in more ways than one</li> <li>• I am a good listener and can understand others' perspectives</li> </ul>
<b>COLLABORATOR</b>	<ul style="list-style-type: none"> <li>• I work well independently as well as in groups</li> <li>• I appreciate and respect diversity</li> </ul>
<b>ENGAGED</b>	<ul style="list-style-type: none"> <li>• I am intellectually, socially and emotionally ready to make a difference</li> <li>• I consciously engage with issues that have a significant local and global impact</li> </ul>
<b>INQUIRER</b>	<ul style="list-style-type: none"> <li>• I am curious and ask a lot of questions</li> <li>• I learn with enthusiasm and try to find answers independently</li> </ul>
<b>PROBLEM SOLVER &amp; DECISION MAKER</b>	<ul style="list-style-type: none"> <li>• I analyse data and evaluate my options in solving problems</li> <li>• I take informed decisions and act responsibly</li> </ul>
<b>CRITICAL AND CREATIVE THINKER</b>	<ul style="list-style-type: none"> <li>• I use my critical and creative thinking skills to make informed and ethical choices</li> <li>• I think out of the box to find alternative solutions to complex problems</li> </ul>
<b>INNOVATOR</b>	<ul style="list-style-type: none"> <li>• I explore, experiment and discover</li> <li>• I introduce new ideas and concepts</li> </ul>
<b>BALANCED</b>	<ul style="list-style-type: none"> <li>• I take care of my physical, intellectual, and emotional well being</li> <li>• I make decisions based on critical and creative thinking when faced by a problem</li> </ul>

**SECTION 1**

**STANDARDS' FRAMEWORK  
(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.

### VALUES 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

- a. Promote interconnectedness among stakeholders to support the school systems for ongoing research and development to improve achievement of student learning outcomes.
- b. Inspire schools to review and reflect on their curricular practices and achievement of student learning outcomes.
- c. Promote student centric non-discriminatory curriculum which prepares students to be confident, connected and lifelong learners as envisaged in NEP 2020.
- d. Stimulate schools to reflect, review, assess and create their institutions as learning organizations that are continuously growing and evolving on their developmental continuum.
- e. Foster the culture of openness, transparency and objectivity in self-assessment, peer review and external assessment.
- f. 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.



## 1.4 ELIGIBILITY FOR SQAA PROCESS

Schools affiliated to CBSE must undergo the process of SQAA and self-assess themselves on the SQAA Framework **every year** on SQAA Portal.

The schools aspiring to be affiliated to CBSE can also undertake self-assessment against the framework in an offline mode and prepare themselves for self-assessment while submitting application for affiliation.

## 1.5 APPROACH AND IMPACT

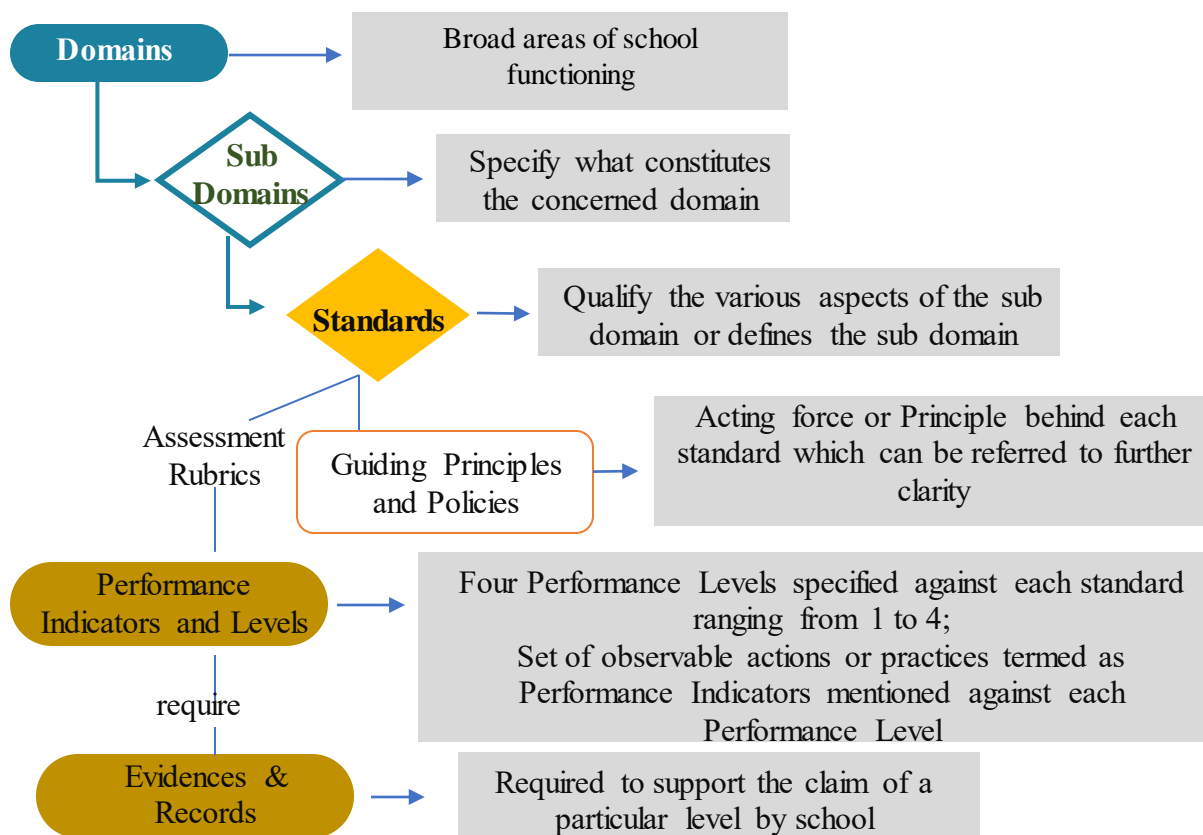
The complete focus of the standards is on *encouraging Self-Evaluation, Accountability, Collaboration and Innovation*. Apart from this, the following has also been kept in mind while framing of standards:

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

## 1.6 STRUCTURE AND ORGANIZATION OF SQAA FRAMEWORK

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:



*It is suggested that in order to understand and make sense of the framework, the domains, sub domains, standards, performance indicators, supporting documents 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.*

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

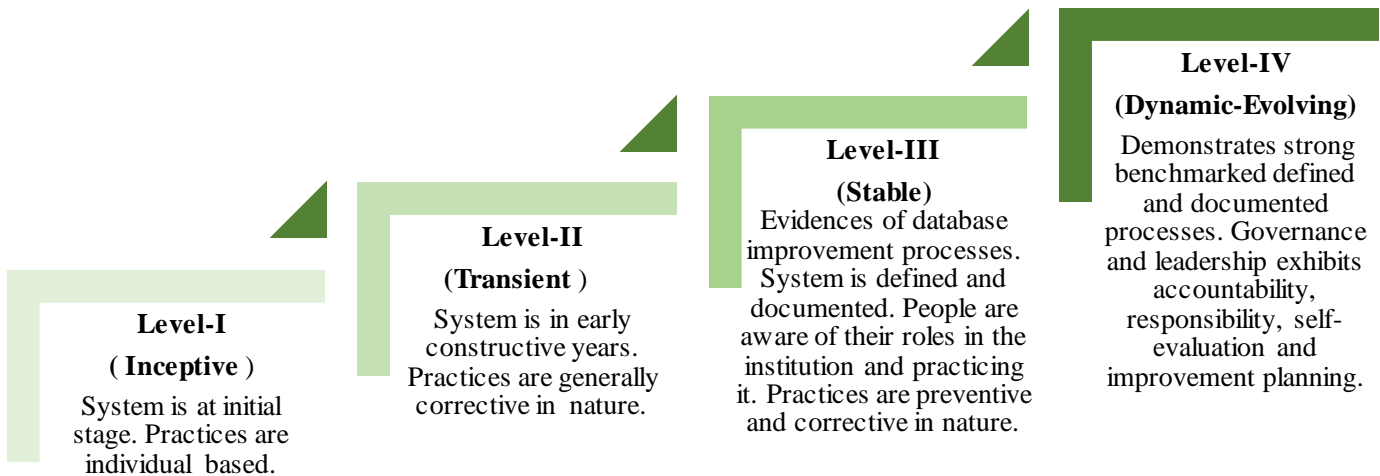
<b>Domain</b>	<p>1. SQAA Framework rests on the following seven domains which ensure school effectiveness:</p> <ul style="list-style-type: none"> <li>• Curriculum, Pedagogy and Assessment</li> <li>• Infrastructure – Adequacy, Functionality and Aesthetics</li> <li>• Human Resources</li> <li>• Inclusive Practices</li> <li>• Management and Governance</li> <li>• Leadership</li> </ul>
---------------	--

	<ul style="list-style-type: none"> <li>• Beneficiary Satisfaction</li> </ul> <ol style="list-style-type: none"> <li>2. These domains are the key performance areas of school.</li> <li>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></li> </ol>
<b>Sub Domain</b>	<ol style="list-style-type: none"> <li>1. Specifies what constitutes each domain</li> <li>2. Ensures uniformity in understanding and interpretation across all users and stakeholders</li> <li>3. Example: Sub domains of <i>Curriculum, Pedagogy and Assessment</i> may be: <ol style="list-style-type: none"> <li>a. Curriculum Planning</li> <li>b. Teaching Learning Process</li> <li>c. Student Enrichment, Skill based/Vocational Education Programmes embedded in the Annual Curriculum and Pedagogical Plan</li> <li>d. Mainstreaming Physical Education and Sports</li> <li>e. Values and Ethos</li> <li>f. Student Performance, Assessment of Learning Outcomes and Feedback and Learning Enhancement Programme</li> <li>g. Early Childhood Care and Education and Foundational Literacy and Numeracy</li> </ol> </li> <li>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.</li> </ol>
<b>Sub-Sub Domain -Standards/ Benchmarking Statements</b>	<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 '<i>Curriculum, Pedagogy and Assessment</i>', we would find following Standards or Benchmarking Statements:</p> <ul style="list-style-type: none"> <li>○ Principal and teachers are familiar with the spirit and content of NCF and recommendations of NEP.</li> </ul>

	<ul style="list-style-type: none"> <li>○ The School Leaders and Teachers are familiar with the curriculum documents and support material brought out by CBSE.</li> <li>○ The School Integrated Annual Curriculum and Pedagogical Plan (ACPP) reflects the recommendations of the Board.</li> <li>○ Curriculum develops skills and abilities which prepare students for lifelong learning; fosters global citizenship leading to attainment of Sustainable Development Goals (SDGs).</li> </ul> <p>As compared to Domain and Sub Domain, Standards:</p> <ul style="list-style-type: none"> <li>○ are more concrete and specific</li> <li>○ tend to give operational definition of concerned Sub-domain</li> </ul> <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><b>Performance Levels, Performance Indicator and Rubrics</b></p>	<p>Performance Levels, Performance Indicators and Rubrics answer the following questions:</p> <ul style="list-style-type: none"> <li>○ How School would be assessed on each standard?</li> <li>○ How to determine where school stands on each standard so that school may aspire for continual improvement?</li> <li>○ How to determine appropriate performance level on standard for school?</li> </ul> <p>For facilitating assessment of school on each standard, four <i>performance levels</i> 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 <i>performance indicators</i> are specified. Technically, if against each standard or benchmarking statement, performance levels and associated performance indicators are specified, resultant scoring guide tool is called '<b>Rubric</b>'.</p> <p><i>Note: Performance levels are ordered incrementally from low to high, it means for getting higher performance level, requirements of previous 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>

	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.
<b>Score</b>	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. <b>In order to get a score of 4, all the performance indicators at other three levels along with all the performance indicators at level 4 must stand true/appropriate for the school.</b> Similarly, Performance level-III, II and I are carrying weightage scores of 3, 2 and 1 respectively.
<b>Record/Evidence/ Supporting Documents</b>	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. <b>(Availability of documents at all levels: 5+3+3+4 is preferred)</b> <i>Note: One document can also be an evidence for other domains and their sub domains and standards.</i> <b>Example:</b> A common/separate Curriculum/Pedagogy/Assessment Policy for Nursery – Class II, III-V, VI-VIII, IX-XII can be a supporting document for Domains 1 and 4. <i>Schools are expected to upload/make available only those supporting documents that reflect planning, implementation, mentoring and monitoring practices, reflection, gap analysis, improvement plans in school processes leading to enhanced student learning outcomes and impact analysis of improvement plans, etc.</i>
<b>Policy/Reference Document</b>	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><b>Maturity Level</b></p>	<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 <i>‘Dynamic-Evolving’, ‘Stable’, ‘Transient’ and ‘Inceptive’</i> 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>
------------------------------	---



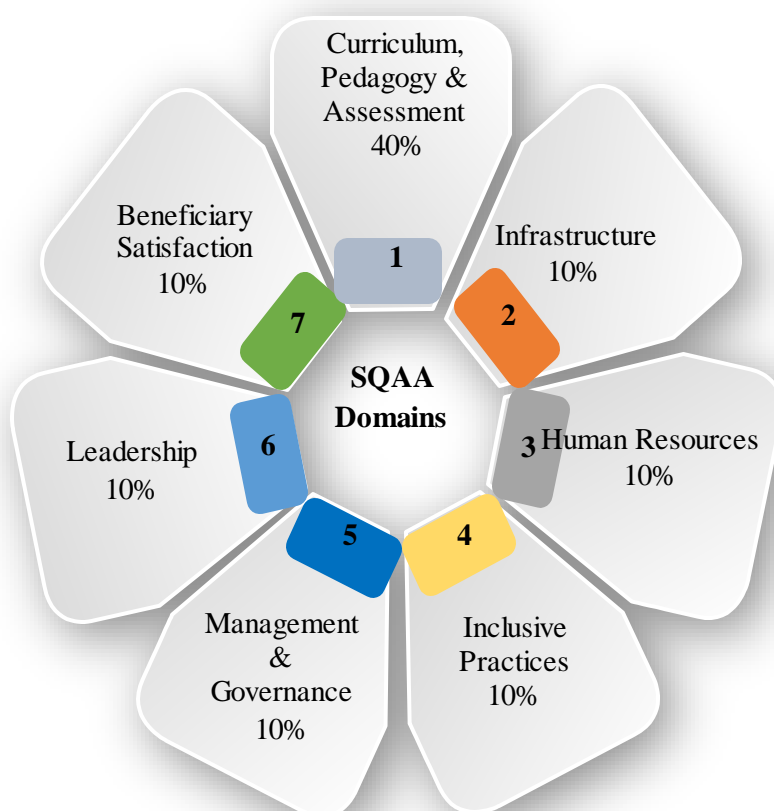
### Level 4 of Performance Indicators

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.

## 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

S. No.	Domains	Sub-domains	Standards / Benchmarking Statements	
1	Curriculum, and Assessment	Pedagogy	7	26
2	Infrastructure		12	20
3	Human Resources		05	10
4	Inclusive Practices		05	07
5	Management and Governance		10	10
6	Leadership		03	05
7	Beneficiary Satisfaction		06	06
	<b>Total Items</b>		<b>49</b>	<b>84</b>

## 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 1: CURRICULUM, PEDAGOGY AND ASSESSMENT

<b>DOMAIN OVERVIEW</b>	
<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 interdisciplinary 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>	
<b>SUB DOMAINS</b>	<b>STANDARDS</b>
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 School Leaders and Teachers are familiar with the curriculum documents and support material brought out by CBSE.</p> <p>1.1.3 The School Integrated Annual Curriculum and Pedagogical Plan (ACPP) reflects the recommendations of the Board.</p> <p>1.1.4 Curriculum develops skills and abilities which prepare students for lifelong learning; 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 as defined by the Appropriate Authority/State/UT Government.</p> <p>1.2.2 The school follows Teacher – Student Ratio as per norms.</p> <p>1.2.3 Teachers are empowered to adopt varied teaching learning approaches reflecting their understanding of the needs of the diverse students and create a conducive environment for joyful learning.</p> <p>1.2.4 The School uses NCERT defined Learning Outcomes (LOs) for all classes as success criteria.</p>
1.3 Student Enrichment, Skill based/Vocational Education 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 entrepreneurial and employability skills and provides opportunities for internship and apprenticeship at local industry.</p> <p>1.3.3 The school provides facilities to the students to participate in activities which enhance Literary and Reading Skills, Creative and Critical Thinking Skills; Scientific Skills; Communication Skills, Leadership Skills, and ensures mandatory Digital, Financial, Citizenship, Information and Media, Environmental and Health Literacy.</p>

	1.3.4 The school has a Life Skills Development Programme focusing on Thinking, Social and Emotional skills.
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. 1.4.2 Teaching and learning of PE, Sports, Yoga and other Fitness Activities is rich and engaging. 1.4.3 Inclusive PE and Sport is an important aspect of school.
1.5 Values and Ethos	1.5.1 The school nurtures values through a climate of care, compassion, and respect; welcomes diversity and creates a culture of pride for the school amongst the stakeholders. 1.5.2 The school inculcates pride towards Indian heritage and civilization and encourages students to be conscious of their duties towards society, living beings and nature.
1.6 Student Performance, Assessment of Learning Outcomes and Feedback and Learning Enhancement Programme	1.6.1 The school ensures 75% attendance of its students and reduces drop outs. 1.6.2 Teachers use multiple modes of assessment to assess the performance of the students - Assessment of Learning. 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. 1.6.4 Assessment of skills and competencies (visual and performing arts, life skills, values and ethos, vocational skills, health and physical education, scientific skills, computational skills, literacy skills, digital skills, reading skills and other skills) is done on the basis of Learning Outcomes and the criteria given in the Holistic Progress Card (HPC). 1.6.5 The school uses the results of NAS/SLAS/Third Party Assessment/CBSE SAFAL assessment to ensure all students progress on their developmental continuum.
1.7 Early Childhood Care and Education and Foundational Literacy and Numeracy	1.7.1 The school organises content and teaching learning material based on defined Learning Outcomes, principles and guidelines given in NCF for Foundational Stage along with consideration for the local context. 1.7.2 The school adopts an inclusive approach to pedagogy that is play based, engaging, contextual and experiential. 1.7.3 The schools designs and conducts age appropriate, regular and ongoing assessments that check for the achievement of the defined Learning Outcomes. 1.7.4 The school has created a suitable ecosystem for attaining Foundational Literacy and Numeracy (FLN) targets for all children.

## 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"> <li>School leaders have read the NEP and NCF documents and engaged in discussions.</li> <li>School leaders have identified the key recommendations of NEP and NCF.</li> </ul>	<ul style="list-style-type: none"> <li>The school organizes orientation programmes and discussions for teachers on NEP and NCF.</li> <li>The school organizes orientation programmes for parents on NEP and NCF.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers integrate recommendations of NCF and NEP in their lesson plans.</li> <li>Lesson plans are reviewed regularly in relation to achievement of defined learning outcomes.</li> <li>Classrooms are observed regularly in relation to achievement of defined learning outcomes.</li> <li>Feedback and feedforward is given to the teachers at regular intervals to improve teaching learning process.</li> </ul>	<ul style="list-style-type: none"> <li>School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4) is available.</li> <li>The school has integrated the recommendations of NCF and NEP in the school curriculum.</li> <li>School leaders engage in regular data analysis to assess alignment of school curriculum and teaching learning practices with NEP and NCF.</li> <li>Identified gaps are addressed with appropriate measures.</li> </ul>

#### Guiding Principles/Policies

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

### SUGGESTED SUPPORTIVE DOCUMENTS 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 Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4)		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 School Leaders 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"> <li>All teachers have access to respective syllabi and Manuals/Handbooks developed by the Board.</li> </ul>	<ul style="list-style-type: none"> <li>The school organizes orientation programme to familiarize the staff with the key recommendations of the Board.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are regularly engaged in micro discussions/dialogue to understand the impact of integrating the recommendations of the Board on achievement of learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).</li> <li>Teachers are trained and mentored on a regular basis.</li> <li>Resources prepared by the teachers and their teaching practices are analysed regularly to gauge their understanding.</li> <li>Areas of improvement are identified and action plans made accordingly.</li> </ul>

**Guiding Principles/Policies**

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

## SUGGESTED SUPPORTING DOCUMENTS 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 Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4)		School Calendar		Minutes of Departmental Meetings		Consolidated Time Table reflecting the educational programme in the school	
List of CBPs for teachers		Annual Curriculum and Pedagogical Plan reflecting the educational programme in the school		Teachers' Diary with Lesson Plans reflecting the educational programme in the school		Mentoring and Monitoring and Reviewing Practices	
School Vision & Mission statements reflecting ethos of NCF/NEP		Roles and Responsibility of Staff		Any other		Improvement Plans to strengthen the system	

**1.1.3 The School Integrated Annual Curriculum and Pedagogical Plan (ACPP) reflects the recommendations of the Board.**

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"> <li>• A syllabi bifurcation annual plan for all the classes is available.</li> <li>• The monthly syllabi plan is shared with the parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Orientation programmes are held for teachers of all stages to acquaint them with the curricular and pedagogical and assessment approaches as recommended in NEP and NCF.</li> <li>• Discussions are conducted with teachers on the format to be adopted while designing the Integrated Annual Curriculum and Pedagogical Plan keeping the CBSE guidelines in view.</li> <li>• A draft for the ACPP is prepared subject wise, class wise and unit wise in collaboration with the teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• The school identifies professional development needs and organises CBPs accordingly.</li> <li>• Teachers engage in in-house training programmes to develop a teaching learning model most suited to local/classroom context that promotes 21<sup>st</sup> century skills.</li> <li>• The curriculum plan draws connections among different subjects and disciplines in order to promote interdisciplinary learning.</li> <li>• The school Annual Curriculum and Pedagogical Plan reflects enhancement in 21<sup>st</sup> century skills, Values and Ethics, Health and Physical Education, Visual and Performing Arts, Vocational Skills etc. and is integrated with different aspects of learning.</li> <li>• The innovative ACPP is shared with the parents.</li> </ul>	<ul style="list-style-type: none"> <li>• The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).</li> <li>• The curriculum plan details strategies on promoting multilingualism.</li> <li>• Integrated Annual Curriculum and Pedagogical Plan reflects Vision and Mission of the school and alignment with recommendations of NCF.</li> <li>• The approved Annual Curriculum and Pedagogical Plan is effectively implemented.</li> <li>• The school team meets at regular intervals to evaluate the effectiveness of the implementation of ACPP.</li> <li>• Data is analysed regularly to identify strengths and areas of improvement and action plans made accordingly to strengthen the system.</li> <li>• Teachers are mentored on a regular basis.</li> </ul>

**Guiding Principles/Policies**

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

### SUGGESTED SUPPORTING DOCUMENTS 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 Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4)		Integrated Annual Curriculum and Pedagogical Plan/School Calendar based on New pedagogical and curricular structure of school education (5+3+3+4)		Lesson plans reflecting multiple approaches to learning - experiential learning, cooperative learning, inquiry based, research based, art based, toy based, blended learning, design thinking, usage of ICT tools etc.		Strategies adopted to incorporate multilingualism	
Vision and Mission of School		Details of Clubs/Activities/Courses/ Internship/ Vocational Education/Contemporary Courses		Lesson Plans reflecting integrated/cross curricular approach to learning; and enhancement in skills and competencies of 21st century		Anecdotal records	
List of CBPs for teachers		Minutes of Departmental Meetings and Staff Meetings		Lesson plans reflecting enhancement of life skills, values, art education, health and fitness, FLN		Mentoring and Monitoring Practices	
Guidelines to prepare Annual Curriculum Plan and Annual Pedagogical Plan		Consolidated Time Table reflecting the educational programme and its philosophy		Supporting Documents of activities conducted for all classes on appreciating India's rich cultural heritage		Improvement Plan to strengthen the system	
Staff process owner list		Any other		Any other		Any other	



**1.1.4 Curriculum develops skills and abilities which prepare 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"> <li>• The school is aware of the recommendations of the NCF and guidelines of the Board.</li> <li>• The school leaders have oriented teachers on the learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• The school identifies the required skills to be enhanced among the students at every stage.</li> <li>• The time table and school calendar reflects age appropriate opportunities provided to students to enhance their 21<sup>st</sup> century skills.</li> </ul>	<ul style="list-style-type: none"> <li>• School ACPP and Calendar reflects provision of opportunities and other innovative means for students to demonstrate their 21<sup>st</sup> century skills and abilities towards the attainment of SDGs.</li> <li>• Students are given opportunities to participate in intra/inter/district level competitions to enhance their 21<sup>st</sup> century skills.</li> </ul>	<ul style="list-style-type: none"> <li>• The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).</li> <li>• More than 50% Students participate in competitions which aim at enhancing their problem-solving skills, logical reasoning skills and other 21<sup>st</sup> century skills.</li> <li>• 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 exchange and incorporate best practices.</li> <li>• The school team meets at regular intervals to evaluate the impact of the activities on learner outcomes.</li> <li>• Data is analysed regularly to identify strengths and areas of improvement and action plans made accordingly to strengthen the system.</li> <li>• Teachers are mentored on regular basis.</li> </ul>

**Guiding Principles/Policies**

*Learning The Treasure Within' –UNESCO, NEP, NCF 2005, CBSE Circulars, SDGs, Life Skills Manuals, Health Manuals*

### SUGGESTED SUPPORTING DOCUMENTS 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 Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4)		Teacher Time Table reflecting school's educational programme and its philosophy		Anecdotal Records of Students		List of local artisans and craftsmen involved in internship program	
Annual Curriculum and Pedagogical Plan		Consolidated Students' Time Table reflecting school's educational programme and its philosophy		Portfolio of students-samples from each stage		List of yearlong course on local crafts	
Teacher's Diary reflecting school's educational programme and its philosophy		Strategies to strengthen Play way approach in Pre-Primary classes		Student Activity Tracker-samples from each stage		List of contemporary courses offered (AI, Organic Living, Holistic Living, Data Science, Design Thinking, machine Learning, futuristic technologies such as IT, Artificial Intelligence, Machine Learning, 3D printing, IOT, Data Analytics, Space Technology, Business Intelligence, Augmented Reality/Virtual Reality, Cyber Security, Data Science, Robotics, etc.)	
Performance Profiles of Students		Strategies to strengthen Foundational Literacy and Numeracy skills		List of themes/subjects offered at every stage (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 Plans to strengthen the system	
Roles and Responsibilities of Staff		Any Other		Any Other		Any Other	

**Sub –Domain – 1.2 Teaching Learning Processes**

**1.2.1 School follows an optimum number of teaching days and teaching hours as defined by the Appropriate Authority/State/UT Govt.**

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"> <li>• The school follows the working days and working hours as per norms.</li> <li>• Time table prepared provides sufficient time for the completion of syllabus and student activities.</li> </ul>	<ul style="list-style-type: none"> <li>• The published Time Table allows time to cover and revise all components of the curriculum along with the completion of published activities in school calendar.</li> </ul>	<ul style="list-style-type: none"> <li>• Innovative Time Table and School Calendar allocates sufficient time for addressing the needs of all the children.</li> <li>• The time table allocates time for better planning; preparation; and learning enhancement programmes and skill building practices to achieve learner outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).</li> <li>• Monitored implementation of time table and school calendar allows for all the students including those with special needs and belonging to diverse socio-economic backgrounds to move forward on their developmental continuum.</li> <li>• The time table and school calendar are reviewed at regular intervals and improvement plans made accordingly.</li> </ul>

**Guiding Principles/Policies**

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

### SUGGESTED SUPPORTIVE DOCUMENTS 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 Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4)		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	
Class wise time table		Consolidated Timetable reflecting school's educational programme and its philosophy		Teacher Time table reflecting school's educational programme and its philosophy		Improvement Plans to strengthen the system	
Supporting documents reflecting student work		Roles and Responsibilities of Staff		Any other		Any other	

<b>1.2.2 The school follows Teacher – Student Ratio as per norms.</b>			
<b>1.2.2.1 - Level I - Inceptive</b>	<b>1.2.2.2 - Level II - Transient</b>	<b>1.2.2.3 - Level III- Stable</b>	<b>1.2.2.4 - Level IV- Dynamic Evolving</b>
<ul style="list-style-type: none"> <li>The school follows teacher – student ratio of 1 teacher for 40 students.</li> </ul>	<ul style="list-style-type: none"> <li>The school follows the teacher-student ratio of 1 teacher for 36-39 students.</li> </ul>	<ul style="list-style-type: none"> <li>The school follows the teacher-student ratio of 1 teacher for 31-35 students.</li> </ul>	<ul style="list-style-type: none"> <li>The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).</li> <li>The school follows the teacher-student ratio of 1 teacher for 30 students at lower primary level and 1:35 for upper primary level.</li> <li>For secondary/higher secondary level, the school follows what is prescribed by the Board.</li> </ul>

#### **Guiding Principles/Policies**

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

### SUGGESTED SUPPORTING DOCUMENTS THAT CAN BE REVIEWED BY SCHOOL

<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>
School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4)		Attendance Register of each class		Consolidated Time Table reflecting school's educational programme and its philosophy		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 are empowered to adopt varied teaching learning approaches reflecting their understanding of the needs of the diverse students and create a conducive environment for joyful learning.**

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"> <li>• Teachers make use of textbooks while teaching.</li> <li>• Lessons are planned and implemented with clear learning objectives.</li> <li>• Teaching Learning Material (TLM) is available in each class as required.</li> <li>• Teachers are able to create no-cost/low cost teaching aids/tools.</li> <li>• All teachers attend the CBPs as mandated by the Board.</li> </ul>	<ul style="list-style-type: none"> <li>• Guidelines for preparing integrated lesson plans and varied teaching learning approaches and tools are available.</li> <li>• Teachers focus on subject specific skills to meet the learner outcomes by using questioning and dialogue techniques together with whole group work and individual work.</li> <li>• Informal assessments are integrated in the lesson plans.</li> <li>• Two or more innovative Teaching Learning material is developed by each teacher in each topic.</li> <li>• There are regular classroom observations and feedback given to the teachers.</li> <li>• Teachers share their learning experiences gained through capacity building programmes with their peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers make use of innovative, age appropriate and experiential pedagogical approaches to create a joyful learning environment in their classrooms.</li> <li>• Teachers facilitate application of knowledge to real life situation and develop critical and creative thinking skills in students.</li> <li>• Teachers adopt pedagogical strategies that meet the requirements of divyang, students coming from diverse socio-economic groups.</li> <li>• There are regular classroom observations and feedforward given to teachers.</li> <li>• Teachers are mentored to reflect on their teaching practices and supported to bridge the gaps.</li> <li>• Students are encouraged to design their own learning plans under the guidance of the teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).</li> <li>• Lesson plans are created keeping in view skills that students would need in the future.</li> <li>• Teachers use multiple modes of teaching learning strategies and digital and online teaching platforms.</li> <li>• Teachers recognize diverse learners with different learning styles.</li> <li>• Students design their own learning plans.</li> <li>• Teachers support all the students including gifted students by preparing individual education plans and providing interventions in regional languages, if necessary.</li> <li>• Students are prepared to participate in events and competitions.</li> </ul>



		<ul style="list-style-type: none"> <li>• Peer Learning and other collaborative/group work is encouraged.</li> <li>• Innovative Teaching Learning material is developed by the teachers in collaboration with students.</li> <li>• The experiences gained through the CBPs are reflected in the teaching learning process.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers and students make extensive use of technology to go beyond the planned school curriculum.</li> <li>• Formative assessments are integrated in classroom teaching and used towards remediation and understanding the needs of students.</li> <li>• The teaching learning process is closely monitored, gaps identified and action plans made accordingly.</li> <li>• Each teacher receives mentorship on making teaching learning process effective, experiential and joyful.</li> </ul>
--	--	--	--

### 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 SUPPORTING DOCUMENTS 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 Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4)		Inclusion of new pedagogical and curricular structure of school education (5+3+3+4)		Teacher's Diary with Lesson Plans reflecting: Objectives, Learning Outcomes, material used, methodology, assessments (for/of/in/as learning), accommodations		Evidences of planning for diverse learners visible in lesson plans	
HR Policy that includes Teachers' Induction and Capacity Building		Documents reflecting: <ul style="list-style-type: none"> <li>• multilevel, play/activity-based learning at <b>Foundational Stage</b></li> <li>• play, discovery, and activity-based and interactive classroom learning at <b>Preparatory Stage</b></li> <li>• experiential learning in the sciences, mathematics, arts, social sciences, humanities, vocational education at <b>Middle Stage</b></li> </ul>		Lesson plans reflecting multiple approaches to learning - experiential learning, cooperative learning, inquiry based, research based, blended learning, design thinking, usage of ICT tools etc.		Interventions for Gifted Students	
Training programmes attended and conducted by teachers (In-house and external)		<ul style="list-style-type: none"> <li>• Adoption of teaching approaches for enhancing critical thinking, multidisciplinary study, flexibility; student choice of subjects; internships at <b>Secondary Stage</b></li> </ul>		Lesson plans reflecting enhancement of life skills, values, art education, health and fitness		Mentoring, Monitoring and Reviewing Practices	
Key Roles and Responsibilities				Lesson plans reflecting enhancement in skills and competencies of 21st century		Improvement Plans to strengthen the system	

**1.2.4 The school uses NCERT defined Learning Outcomes (LOs) for all classes as success criteria.**

1.2.4.1 - Level I - Inceptive	1.2.4.2 - Level II - Transient	1.2.4.3 - Level III- Stable	1.2.4.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>• The school has displayed Learning Outcomes as defined by NCERT in the school premises.</li> <li>• The LOs are shared with the teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• School has displayed LOs of each subject in each classroom and students are aware about it.</li> <li>• Heads of the Departments of different subjects along with the teachers are oriented on the use of LOs.</li> <li>• Posters/any other communicative material has been developed by the school to communicate the adopted LOs to the parents.</li> <li>• Parents are oriented on Learning Outcomes.</li> <li>• The Integrated Annual Curriculum and Pedagogical Plan helps in accomplishing the competencies defined in the LOs.</li> <li>• Each child demonstrates at least 10% enhancement in age appropriate skills/competencies every year.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers plan and implement their lessons in the light of the LOs defined by NCERT.</li> <li>• Teachers are empowered to practice student centric teaching methods/strategies which are in sync with the identified strategies for achievement of LOs.</li> <li>• Assessment of students' learning is conducted regularly against the defined LOs.</li> <li>• Each child demonstrates at least 20% enhancement in age appropriate skills/competencies every year.</li> <li>• Achievement of LOs is discussed in PTMs.</li> <li>• The Student Holistic Progress Report Card reflects the LOs.</li> </ul>	<ul style="list-style-type: none"> <li>• The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).</li> <li>• The lesson plans reflect an alignment of objectives, tasks and assessments with the LOs.</li> <li>• Teachers use innovative and varied modes of assessment which are aligned with the identified LOs and are in sync with the strategies for measuring the achievement of LOs.</li> <li>• The classroom practices are regularly monitored in the light of achievement of LOs.</li> <li>• Each child demonstrates 30% or more enhancement in age appropriate skills/competencies every year.</li> <li>• The school uses the results of NAS/SLAS/third party/CBSE SAFAL assessment (3/5/8/10) to</li> </ul>

			<p>improve teaching learning practices for increasing the proficiency level of the students.</p> <ul style="list-style-type: none"> <li>• Changes are made in the strategy/plan of action, if need be to ensure all students achieve the defined LOs.</li> </ul>
--	--	--	--

**Guiding Principles/Policies**

NEP, NCERT Documents, Circulars issued by the Board, Teachers Manuals/Handbooks developed by the Board

## SUGGESTED SUPPORTING DOCUMENTS 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 Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4)		Annual Curriculum and Pedagogical Plan		Report Card reflecting achievement of LOs		Differentiated Teaching and Differentiated Assessments to encourage 'No child Left Behind'	
Orientation of Staff, students, parents on LOs		Key Roles and Responsibilities		Participation in SAFAL/NAS/SLAS and tracking of results in order to plan Individual Education Plans		Monitoring and Reviewing Practices	
CBPs for understanding of LOs and aligning Tasks with LOs and assessments		Lesson Plans reflecting tasks with clear cut LOs		Interventions taken to improve effectiveness of classroom teaching by teachers		Improvement Plans to strengthen the system	
Collaborative Display of subject wise LOs in each class		Assessment FOR and AS Learning integrated in Lesson Plans		Interventions for students to help them to achieve the LOs		Any Other	

**Sub – Domain -1.3 – Student Enrichment, Skill Based/Vocational Education 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"> <li>• The school provides for an art, music and dance period in the time table.</li> <li>• All students of classes I to X undertake an art integrated project work under EBSB.</li> <li>• Teachers undergo CBPs on Art Education.</li> </ul>	<ul style="list-style-type: none"> <li>• The school provides opportunities for participation in different art forms.</li> <li>• School encourages promotion of local art and craft.</li> <li>• The school maintains records of student participation.</li> <li>• The school premises display a range of age appropriate students’ work.</li> <li>• Orientation programmes are organised to create awareness among the parents/guardians, school management about the importance of studying Art Education.</li> </ul>	<ul style="list-style-type: none"> <li>• All the four streams of arts i.e. music, dance, visual arts and theatre are a part of arts curriculum offered by the school.</li> <li>• Art activities are embedded in the Annual Curriculum and Pedagogical Plan of various subjects.</li> <li>• Culinary Art is a part of the curriculum in grades 6-8.</li> <li>• Through the implementation of arts curriculum, students are introduced to the rich and varied artistic and aesthetic traditions of the country.</li> <li>• Students participate in art activities at the intra/inter/district/state level.</li> </ul>	<ul style="list-style-type: none"> <li>• The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).</li> <li>• Resources and opportunities are provided to nurture artistic capabilities of the students.</li> <li>• Students are empowered to become the Resource Persons for building the skills of their peers and juniors in visual and performing arts.</li> <li>• The school culture and environment reflects appreciation of art forms.</li> <li>• Students participate in art activities at National and International Levels.</li> <li>• There is a mechanism to mentor, monitor and review the practices to ensure the efficacy of the program.</li> </ul>

**Guiding Principles/Policies**

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

### SUGGESTED SUPPORTING DOCUMENTS 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 Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4)		CBPs attended by teachers		Lesson plans of subject teachers reflecting integration of arts		List of local artistes and craftsmen involved in ensuring student learning outcomes	
Integrated Annual Curriculum and Pedagogical Plan		Portfolio		Observation Record of Teachers		Assessment records of students for participation in these activities	
School Calendar reflecting the inclusion of activities for visual and performing arts for all students in the school		Evidence of 100% students' participation from grades 1-10 in undertaking one art-integrated project in any subject as per CBSE policy		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		Mentoring, Monitoring and Reviewing Practices	
Consolidated Time Table of all classes in school reflecting the periods allocated for Visual and Performing Arts and Culinary Art		Art Activities conducted under Ek Bharat Shrestha Bharat		Roles and Responsibilities of Staff		Improvement Plans to strengthen the system	

**1.3.2 The School Vocational Education Programme develops entrepreneurial and employability skills and provides opportunities for internship and apprenticeships at local industry.**

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"> <li>• School offers vocational courses in classes 9-12.</li> <li>• Career Fairs are organized for students of classes 9-12.</li> <li>• School offers bagless days on regular basis.</li> <li>• Teachers are empowered to implement vocational education programme in the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness on the importance of Vocational Education is generated among students and parents.</li> <li>• School conducts workshops/ expert talks to enable students to meet industry leaders/experts from time to time.</li> <li>• Vocational courses on new and emerging skill demands of the industry such as AI, Data Science, Machine Learning, Robotics and other allied subjects are offered to the students.</li> <li>• School collaborates with the local industry to provide internship to the students of secondary classes in the courses taken by them.</li> <li>• School offers pre-vocational exposure/education during the bagless days to students of</li> </ul>	<ul style="list-style-type: none"> <li>• Students are allowed to mix and match academic subjects with skill education.</li> <li>• 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 using local trades and crafts persons to the students of grades 6-12.</li> <li>• Teachers integrate the aspect of career guidance with the teaching of academic subjects as well.</li> <li>• Parental participation in the Vocational Education Programme of the students is evidenced.</li> <li>• Career Counselling Sessions are organized for students of classes 9-12.</li> </ul>	<ul style="list-style-type: none"> <li>• The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).</li> <li>• The School has guidelines on Vocational Education, and for provision of developing age appropriate entrepreneurial and employability skills across all classes.</li> <li>• Skill Based Aptitude Testing for students from class 8 onwards to provide guidance to students for making informed career choices.</li> <li>• Every child who passes out of grade 12 has learnt atleast one vocation.</li> <li>• At least 50% students are provided with internship/entrepreneurship opportunities.</li> <li>• The School Vocational Education Programme is reviewed at regular intervals in the light of the needs of the students and evolving industry trends.</li> <li>• The Programme is monitored regularly for achieving the desired student learning outcomes.</li> </ul>



	<p>classes 6-8 through in house resources.</p>	<ul style="list-style-type: none"> <li>• At least 30% students are provided with internship/ entrepreneurship opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• The gaps in the system are identified and addressed accordingly.</li> </ul>
--	--	---	--

**Guiding Principles/Policies**

NEP, Curriculum documents, Circulars issued by the Board

### SUGGESTED SUPPORTING DOCUMENTS 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 Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4)		Teachers Diary with Vocational Education Programme embedded in Curriculum		Evidences of Clubs/Activities/ Courses/Internship/ Vocational Education/ Contemporary courses/ Entrepreneurial programme		Roles and Responsibilities of Staff	
CBPs attended by teachers		Attendance record of students		Records of involvement of local industry and artists in the School Vocational Education Programme		Visibility of Student Outcomes	
Consolidated time table of classes reflecting Vocational Education Programme		Records of Awareness Programmes		Interaction Programme with experts from industry and reports of field visits		Monitoring and Reviewing Practices	
Records of Aptitude Testing and Career Counselling Sessions		Portfolios		Performance records of students in vocational subjects		Improvement Plans to strengthen the system	
List of subjects offered to the students		Anecdotal Records		Students as resources		Any Other	

**1.3.3 The school provides facilities to the students to participate in activities which enhance Literary and Reading Skills, Creative and Critical Thinking Skills, Scientific Skills, Communication Skills, Leadership Skills, and ensures mandatory Digital, Financial, Citizenship, Information & Media, Environmental and Health Literacy.**

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"> <li>Students participate in common school events like Annual Day, Sports Day.</li> <li>The school provides for different activity clubs.</li> <li>The school maintains records of activity clubs.</li> <li>Teachers have access to digital, financial, environmental, citizenship, information &amp; media, health literacy manuals/guidelines developed/referred by the Board/State.</li> <li>Students participate in different enrichment activities organised/referred by the Board.</li> </ul>	<ul style="list-style-type: none"> <li>Each student is encouraged to participate in class/school/ interschool level activity to ensure that 'No Child is Left Behind'.</li> <li>Records of their participation and achievements are maintained.</li> <li>At least 30% students participate in Intra School/Inter school events and other events organised by the school to enhance different skills essential for 21<sup>st</sup> century learner.</li> <li>Students are exposed to futuristic technologies such as Artificial Intelligence, Machine Learning, 3-D Printing, IOT, Data Analytics, Space Technology, Business Intelligence, Augmented Reality/Virtual Reality, Cyber Security, Data Science, Robotics, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers integrate age appropriate activities in the domains of digital, financial, scientific, environmental, citizenship, information &amp; media, health literacy for the holistic skill development of students in their lesson plans.</li> <li>At least 50% students participate in Intra school/Interschool events which focus on enhancing different skills essential for 21st century learner.</li> <li>Students are encouraged to participate in different activities/competitions at National and International Levels.</li> <li>The projects, clubs and subject enrichment activities focus on enhancing different skills and competencies of the students.</li> </ul>	<ul style="list-style-type: none"> <li>The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).</li> <li>Teachers have clear guidelines for planning and executing skill based learning for the students.</li> <li>Regular feedback and feedforward is provided to parents on the degree of participation and levels of achievement of their wards.</li> <li>Parents are encouraged to contribute in the skill building programme.</li> <li>The skill building programme is integrated into the institutional planning as a cohesive, well-structured and age appropriate programme.</li> <li>The students are engaged in providing innovative solutions to problems related to self, school and the community.</li> </ul>

	<ul style="list-style-type: none"> <li>• Students are engaged in age appropriate activities that foster scientific temper and curiosity.</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities are provided to students to demonstrate their skills and abilities and records are maintained.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a structured mechanism to track, analyse and evaluate the performance of each student.</li> <li>• Every year at least 5% students participate at District/ State/ National/ International level events/programmes which focus on enhancing their skills for the future.</li> <li>• The Policy is effectively implemented, monitored and reviewed at regular intervals to assess its impact on students.</li> <li>• Gaps in the system are identified and action plans made accordingly.</li> </ul>
--	---	--	--

### Guiding Principles/Policies

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

## SUGGESTED SUPPORTING DOCUMENTS 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 Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4)		CBPs attended by teachers		List of courses and Internship offered (AI, machine Learning, Data Science, Organic Living, Healthy Living etc.)		Roles and Responsibilities of Staff	
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		Consolidated 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		Portfolios and Anecdotal Records	
Class wise tracker		Lesson plans of different subjects depicting integration of such activities		Students' participation in Govt. flagship programmes		Mentoring, Monitoring and Reviewing Practices	
Rubrics for assessing the achievement levels		Any other		Any other		Improvement Plans to strengthen the system	

**1.3.4 The school has a Life Skills Development Program focussing on Thinking, Social and Emotional Skills.**

<b>1.3.4.1 - Level I - Inceptive</b>	<b>1.3.4.2 - Level II - Transient</b>	<b>1.3.4.3 - Level III- Stable</b>	<b>1.3.4.4 - Level IV- Dynamic Evolving</b>
<ul style="list-style-type: none"> <li>• All Teachers undergo Capacity Building Programmes on Life Skills.</li> <li>• All Teachers have access to CBSE Life Skills Manuals.</li> <li>• School Counselor and class teachers are responsible for imparting Life Skills Education.</li> </ul>	<ul style="list-style-type: none"> <li>• The Life Skills Programme is planned and implemented through student enrichment activities.</li> <li>• Life Skills Manuals are used by teachers to conduct different activities.</li> <li>• Selective students of classes IX and XI participate in CBSE Adolescent Peer Educators' Programme on Life Skills and Well-being.</li> </ul>	<ul style="list-style-type: none"> <li>• Guidelines for implementing Life Skills Education Programme across all the classes is in place.</li> <li>• There is an ongoing capacity building programme on Life Skills development for teachers and students.</li> <li>• Life Skills curriculum focusing on enhancing knowledge, skills and attitudes is planned, integrated and imparted for all the classes through regular class room teaching and other skill building, values education and vocational education programmes.</li> <li>• Student learning outcomes are visible in the 50% students (as reflected in the narrative anecdotal records, student portfolios and day to day observation and interaction by teachers).</li> <li>• Parents are oriented on regular basis on the need for Life Skills Programme and are invited to participate in the same.</li> </ul>	<ul style="list-style-type: none"> <li>• The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4) which includes School Health and Wellness Guidelines.</li> <li>• Teachers, students and parents contribute in creating resources for enhancing Life Skills curriculum.</li> <li>• The Programme is well integrated with cross-curricular links.</li> <li>• The school tracks the abilities of students for adaptive and positive behaviour that enable them to deal effectively with the demands and challenges of everyday life.</li> <li>• Preventive and corrective measures are taken at appropriate time.</li> <li>• The students trained under CBSE Adolescent Peer Educators' Programme in Life Skills and Well Being are used as a resource to act as Peer Educators for the physical,</li> </ul>

		<ul style="list-style-type: none"> <li>• The students trained under CBSE Adolescent Peer Educators' Programme in Life Skills and Well Being are used as a resource to act as Peer Educators for the physical, intellectual, social, emotional well-being of their peers and juniors.</li> </ul>	<p>intellectual, social, emotional well-being of their parents and the community.</p> <ul style="list-style-type: none"> <li>• The Programme is effectively implemented, monitored and reviewed at regular intervals to measure its impact on students' thinking, social and emotional skills.</li> <li>• The gaps in the system are identified and improvement plans made accordingly.</li> </ul>
--	--	---	--

### 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 SUPPORTING DOCUMENTS 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 Health and Wellness Policy		Integrated Annual Curriculum and Pedagogical Plan reflecting integration of Life Skills		Activities in school calendar reflecting integration of Life Skills		Portfolio and Anecdotal Records	
CBPs for Teachers and students		Teachers Diary along with Lesson plans reflecting integration of Life Skills		Participation of students in Life Skills Programmes – Intra, Inter, National and National Levels		Counsellor and career counselling records	
Availability of Life Skills Manuals		Consolidated School Time Table reflecting school's education plan for development of Life Skills		Preventive and corrective measures to evaluate students to develop abilities for adaptive and positive behaviour		Mentoring, Monitoring and Reviewing Practices	
Holistic Progress Card and Student Learning Outcomes		Orientation Programmes for Parents		Records of interventions for students		Improvement Plans to strengthen the system	
Roles and Responsibilities of Staff		Any Other		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"> <li>• The school has a regular and qualified PE Teacher.</li> <li>• School has guidelines for organising Annual Sports Day.</li> <li>• School Leader ensures all teachers have access to CBSE Health Manuals.</li> <li>• The school leader has studied/read the CBSE Manual on PE and sports integration and all teachers are aware of the same.</li> <li>• School has a provision of sports/PE period for all classes in the school time table.</li> <li>• Teachers are trained on ensuring health and wellbeing of students.</li> <li>• School Leader ensures Health check-ups - height, weight, etc. of all the</li> </ul>	<ul style="list-style-type: none"> <li>• School Leader organises advocacy programmes for stakeholders for ensuring health and wellbeing of students.</li> <li>• Teachers are trained on delivering quality PE activities and in the use of the Health Manuals to promote preventive health care measures and make healthy lifestyle choices.</li> <li>• Appropriate activities for the age and stage of each student are planned.</li> <li>• Provision of guidelines to ensure inclusivity in all PE activities are available.</li> <li>• Major physical/sports events are a part of school calendar.</li> <li>• School Leader ensures Health check-ups - height, weight, etc. of all the students at least twice</li> </ul>	<ul style="list-style-type: none"> <li>• PE and Sports plan prepared collaboratively by School Leader and Teachers is shared with the students and parents.</li> <li>• School Leader is an active member of the School Health and Well-being Club established to cater to the needs of the students.</li> <li>• School has a provision for before and after school sports activities for students.</li> <li>• School Leader aids teachers in understanding and implementing appropriate practices for physical activity by students.</li> <li>• Students are given responsibility to organise Health and Wellness Programmes at regular intervals.</li> <li>• Students are provided with opportunities at regular intervals to participate in games and sports competitions both within and outside the school.</li> </ul>	<ul style="list-style-type: none"> <li>• The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4) which includes School Health and Wellness Guidelines.</li> <li>• School Leader ensures periodical assessment of fitness of students and staff and regularly monitors the same.</li> <li>• PE and sports are integrated in the school development plan and curriculum.</li> <li>• The School Calendar prepared in collaboration with stakeholders reflects ongoing health related programs for all stakeholders.</li> <li>• School Leader establishes links with Public Sports Complex(es) and other local organisations that promote physical activity of students.</li> <li>• School participates in all the Health and Fitness (Fit India and Khelo India)</li> </ul>

<p>students at least once a year and records are maintained.</p> <ul style="list-style-type: none"> <li>• The record of immunisation of all the students is maintained by the school.</li> </ul>	<p>a year and maintenance of records.</p> <ul style="list-style-type: none"> <li>• Students are encouraged and prepared to participate in the CBSE Sports and Games Competition and Fit India Programmes.</li> </ul>	<ul style="list-style-type: none"> <li>• Alumni and Parents contribute as resource persons in the Health and Wellness Programme of the school.</li> </ul>	<p>programmes initiated by the Government of India.</p> <ul style="list-style-type: none"> <li>• The Policy is monitored and reviewed regularly at periodic intervals and changes made in accordance with the Health Standards.</li> <li>• Records and data are maintained to identify measurable indicators.</li> </ul>
--	--	---	--

### Guiding Principles/Policies

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

## SUGGESTED SUPPORTING DOCUMENTS 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		Advocacy Programmes for Stakeholders		Activities to promote healthy life style among students		Roles and Responsibilities of Staff	
Annual PE and Sports Calendar		PE Development Plan		Class timetables reflecting school education programme and its philosophy		Data Analysis of health records of students	
Annual/periodic health check-up documentation		Health and Well Being Calendar for staff		Inclusive Practices		Mentoring, Monitoring and Reviewing activities	
Availability of CBSE Health Manuals		Minutes of the Meeting with Stakeholders		Student Empowerment Programme		Improvement Plans to strengthen the system	
Annual Sports & Health Education Programme		Collaborative Programme with Community to promote Health & Wellbeing in students		Evidences of participation in Fit India programmes and other similar programmes of Govt. of India		Any Other	
CBPs for Staff		List of sports equipment		Availability of teachers/part-time experts for PE		Any Other	

**1.4.2 Teaching and Learning of PE, Sports, Yoga and other Fitness Activities 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"> <li>• All Students participate in activities around MPE for atleast one hour every day of the week (four to six hours in a week).</li> <li>• Students play and practice Sports, Yoga and Fitness activities in the designated period.</li> <li>• Teachers are qualified and trained in imparting Health Education.</li> </ul>	<ul style="list-style-type: none"> <li>• Yoga is evidenced in the school time table.</li> <li>• School celebrates Yoga Day every year involving students and other stakeholders (teachers, parents and other community members).</li> <li>• Students are provided with opportunities to explore their talent and build skills.</li> <li>• Students participate regularly in sports, PE, Yoga and other Fitness activities at District/State/National Level events.</li> <li>• Teachers are trained in enhancing the basic fitness skills of all students.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff uses innovative strategies to generate interest in students in leading a healthy life style.</li> <li>• Involvement of all teachers in promoting Health and Physical Education in students within their own subjects is evidenced.</li> <li>• Teachers plan their lessons incorporating a wide range of physical activities.</li> <li>• PE activities are carried out with a cross curricular approach.</li> <li>• School celebrates 4 to 6 days in a week every year to promote a healthy and active lifestyle by indulging in various activities such as debates, quiz, essay writing, poster-making competitions, yoga and meditation, pledge of fitness, indigenous sports etc.</li> <li>• Yoga is taught scientifically and in an engaging manner in the school.</li> </ul>	<ul style="list-style-type: none"> <li>• The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4) which includes School Health and Wellness Guidelines.</li> <li>• Teachers plan for such PE activities that are structured for maximum participation of students.</li> <li>• Students experiment with diverse PE activities.</li> <li>• Students are exposed to professional and passionate sports persons in order to encourage them to pursue a healthy life style.</li> <li>• 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 these activities.</li> <li>• A planned program of coordinating the diet, the mental health and physical well - being is evidenced.</li> </ul>

			<ul style="list-style-type: none"><li>• The activities are monitored, and reviewed for their impact on student learning outcomes.</li><li>• Gap areas in the system are identified and improvement plans made accordingly.</li></ul>
--	--	--	--

**Guiding Principles/Policies**

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

### SUGGESTED SUPPORTING DOCUMENTS 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		Interweaving of Strands of SEWA, Games, Sports, Adventure, Health and Fitness in the curriculum		Roles and Responsibilities of Staff	
Record of PE Personnel Training		Teacher Pupil Ratio		List of Guests/talented Professionals		Evidences of Practicing of Yoga by students	
Lesson Plans with integration of sports programme		Consolidated Time Table reflecting sports education programme		Student Participation Records		Mentoring, Monitoring and Reviewing Practices	
CBPs attended by Teachers		List of students as resources		Evidences of students' participation in Khelo India		Improvement Plans to strengthen the system	

**1.4.3 Inclusive PE and Sports is an important aspect of school.**

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"> <li>All students, regardless of ability, are involved in daily physical activity without any risk of injury to themselves or others.</li> </ul>	<ul style="list-style-type: none"> <li>PE Teachers are trained in conducting different types of physical activities for ensuring the fitness of all students.</li> <li>All students, regardless of ability enjoy weekly physical activities together in a safe and secure environment.</li> <li>Consent is taken from Parents while involving all students in physical activity/activities.</li> </ul>	<ul style="list-style-type: none"> <li>Planned Programme for ensuring physical fitness of all students is evidenced.</li> <li>The school focuses on creating and providing equal opportunities to all children in the school, without any bias.</li> <li>Innovative PE programmes are organised in collaboration with parents and students.</li> <li>Teachers engage students in varied and age appropriate activities to maintain their interest regardless of their abilities.</li> </ul>	<ul style="list-style-type: none"> <li>The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4) which includes Inclusive School Health and Wellness Guidelines.</li> <li>Parents contribute regularly in the inclusive PE and Sports Programme.</li> <li>Students with special abilities are enabled to participate and compete in age appropriate physical activities.</li> <li>Students are empowered to take on leadership roles and train teams, regardless of any bias, to participate and compete in different events.</li> <li>Teaching strategies, equipment, environments, and assessments have been adapted to meet the needs of all students.</li> <li>Mentoring, Monitoring and Reviewing practices are in place and improvement plans made in the light of the needs of the students.</li> </ul>

**Guiding Principles/Policies**

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

### SUGGESTED SUPPORTING DOCUMENTS THAT CAN BE REVIEWED BY SCHOOL

<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>
School Policy		Record of student participation in the School sports Programme		Counselor Records		Roles and Responsibilities of Staff	
CBPs for staff		Data Analysis of Physical and Mental Health of students		Evidence of links with Public Sports Complex		Mentoring, Monitoring and Reviewing Practices	
SEWA Projects		Record of identification of students' needs		Parental Collaboration Records		Improvement Plans to strengthen the system	
Record of PE activities for inclusion of divayang		Lesson plans reflecting cross curricular linkages		Child Tracker		Any Other	



## 1.5 Values and Ethos

**1.5.1 The school nurtures 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"> <li>• School has CBSE Values Education Kit, Life Skills Manuals, Health Manuals, Gender Sensitivity Manual and Cards, Handbook on Inclusive Practices, Guidelines for Mainstreaming of Health and Physical Education.</li> <li>• Teachers are oriented on these resources.</li> <li>• The school celebrates special events / occasions.</li> </ul>	<ul style="list-style-type: none"> <li>• Values are imbibed through different co-curricular activities.</li> <li>• Guidelines for acceptable behaviour and relationships within the school are available.</li> <li>• The students take up SEWA Projects.</li> <li>• The school welcomes students and teachers of different backgrounds and perspectives.</li> <li>• The school celebrates the progress and achievements of school, groups and individuals together.</li> </ul>	<ul style="list-style-type: none"> <li>• The school clearly spells out the values that the institution believes in and those are reflected in every practice and process.</li> <li>• Guidelines for behaviour and relationships within the school are inclusive, respectful, ethical and compassionate and prepared in collaboration with students.</li> <li>• Guidelines to address discrimination, inequity, bullying and disrespect are in place and prepared in collaboration with students.</li> <li>• Teachers design activities and projects in their lesson plans to enable students to demonstrate the intended values.</li> <li>• Students engage with, and learn from each other.</li> </ul>	<ul style="list-style-type: none"> <li>• The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4) which includes Inclusive School Health and Wellness Guidelines.</li> <li>• The school creates a conducive environment to promote values through a well-structured experiential learning programme.</li> <li>• The students, staff, school leaders, parents, and the community foster a culture of respect, compassion, care and inclusivity through a collaborative stakeholder involvement programme.</li> <li>• Students learning outcomes are visible in the narrative anecdotal records, student portfolios and day to day observation and interactions.</li> <li>• The school practices are well supported by data and reflect a moral and ethical code of equity and dignity, and are in the best interest of students.</li> </ul>

		<ul style="list-style-type: none"> <li>• The Projects, SEWA Programme and Student Enrichment Activities enable students to develop a global perspective.</li> </ul>	<ul style="list-style-type: none"> <li>• The Values Education Programme is effectively implemented, monitored and reviewed regularly.</li> <li>• Gaps in the programme are identified and action plans made accordingly.</li> </ul>
--	--	---	---

### 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 SUPPORTING DOCUMENTS 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 School Time Table reflecting school education programme and its philosophy		Code of conduct for teachers prepared in collaboration with them		Portfolio, Anecdotal Records	
CBPs for Teachers and students		Teachers Diary with Lesson plans reflecting integration of values		Code of conduct for students prepared in collaboration with them		Counsellor records	
CBSE Value Education Kit		School Annual Report reflecting the values of the school		HR Policy		Mentoring, Monitoring and Reviewing Practices	
School Vision, Mission and School Values		Collaborative planning with stakeholders		Activities for stakeholders that encourage inclusion		Feedback and Feedforward mechanisms	
School Décor		Records and Reports of Child Protection Committee		Policy for Teacher Welfare		Quick Response Time Records for any query, complaint, suggestion	
Student Empowerment Programme		Parental Involvement Calendar		List of parents as school ambassadors		Redressal Mechanism	
Integrated Annual Curriculum and Pedagogical Plan		Life Skills and Peer Education Programme		Evidences of Community participation		Restorative Actions	

Student Learning Outcomes		List and number of School Ambassadors		Activities for stakeholders that encourage 21 <sup>st</sup> century skills		Collaborative Improvement Plans to strengthen the system	
Roles and Responsibilities of Staff		Any Other		Any Other		Any Other	

**1.5.2 The school inculcates pride towards Indian heritage and civilization and encourages students to be conscious of their duties towards society, living beings and nature.**

1.5.2.1 - Level I - Inceptive	1.5.2.2 - Level II - Transient	1.5.2.3 - Level III - Stable	1.5.2.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>• The school provides opportunities to students to become aware of Constitutional values, Fundamental duties, cultural heritage, citizenship skills.</li> <li>• All students of classes I to X undertake an art integrated project work under EBSB.</li> <li>• School organizes at least 1-2 different activities in a year as suggested by the Board under 'Ek Bharat Shrestha Bharat' Programme during the year.</li> </ul>	<ul style="list-style-type: none"> <li>• School integrates Constitutional values, Fundamental duties, cultural heritage and citizenship skills in subject specific lesson plans.</li> <li>• Organize at least 3-4 different activities in a year as suggested by the Board under 'Ek Bharat Shrestha Bharat' Programme during the year.</li> <li>• Students undertake SEWA Projects that make them conscious of their duties towards society, living beings and the nature.</li> </ul>	<ul style="list-style-type: none"> <li>• All students organise and participate in age appropriate fun and indigenous activities related to Constitutional values, Fundamental duties, cultural heritage and citizenship skills and also which encourages them to be conscious of their duties towards society, living beings and nature.</li> <li>• Teachers make use of such stories, arts, toys, games, sports, examples, videos of inspirational luminaries of India, ancient and modern, in science and beyond etc. which are rooted in the Indian and local geographic context.</li> <li>• School integrates EBSB activities in the annual academic calendar of the school, by linking each activity to a life skill/ learning skill/ media skill.</li> <li>• All students undertake age appropriate SEWA Projects that make them conscious of their duties towards society, living beings and the nature.</li> </ul>	<ul style="list-style-type: none"> <li>• The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4) which includes Inclusive School Health and Wellness Guidelines.</li> <li>• School integrates Constitutional Values, Fundamental duties, cultural heritage and citizenship skills in subject specific lesson plans of all classes.</li> <li>• Students participate in the cultural exchange programmes within the country.</li> <li>• Students learning outcomes are visible in the narrative anecdotal records, student portfolios and day to day observations and interactions.</li> <li>• The programme is effectively implemented, monitored and reviewed regularly.</li> <li>• There is an ongoing effort to identify and bridge the gaps.</li> </ul>

**Guiding Principles/Policies**

NEP

### SUGGESTED SUPPORTING DOCUMENTS 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 Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4)		Programmes and Lesson Plans that integrate Life skills/Values Education/Vocational Education/Physical, Intellectual, Socio-emotional wellbeing skill building/ Entrepreneurship /projects/SEWA, etc.		Collaborations within the neighbourhood, country, internationally to promote pride towards Indian Heritage and Civilization and encourage students to be conscious of their duties towards society, living beings and nature		Collaborations/Student Empowerment programmes that encourage students to be conscious of their duties towards society, living beings and nature	
Health and Wellbeing Policy		Consolidated Time Table reflecting school education programme and its philosophy		Activities encouraged by the Board		Monitoring and Reviewing Practices	
Annual Curriculum and Pedagogical Plan		Cross curricular approach in lesson plans		Portfolios and Anecdotal Records		Mentoring of Students and Staff	
Roles and Responsibilities of Staff		Any Other		Any Other		Improvement Plans to strengthen the system	

## Sub-Domain – 1.6 - Student Performance, Assessment of Learning Outcomes and Feedback and Learning Enhancement Programme

### 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"> <li>The school maintains student registry and attendance records of the students.</li> </ul>	<ul style="list-style-type: none"> <li>The Principal and teachers have identified students who are regularly absent.</li> <li>Parents are informed about students who are regularly absent.</li> <li>The Principal, teachers and other stakeholders have informed interactions of the student's regular absenteeism.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are trained as first aid counsellors to cater to the socio emotional needs of the students.</li> <li>School identifies the reason for student drop out.</li> <li>Strategies are in place to bring back the drop outs back in school.</li> <li>All student drop outs are tracked and brought back to the classroom in collaboration with the parents.</li> <li>Regular communication, counselling and follow ups are done to encourage attendance and reduce drop outs.</li> <li>The school ensures 75% attendance of its students.</li> </ul>	<ul style="list-style-type: none"> <li>The School Policy on Health and Wellness is in place.</li> <li>The Principal, teachers and other stakeholders create joint plans to improve student attendance.</li> <li>Students at risk (girl child, students belonging to diverse socio economic disadvantaged groups and divyang) are supported and encouraged to complete their schooling.</li> <li>The school allocates funds for student welfare.</li> <li>The school ensures 90% attendance of its students every year.</li> <li>School ensures Zero drop out, 100% transition and retention.</li> <li>Monitoring and Reviewing Practices of the system are in place.</li> <li>Gaps are identified and action plans made accordingly.</li> </ul>

### Guiding Principles/Policies

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

### SUGGESTED SUPPORTING DOCUMENTS 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 Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4)		CBPs attended by teachers		Written records of action taken other than communication to parents by the teachers and principal		Record of drop outs brought back in the classroom	
Registration records		Evidences of involvement of counselors / experts to ensure regular attendance		Budget allocation for student welfare		Data Analysis	
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)		Records of communication and collaborations with parents		Monitoring and Reviewing Practices	
Strategies to reduce drop outs		Attendance Records		Roles and Responsibilities of Staff		Improvement Plans to strengthen the system	



### 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"> <li>• School assesses the achievement of learning outcomes at classes 3, 5 and 8.</li> <li>• Assessment practices adopted are in alignment with CBSE recommendations.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers attend capacity building programmes on designing outcome driven tasks.</li> <li>• Teachers integrate assessment of learning in their lesson plans.</li> <li>• Teachers prepare the question papers and more than two outcome driven tasks to assess students' performance.</li> </ul>	<ul style="list-style-type: none"> <li>• There is an ongoing capacity building of teachers on assessments.</li> <li>• Assessment practices are in alignment with NEP and CBSE recommendations.</li> <li>• There is an Annual Calendar for conducting assessments.</li> <li>• Modes of assessment include research work, writing journals, making of portfolio, presentations and other project work involving experiential learning for all the classes.</li> <li>• Both individual and group work is assessed.</li> <li>• Defined rubric with criteria, levels and descriptors is used by staff.</li> <li>• ICT is integrated in the assessment practices.</li> </ul>	<ul style="list-style-type: none"> <li>• The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).</li> <li>• There is a well-defined blue print for framing different kinds of questions using multiple modes.</li> <li>• Teachers are mentored and enabled to design varied assessment tasks.</li> <li>• Peer evaluation is done to determine validity, reliability and authenticity of the designed assessment tasks.</li> <li>• Student inputs are taken to design outcome driven tasks.</li> <li>• School assesses the achievement of LOs of all the students in all the classes.</li> <li>• Teachers reflect after every assessment of learning and design improvement plans in their teaching learning practices.</li> <li>• The assessment practices are regularly reviewed in the light of achievement of Learner Outcomes.</li> <li>• Gaps are identified and action plans made accordingly.</li> </ul>

#### Guiding Principles/Policies

NEP, Circulars and Advisories issued by the Board

### SUGGESTED SUPPORTING DOCUMENTS 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 Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4)		Evidences reflecting use of varied modes of assessment by teachers such as <i>research, presentation, individual &amp; group work, portfolio, competency-based task, MCQs, Journal writing, essay, book review, newspaper article, case study or analysis, oral assessment, role play, etc.</i>		Evidences of training of teachers in modern assessment practices and designing of varied outcome driven tasks		Monitoring and Reviewing Practices	
Annual Assessment/Examination Calendar		Key Stage Assessment results (Classes 3, 5 and 8)		Evidences reflecting use of digital tools by teachers and students		Data Analysis	
Assessment blue print and rubrics for varied modes of assessment		Evidences of student inputs in designing outcome driven tasks		Holistic Progress Card		Performance Enhancement Plans for all students (IEP- Individual Education Plan)	
List of CBPs attended by teachers on Examination/Assessments		Evidences of peer evaluation		Reflection sheets – Teachers and Students		Improvement Plans to strengthen the system	
Teachers Diary with Lesson plans		Roles and Responsibilities of Staff		Mapping of Examination/assessment modes with learner outcomes		Any Other	

**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"> <li>Guidelines for assessments and evaluation are available with Heads of Departments and teachers.</li> <li>Assessments include pen and paper tests to assess the performance of students.</li> <li>Assessments are regular and periodic.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are trained in the development of competency focused assessment tasks.</li> <li>Assignments, worksheets, projects and other competency focused tasks are used to assess the performance of students.</li> <li>Teachers assess students on the basis of pre-defined criteria.</li> <li>Feedback about the students' performance is communicated to parents at regular intervals.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers conduct and employ different types of assessment tools and techniques into their teaching practices which enable them to assess the higher order thinking skills of students.</li> <li>Teachers consult students in defining assessment criteria.</li> <li>Teachers hold discussions with parents to communicate assessment criteria.</li> <li>Teachers use data for the purpose of remediation and performance enhancement.</li> <li>Students reflect on and monitor their own progress and make efforts to improve their performance.</li> <li>School provides opportunities for students to improve on their performance.</li> </ul>	<ul style="list-style-type: none"> <li>The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).</li> <li>Teachers periodically design and use different formative assessment tools and techniques as per the needs of the students.</li> <li>Teachers and students co-construct learning, assessment and learning progress map.</li> <li>Tasks contribute to the construction of other learning activities, line of inquiry and generation of other questions.</li> <li>There is a process for effective data collection and its analysis.</li> <li>Individual Education Plans are made and effectively monitored to assess the achievement of learner outcomes.</li> <li>Teachers use assessment data to improve their own teaching learning practices.</li> <li>School provides opportunities to students to improve on their performance and their improved performance is recorded.</li> </ul>

			<ul style="list-style-type: none"><li>• There are evidences to show how far each student has progressed on her/his developmental continuum.</li><li>• The gaps in the system are identified and action plans made accordingly.</li></ul>
--	--	--	--

**Guiding Principles/Policies**

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

### SUGGESTED SUPPORTING DOCUMENTS 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 Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4)		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 growth in students' performances		Monitoring and Reviewing Practices	
Evidences of diagnostic and remedial measures used by teachers to enhance student performance		Criteria and rubrics created by the teachers with the help of the students for different activities		Mapping of tasks with learner Outcomes		Data Analysis	
CBPs attended by Teachers		Evidences of students' reflections to monitor their own progress		Portfolio and Anecdotal Records		Feedback & Feedforward Practices	
Teachers' Diary with lesson plans reflecting integration of assessments		Holistic Progress Card		Key Stage Assessment Results (Classes 3, 5 and 8)		Plans to improve the assessment system	
Roles and Responsibilities of staff		Any other		Any other		Any Other	

**1.6.4 Assessment of skills and competencies (visual and performing arts, life skills, values and ethos, vocational skills, health and physical education, scientific skills, computational skills, literacy skills, digital skills, reading skills and other skills) is done on the basis of Learning Outcomes and the criteria given in the Holistic Progress Card (HPC).**

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"> <li>Guidelines for assessment and evaluation are available with the Heads of the Departments and teachers.</li> <li>School has adopted the prototype of HPC developed by the Board for recording of students' performance.</li> <li>Assessment of different skills and competencies is done and recorded by the class teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are trained in the use of HPC and assessment standards.</li> <li>Assessment of skills and competencies is done by more than two teachers.</li> <li>Assessment of skills and competencies is done on the basis of performance of students in different projects, quizzes, role plays, group work, portfolios and other outcome driven tasks.</li> <li>Records are maintained, updated and tracked regularly.</li> <li>Students show atleast 10% progress on their developmental continuum in age appropriate skills/competencies every year.</li> </ul>	<ul style="list-style-type: none"> <li>Most staff are competent in the use of assessment standards.</li> <li>Assessment of skills and competencies is done in collaboration with teachers from different streams.</li> <li>Self-Assessment and Peer Assessment practices are evident.</li> <li>Digital Records are maintained.</li> <li>Students show atleast 20% progress on their developmental continuum in age appropriate skills/competencies every year.</li> <li>The progress of students on different skills and competencies is discussed with parents during the PTMs. Feedback from Parents is recorded.</li> </ul>	<ul style="list-style-type: none"> <li>The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).</li> <li>All Staff is competent in assessing cognitive, affective, psychomotor domains of the learners as per HPC framework.</li> <li>Assessment of skills and competencies is ongoing and comprehensive.</li> <li>The Holistic Progress Card reflects self, peer, teacher and parent assessment of skills/competencies acquired by the child.</li> <li>School is using AI based software to track the growth of their students. The data is shared with students and their parents depicting their strengths, areas of interest and areas to be focused upon.</li> <li>School uses the data for bringing in quality interventions for enhanced LOs.</li> <li>Students show atleast 30% progress on their developmental continuum in age appropriate skills/competencies every year.</li> </ul>

			<ul style="list-style-type: none"> <li>• There is a mechanism for mentoring, monitoring and reviewing the assessment practices to ensure learners achieve their individual and group developmental goals.</li> <li>• Action plans are made as per the gaps identified in the system.</li> </ul>
--	--	--	---

**Guiding Principles/Policies**

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

### SUGGESTED SUPPORTING DOCUMENTS 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 Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4)		Assessment rubrics for Life Skills, art education, HPE, vocational skills, values, life skills, computational skills, reading skills and other skills and competencies		Counsellor's Records		Use of ICT in data management and tracking	
Plan to assess skills and competencies		CBPs for staff		Health records		Data Analysis	
Orientation of teachers, students and parents on the school plan to assess skills and competencies		Portfolios and Anecdotal Records		Teachers and Students as Resources		Records of Remedial Programmes and Individual development plans for teachers and students	
Sample Lesson Plans with integration of assessment strategies		Holistic Progress Card		Mentoring, Monitoring and Reviewing Practices to ensure learners achieve their individual and group goals		Improvement Plans to strengthen the system	
Roles and Responsibilities of Staff		Any Other		Any Other		Any Other	



**1.6.5 The school uses the results of NAS/SLAS/Third Party Assessment/CBSE SAFAL assessment to ensure all students progress on their developmental continuum.**

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"> <li>School participates in NAS/SLAS/Third Party Assessment/CBSE SAFAL assessment (3/5/8/10).</li> </ul>	<ul style="list-style-type: none"> <li>Teachers have access to NAS/SLAS/Third Party Assessment/CBSE SAFAL assessment results.</li> <li>The school organises discussions on the analysis of the data of NAS/SLAS/Third Party Assessment/CBSE SAFAL assessment.</li> <li>Teachers design interventions keeping in mind learning outcomes to be achieved.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers undergo capacity building programmes on inclusive practices and skill/competency focused teaching learning and assessment practices.</li> <li>Teachers identify the each students' location on their developmental continuum on different skills.</li> <li>Teachers tailor the teaching learning practices as per each student's needs.</li> <li>School keeps a track of the students' progress on their developmental continuum.</li> </ul>	<ul style="list-style-type: none"> <li>The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).</li> <li>Teachers undergo ongoing capacity building programmes on inclusive practices and skill/competency focused teaching learning and assessment practices.</li> <li>Teachers enable students to use self-assessment techniques to assist them in monitoring their own growth and achievement.</li> <li>Teachers and students co-construct learning, assessment and learning progress map.</li> <li>Achievement levels of students at different levels and in different subjects/domains surpass the national average at those levels and subjects /domains as per NAS/SLAS/Third Party Assessment/CBSE SAFAL assessment results.</li> <li>Students' achievement against defined LOs is monitored regularly and improvement plans prepared accordingly.</li> </ul>

**Guiding Principles/Policies**

NEP, NCERT documents, Circulars issued by the Board

### SUGGESTED SUPPORTING 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 Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4)		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 in NAS/SLAS/Third Party Assessment/ CBSE SAFAL assessment		Record of interactions with Counselors/ experts/parents and subsequent action plan		Monitoring and Reviewing Practices	
Collaboration tasks between students and teachers		Tracker on students developmental continuum		Diagnostic and Remedial Records		Improvement plans to strengthen the system	
NCERT defined LOs		Roles and Responsibilities of Staff		Any other		Any other	

## 1.7 Early Childhood Care and Education and Foundational Literacy and Numeracy

### 1.7.1 The school organises content and teaching learning material based on defined Learning Outcomes, principles and guidelines given in NCF for Foundational Stage along with considerations for the local context.

1.7.1.1 - Level I - Inceptive	1.7.1.2 - Level II - Transient	1.7.1.3 - Level III - Stable	1.7.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>• Teachers are aware of the NCF for Foundational Stage and Learning Outcomes defined for this stage.</li> <li>• School focuses on the use of mother tongue / local/ home language as a medium of instruction.</li> <li>• Teachers make use of textbooks, stories and poems to achieve LOs.</li> <li>• The content selected/ developed/ adopted / adapted by the school focuses more on the cognitive and physical development of the students.</li> <li>• School focuses on teaching students about personal and public hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers are oriented on implementation of the recommendations of the NCFFS.</li> <li>• Teachers make use of worksheets, workbooks, activity sheets, flash cards and other audio visual material to achieve LOs.</li> <li>• At least 50% students at this stage have access to teaching learning material in their local language.</li> <li>• Apart from the mother tongue/local/ home language, students are also exposed to one or two more languages.</li> <li>• The content selected/ developed/adopted/adapted by the school focuses on the cognitive, physical and</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers attend capacity building programmes.</li> <li>• Teachers prepare teaching learning material using local resources.</li> <li>• The teachers co relate content with real life experiences of the child.</li> <li>• The school accommodates the needs and interests of all the students by using diverse and inclusive content and teaching learning material.</li> <li>• Environmental awareness is integrated in the curriculum.</li> <li>• From simple toys for play to specific manipulatives, a variety of TLM is used by the school to cater to the diverse needs of the students.</li> <li>• At least 75% students at this stage have access to teaching learning material in their local language.</li> </ul>	<ul style="list-style-type: none"> <li>• The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).</li> <li>• Teachers are engaged in ongoing capacity building programmes.</li> <li>• School has adopted an inclusive approach that is engaging, contextual and experiential approach to deliver the content for learning.</li> <li>• Local traditions, songs, poems, games, art are a part of the curriculum at this stage.</li> <li>• Children make simple TLMs as part of their art and craft which is used by the teachers in their classrooms.</li> <li>• 100% students in foundational years have access to teaching learning material in their mother tongue/local /home language.</li> </ul>

<ul style="list-style-type: none"> <li>• School has an annual calendar for the foundational stage classes.</li> </ul>	<p>socio-emotional &amp; ethical development of the students.</p> <ul style="list-style-type: none"> <li>• School has good collection of pictorial and textual children's literature in its library.</li> <li>• The concept of reading and writing is initially developed through the mother tongue/local/home language of the students.</li> <li>• The students imbibe values through specially designed experiential activities.</li> </ul>	<ul style="list-style-type: none"> <li>• At least 50% students are using mother tongue/local/home language in reading and writing.</li> <li>• The content selected/developed/adopted/adapted by the school focuses on the cognitive, physical and socio-emotional &amp; ethical and cultural and aesthetic development of the students.</li> <li>• School has separate children's library and has books available in the home language/local language/mother tongue of the students.</li> <li>• The school focuses on developing Foundation Literacy and Numeracy skills among students.</li> </ul>	<ul style="list-style-type: none"> <li>• 100% students are using mother tongue/local/home language in reading and writing.</li> <li>• Teachers have created literacy and numeracy corners in the classroom itself to promote reading, writing and numeracy skills among the students.</li> <li>• School has an attractive display of books in the classroom/library to capture the attention of the students which is changed periodically.</li> <li>• Audio books are also available to cater to the diverse needs of the students.</li> <li>• Monitoring and reviewing practices are evidenced to strengthen the system.</li> <li>• Improvement plans are made in the light of achievement of LOs.</li> </ul>
---	---	---	---

### Guiding Principles/Policies

NEP, NCFFS 2022, NIPUN Bharat Guidelines, NCERT documents

### SUGGESTED SUPPORTING DOCUMENTS 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 Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4)		Content selected/developed/ adopted/adapted		Evidences of learning spaces created in the classroom		Records of students' performance	
CBPs attended by teachers		Teaching Learning Material developed and used by Teachers		Teaching Learning Material prepared by students and used in classroom teaching		Monitoring and Reviewing practices	
Sample Lesson Plans with integration of teaching strategies, skills and competencies to be developed		Annual Calendar		List of books and audio books		Improvement plans made to strengthen the system	
Roles and Responsibilities of Staff		Any Other		Any Other		Any Other	

**1.7.2 The school adopts an inclusive approach to pedagogy that is play based, engaging, contextual and experiential.**

1.7.2.1 - Level I - Inceptive	1.7.2.2 - Level II - Transient	1.7.2.3 - Level III- Stable	1.7.2.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>Teachers are aware of the NCF for Foundational Stage and Learning Outcomes defined for this stage.</li> <li>The Annual Curriculum Plan gives an overview of the activities to be undertaken throughout the year for the Foundational Stage Classes.</li> <li>Teaching plans are made in the light of the Learning Outcomes to be achieved.</li> <li>Teachers make use of stories, music, art and craft activities to provide learning experiences to the students.</li> <li>Outdoor games are a part of the teaching strategy.</li> <li>School focuses on the use of mother tongue / local /home language as a medium of instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers undergo capacity building programmes on developmental milestones and pedagogical approaches.</li> <li>Teachers plan for their teaching as per the guidelines given in the NCFFS.</li> <li>Teachers make use of worksheets/activity sheets, workbooks, reading cards, flash cards and other supplementary graded teaching learning material.</li> <li>Teachers make use of toy based/game based pedagogy, sports integrated learning to provide experiential learning opportunities to the students.</li> <li>Students are engaged in joyful learning experiences like conversations, listening, playing with toys, games, painting, drawing, singing, dancing and other such activities.</li> </ul>	<ul style="list-style-type: none"> <li>Learning experiences are designed to build on children’s previous knowledge and understanding.</li> <li>Teachers design structured, playful and experiential activities for the students to achieve the defined LOs.</li> <li>Puzzles, Board games, field trips ludo, clay activities are used to provide joyful learning experiences to students.</li> <li>Students are given opportunities to spend time in and with nature and learn through their senses.</li> <li>Children are encouraged to express themselves as much as possible in the language in which they are comfortable.</li> <li>Opportunities are provided to all the students to participate in the classroom activities in ways that suit each child best.</li> <li>Classrooms are clean, cheerful, well lit learning spaces.</li> <li>The classroom rules are based on positive behavioural outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).</li> <li>Teachers undergo ongoing capacity building programmes on developmental milestones and pedagogical approaches.</li> <li>Teachers collaborate within the school and learn from each other.</li> <li>The best practices are benchmarked and integrated into the teaching learning practices.</li> <li>Plans for differentiated instruction are prepared by teachers to address the individual needs of the students.</li> <li>Classroom rules are made by the teachers in collaboration with the students.</li> <li>The activities pertaining to physical development, socio-emotional and ethical development, cognitive development, aesthetic and cultural development are regularly</li> </ul>

		<ul style="list-style-type: none"> <li>• Parents are equal partners in helping students to achieve their learning outcomes.</li> <li>• Teachers locate their students on their developmental continuum and keep a track of their progress.</li> </ul>	<p>monitored and feedback and feedforward given to teachers on how to improve their teaching learning practices.</p> <ul style="list-style-type: none"> <li>• Improvement plans are made keeping in view the needs of the students.</li> </ul>
--	--	---	--

**Guiding Principles/Policies**

NEP, NCFFS 2022, NIPUN Bharat Guidelines, NCERT documents

### SUGGESTED SUPPORTING DOCUMENTS 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 Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4)		Samples of puzzles/board games/clay activities/activities designed and conducted		Tracker/record of students' performance		Roles and Responsibilities of Staff	
CBPs attended by teachers		Evidences of clan, cheerful and well lit classrooms		Evidences of collaborations among teachers		Feedback and Feedforward Practices	
Sample Lesson Plans with integration of teaching strategies		Classroom Rules		Evidences of collaborations between teachers and students		Monitoring and Reviewing Practices	
Annual Curriculum Plan		Participation records of parents in learning programme of the students		Samples of IEPs developed		Improvement Plans made to strengthen the system	



**1.7.3 The school designs and conducts age appropriate, regular and ongoing assessments that check for the achievement of the defined Learning Outcomes.**

1.7.3.1 - Level I - Inceptive	1.7.3.2 - Level II - Transient	1.7.3.3 - Level III- Stable	1.7.3.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>Teachers are aware of the NCF for Foundational Stage and Learning Outcomes defined for this stage.</li> <li>Guidelines for assessment and evaluation are available with the Heads of the Departments and teachers.</li> <li>School has adopted the prototype of HPC developed by the Board for recording of students' performance.</li> <li>School makes use of observation and worksheets/activity sheets as tools of assessment.</li> <li>Feedback about the student's progress is given to the parents.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers attend capacity building programmes on assessments and HPC.</li> <li>Parents are oriented about the Learning Outcomes to be achieved during the academic session along with the type of assessments to be undertaken throughout the year.</li> <li>Assessments are a part of the teaching learning process and designed in the light of the defined Learning Outcome(s).</li> <li>Most of the assessments are observation based and recorded in the anecdotal record on a regular basis.</li> <li>Checklists are used by the teachers to record observations.</li> <li>Observation of performance of the students in class and out of class activities is done.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers attend capacity building programmes on designing and creating skill based formative assessment tasks.</li> <li>The artefacts created by the students during the teaching learning process are maintained by the teachers.</li> <li>Teachers maintain portfolios of each child in their class which contains the worksheets, artefacts created by the students to mark the child's progress against the defined competencies.</li> <li>HPC contains not just the assessments done by the Teacher but also include simple self-assessments by the children themselves.</li> <li>Feedback and feedforward about the child's progress is</li> </ul>	<ul style="list-style-type: none"> <li>The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).</li> <li>Teachers are trained to design and implement multiple modes of assessment to assess the achievement of the same Learning Outcome in order to cater to differential needs in the classroom.</li> <li>Teachers have the autonomy to choose appropriate tool for assessment and the periodicity of assessing.</li> <li>Teachers keep track of the rate of progression over a period of time for each student.</li> <li>Teachers make use of event sampling to record their observations about the students.</li> <li>Teachers make use of multiple sources of information before making conclusions about a student's learning.</li> <li>Students' progress is analysed through systematic collection of evidences at</li> </ul>

	<ul style="list-style-type: none"> <li>Teachers use formative tasks to assess students' skills and competencies and record of the same is maintained.</li> </ul>	<p>given at least thrice a year to the parents.</p> <ul style="list-style-type: none"> <li>Parents are partners in helping the child to grow on her/his developmental continuum.</li> </ul>	<p>regular intervals and individual education plans designed accordingly.</p> <ul style="list-style-type: none"> <li>Parents' feedback, observations and comments about their child's performance is recorded in the Child's Holistic Progress Card.</li> <li>Feedback about the child's progress is given at regular intervals throughout the year to the parents.</li> <li>The assessment practices are monitored at regular intervals; gaps identified and improvement plans made accordingly to strengthen the system.</li> </ul>
--	--	---	---

### Guiding Principles/Policies

NEP, NCFSS 2022, NIPUN Bharat Guidelines, NCERT documents

### SUGGESTED SUPPORTING DOCUMENTS 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 Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4)		Observation and Anecdotal Records		Samples of formative tasks designed		Participation records of parents in child's learning programme	
CBPs attended by teachers		Orientation programmes for parents		Record of PTMs		Holistic Progress Card of students	
Sample Lesson Plans with integrated assessments		Checklists		Tracker/record of students' performance		Monitoring and Reviewing Practices	
Guidelines for assessment and evaluation		Samples of students' artefacts, worksheets, activity sheets		Event sampling done		Improvement plans to strengthen the system	
Roles and Responsibilities of Staff		Any Other		Any Other		Any Other	

**1.7.4 The school has created a suitable ecosystem for attaining Foundational Literacy and Numeracy (FLN) targets for all children.**

1.7.4.1 - Level I - Inceptive	1.7.4.2 - Level II - Transient	1.7.4.3 - Level III- Stable	1.7.4.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>• School has recruited trained and appropriate number of teachers to teach students at this level.</li> <li>• School has separate classrooms for students at this level.</li> <li>• Teachers are aware of the NIPUN Bharat Guidelines.</li> <li>• Teachers are aware of stage wise targets to be achieved at this level.</li> <li>• School focuses on the use of mother tongue / local / home language as a medium of instruction.</li> <li>• School maintains the appropriate Pupil Teacher Ratio as recommended by the Board/NCFFS.</li> <li>• School conducts regular health check-ups and records of 100% immunisation of each child are maintained. Health cards</li> </ul>	<ul style="list-style-type: none"> <li>• 3 month play based ‘School Preparation Module’ developed by NCERT for Grade 1 Students is administered in the beginning of class I to bolster the child’s pre-literacy, pre-numeracy, cognitive and social skills.</li> <li>• School has safe outdoor spaces and/or small gardens for children to play.</li> <li>• School has functional classroom boards, material for arts/crafts, range of children’s literature.</li> <li>• School makes use of the school building as a teaching aid.</li> <li>• School has accessible annual plan calendar detailing all the important events/activities to be organised at this level.</li> <li>• The plan is shared with all the parents and is available at the school website.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers are engaged in professional development activities through a variety of means.</li> <li>• Teachers design age appropriate activities in alignment with the LOs to enhance literacy, numeracy and artistic competencies of the students.</li> <li>• The walls and corridors display a colourful, cheerful and vibrant atmosphere.</li> <li>• Teachers are provided with resource rich environment to plan, design and create joyful learning environment for the students.</li> <li>• At least 50% students have acquired grade level competencies in Literacy and Numeracy as evidenced in HPC.</li> </ul>	<ul style="list-style-type: none"> <li>• The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).</li> <li>• All the teachers teaching at this stage have completed FLN-NISTHA Modules.</li> <li>• All teachers have access to quality resources for achieving the set targets of FLN.</li> <li>• Teachers have created safe learning spaces with appropriate displays at the eye level of the students in the classroom itself to enhance literacy, numeracy competencies esp. reading, writing, counting, arithmetic and mathematical thinking skills among the students.</li> <li>• Teachers are mentored and provided support to achieve the learning outcomes.</li> <li>• Teachers make individualised education plans for each student to achieve the intended learning outcomes.</li> <li>• Platforms for peer learning are available for students under the guided supervision of the teachers.</li> </ul>

<p>are issued to the students to monitor the same.</p>	<ul style="list-style-type: none"> <li>• At least 30% students have acquired grade level competencies in Literacy and Numeracy as evidenced in HPC.</li> </ul>	<ul style="list-style-type: none"> <li>• The progress of each student's learning is monitored and tracked.</li> <li>• Parents are oriented on health related needs of children.</li> <li>• Parents are kept updated on the student's progress and improvement plans made in collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>• School invites volunteers from both local community and beyond to achieve the set targets of FLN.</li> <li>• More than 80% students have acquired grade level competencies in Literacy and Numeracy as evidenced in HPC.</li> <li>• Monitoring and reviewing practices are in place to assess the efficacy of the ecosystem created for attaining Foundational Literacy and Numeracy programme.</li> <li>• Learning gaps identified with their probable reasons and various strategies/improvement plans initiated keeping in view the needs of the students.</li> </ul>
--	--	---	---

### Guiding Principles/Policies

NEP, NCFFS 2022, NIPUN Bharat Guidelines, NCERT documents

### SUGGESTED SUPPORTING DOCUMENTS 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 Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4)		Health records of students		Evidences of completion of 3 month School Preparation Module		Evidences of safe spaces created for students in classroom	
CBPs attended by teachers		Sample of Health Cards issued to students		Records of communication with parents		Sample Lesson Plans	
School HR Policy		Evidences of separate and colourful classrooms		Tracking of Performance of students		Participation of Local Experts and volunteers in students' learning programme	
List of teachers along with their qualification		School Safety and Security Policy		Budget allocation		Orientation Programmes for parents on health related needs of students	
Number of students		Annual Calendar		Evidences of peer Learning		Monitoring and Reviewing practices	
Holistic Progress Card		Records of PTMs		Improvement plans made in collaboration with parents		Improvement plans made to strengthen the system	
Roles and Responsibilities of Staff		Any Other		Any Other		Any Other	

## DOMAIN 2: INFRASTRUCTURE: ADEQUACY, FUNCTIONALITY AND AESTHETICS

<b>DOMAIN OVERVIEW</b>	
<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>	
<b>SUB-DOMAIN</b>	<b>STANDARDS</b>
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. 2.1.2 The School Library facilitates effective delivery/implementation of its educational programme. 2.1.3 Laboratories are available to support learning activities. 2.1.4 Computer and other ICT facilities are available to support different administrative and educational activities in the school. 2.1.5 The school has adequate number of activity rooms for art, sculpture, music, dance and theatre.
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 and integration of Organic Living in Curriculum	2.7.1 The school follows eco-friendly/green practices to promote and inculcate organic lifestyle among students.

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 has 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.
2.12 Transport and Escort Facility	2.12.1 School provides optional, safe and reliable transportation facility to accessible and remote areas.



## 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"> <li>• Classrooms are available in the school as per statutory norms.</li> <li>• School ensures student classroom ratio (SCR) as per norms.</li> <li>• Inventories are maintained.</li> </ul>	<ul style="list-style-type: none"> <li>• The school uses additional spaces for meaningful student learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• All classrooms are designed to provide for varied learning needs and suitable for different stages as per the norms.</li> <li>• ICT facilities are available in the classrooms.</li> <li>• Infrastructure is upgraded as and when required.</li> <li>• Teachers are trained to use the various classroom resources.</li> </ul>	<ul style="list-style-type: none"> <li>• The School Policy on Institutional Planning with regard to Infrastructure is in place.</li> <li>• All classrooms have space for peer interactions and student–teacher interactions.</li> <li>• School has clean and aesthetically pleasing classrooms.</li> <li>• ICT facilities are available in all the classrooms.</li> <li>• Classrooms are easily accessible by students with special needs.</li> <li>• There is an ongoing mechanism to assess the infrastructural needs of the institution in relation to the students’ needs and plans for improvement made accordingly.</li> </ul>

#### Guiding Principles/Policies

NEP, Affiliation Bye Laws of the Board

### SUGGESTED SUPPORTING DOCUMENTS 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 on Institutional Planning		Scanned photographs		Evidences of use of additional spaces for meaningful learning		Mentoring, Monitoring and reviewing practices	
Physical Verification		Stock register		CBPs by staff		School Improvement Plan to strengthen the system	
Roles and Responsibilities of staff		Availability of ICT Facilities in classrooms		Mechanism to assess the infrastructural needs		Any Other	

**2.1.2 The School Library facilitates effective delivery/implementation of its educational programme.**

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"> <li>• School has a separate library room with adequate resources as per norms.</li> <li>• Students visit the Library as per their allotted period.</li> <li>• The students are issued books to inculcate reading habits.</li> <li>• Inventories are maintained.</li> </ul>	<ul style="list-style-type: none"> <li>• The school librarian maintains records.</li> <li>• The school Library resources are utilized by teachers and students.</li> <li>• Library is open for the students even after school hours.</li> <li>• At least 50% students in the school are issued library books.</li> </ul>	<ul style="list-style-type: none"> <li>• Capacity building programmes for librarian and teachers are organised to use library as a teaching learning resource.</li> <li>• Library has separate reference section and a Reading Room.</li> <li>• Books are regularly updated to meet the developmental needs of learners of all the genders and all age groups.</li> <li>• The Library is used as a resource for alternative modes of learning and teaching by the subject teachers.</li> <li>• The Librarian follows well-constructed age appropriate strategies to meet teaching learning needs of students.</li> <li>• At least 75% students in the school are issued library books.</li> </ul>	<ul style="list-style-type: none"> <li>• The School Policy on Institutional Planning with regard to effective usage of Library is in place.</li> <li>• The school library has aesthetic and flexible design to support varied learning experiences of learners.</li> <li>• The library provides access to internet, e-library and various digital media to both teachers and students.</li> <li>• The content in the books respect the sentiments of all gender, race, religion or community.</li> <li>• The Librarian uses innovative techniques to encourage students to read.</li> <li>• Teachers’ and Students’ views and suggestions are taken to procure relevant and age appropriate books.</li> <li>• 100% students in the school are issued library books.</li> <li>• The Library is accessible to parents, alumni and community.</li> <li>• Regular review of the needs of students and staff and appropriate action plan is evidenced.</li> </ul>

**Guiding Principles/Policies**

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

## SUGGESTED SUPPORTING DOCUMENTS 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 on Institutional Planning		Process of Procurement of books reflecting students' and staff suggestions		Student, Teacher and parent accession registers/e-issue data		Evidences of digital resources and usage	
School safety and Security Policy		Consolidated time table reflection school education programme and its philosophy		Library Log Book		Mentoring, Monitoring and Reviewing Practices	
Budget Allocation		Onsite/Online verification		Record of frequent issue of books		Innovative techniques to encourage reading habits	
Stock Registers		Lesson Plans reflecting practices that encourage reading skills		Roles and Responsibilities of staff		Improvement Plans to strengthen the system	

**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"> <li>• The school has Science, Mathematics and Computer laboratories as per norms.</li> <li>• The Laboratories are equipped as per norms to meet the desired learning outcomes of students.</li> <li>• The equipment, reagents and specimens etc. kept in laboratories are in accordance with the laws, rules and regulations applicable.</li> <li>• All safety and security compliances are met with as per CBSE and NCPCR norms and guidelines.</li> <li>• Laboratories and related emergency management facilities are available.</li> <li>• School has a full time lab attendant/s.</li> <li>• Inventories are maintained.</li> </ul>	<ul style="list-style-type: none"> <li>• All Laboratories are effectively utilised by students of different stages.</li> <li>• Student outcomes are displayed in the labs.</li> <li>• The Lab Attendant(s) maintain(s) records.</li> <li>• Teachers and students of all the genders are adequately trained to demonstrate safe and careful use of equipment.</li> <li>• Safety and Security norms are reviewed at regular intervals.</li> </ul>	<ul style="list-style-type: none"> <li>• Capacity building programmes for Lab Attendants and Teachers are organised to use laboratories and their resources as a teaching learning tool.</li> <li>• The laboratories are equipped with a separate reference section.</li> <li>• Laboratories are regularly updated to meet the developmental needs of learners of all the genders and all age groups.</li> <li>• The Laboratories are used as a resource for alternative modes of learning and teaching by the subject teachers.</li> <li>• The Lab Attendant(s) follow(s) well-constructed age appropriate strategies to meet teaching learning needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>• The School Policy on Institutional Planning with regard to the effective usage of Laboratories is in place.</li> <li>• The school has additional experiential lab(s) and mobile lab(s) for developing skills in all subjects as per the needs of the 21<sup>st</sup> century learner.</li> <li>• The Laboratories are used as innovation centres to build 21<sup>st</sup> century skills in the learners.</li> <li>• Resources are added based on lab attendant(s)', teachers' and students' feedback.</li> <li>• School collaborates with Parents, Alumni and Community Members to upgrade the Laboratories.</li> <li>• Ongoing review of resources and subsequent action plan is evidenced.</li> </ul>

**Guiding Principles/Policies**

NEP, Affiliation Bye Laws, Curriculum Documents, Lab Manuals

### SUGGESTED SUPPORTING DOCUMENTS 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 on Institutional Planning and School Safety and Security Policy		Consolidated time table reflecting school education programme and its philosophy		Onsite verification of the laboratories to see for display of charts on safety measures to be adopted in the laboratory		CBPs attended by teachers and lab attendants	
Budget Allocation		Need assessment forms		Evidences of reference section in labs		Evidences of Experiential and mobile labs in school	
Stock registers of different laboratories		List of non-teaching staff members with roles and responsibilities		Innovative Practices		Mentoring, Monitoring and Reviewing Practices	
Lab usage registers		Procurement procedure for lab equipment		Roles and Responsibilities of Staff		Improvement Plans to strengthen the system	

**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"> <li>• School has uninterrupted facility for electricity. It has internet facility along with modem and other allied technical instruments.</li> <li>• School has functional ICT Lab(s) with availability of computers as per norms.</li> <li>• There is an evidence of computer learning in the school time table of all stages.</li> <li>• Available Computer and ICT facilities are used by teachers and students.</li> <li>• Digital online content is available for students and staff.</li> <li>• Administrative staff uses available ICT facilities to improve their functioning.</li> <li>• The School Website displays all the mandatory information.</li> <li>• Inventories are maintained.</li> </ul>	<ul style="list-style-type: none"> <li>• Computer and ICT facilities for academic and non-academic activities are available and used by students.</li> <li>• There is an evidence of computer aided learning.</li> <li>• School provides training to teachers and staff in the use of ICT and other futuristic technologies like AR/VR, Smart Classrooms, etc.</li> <li>• Students participate and compete in ICT related intra/inter school events.</li> <li>• Atleast <b>30%</b> students in the school use digital devices (tablet/PC provided by the school) and access online content and use it.</li> </ul>	<ul style="list-style-type: none"> <li>• The available Information, Media and Digital facilities for School Information Management are utilised in all the domains of school functioning.</li> <li>• Facilities are regularly upgraded and effectively utilized by students, teachers and administrative staff.</li> <li>• School provides ongoing training to teachers and staff in the use of ICT and its integration in relevant subjects.</li> <li>• Integration of ICT (Digital and online tools) with the learning design of subjects and activities is evidenced.</li> <li>• School conducts orientation programmes for students on futuristic technologies keeping in view the market trends.</li> <li>• Student outcomes reflecting technology usage are evidenced.</li> <li>• Students participate and compete in ICT related state/national level events.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a well-defined Policy on Institutional Planning with regard to Technology Integration and Digital literacy in school.</li> <li>• There are more than adequate computers (1:2 students per computer / laptop/tablet) for a given class with high speed/strength internet facility.</li> <li>• Information, Media and Digital Literacy are integrated with the learning design at all stages.</li> <li>• Parents are oriented towards digitalization of school processes.</li> <li>• Parents, Alumni and the community collaborate with the school in improving the Information, Media and Digital facilities and their usage for enhanced learner outcomes.</li> <li>• At least 80% students in the school use digital devices (tablet/PC provided by the school) and access online content and use it.</li> </ul>

		<ul style="list-style-type: none"> <li>• Atleast <b>50%</b> students in the school use digital devices (tablet/PC provided by the school) and access online content and use it.</li> <li>• Student Learning outcomes are evidenced in the usage of technology by students, staff and community.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing review of equipment and facilities is evidenced together with an action plan for improvement.</li> <li>• Ongoing review of use of ICT facilities by teachers, students and administrative staff acts as an enabler to improve the system.</li> </ul>
--	--	--	---

### Guiding Principles/Policies

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



## SUGGESTED SUPPORTING DOCUMENTS 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 on Institutional Planning and School Safety and Security Policy		Consolidated Time Table of all classes reflecting school education programme and usage of ICT		ICT content taught to students		CBPs for teachers and staff	
Blueprint for ICT		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		Budget Allocation	
Log books maintained in school for students, parents and other stakeholders		Teachers' Diary - integration of ICT in teaching learning process related with scholastic and co-scholastic aspects		Records of orientation programmes for stakeholders		Stock Registers	
Student and Teacher Outcomes Details		Expected Outcomes for all stakeholders		Roles and Responsibilities of staff		Mentoring, Monitoring and Reviewing Practices	
Collaborations with parents, alumni and community		Use of digital devices by students		Achievement of Learning Outcomes by students		Improvement Plans to strengthen the system	

**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"> <li>• School has either separate rooms for art and sculpture, music, dance, theatre activities or one multipurpose hall for these activities.</li> <li>• All safety and security measures as per norms are in place.</li> <li>• Inventories are maintained.</li> </ul>	<ul style="list-style-type: none"> <li>• School has separate rooms for art and sculpture, music, dance, theatre activities along with a multi-purpose space which is utilized for different activities.</li> <li>• Equipment for all the activities is utilized and maintained.</li> <li>• All safety and security measures are regularly reviewed.</li> </ul>	<ul style="list-style-type: none"> <li>• Capacity building programmes are organised for teachers on setting up aesthetic activity rooms and integration of these art forms in teaching learning practices.</li> <li>• Open spaces are well utilized to develop a culture of art and aesthetics.</li> <li>• Activity rooms are well designed and equipped to meet the diverse interests and needs of students.</li> <li>• Age appropriate equipment is available in the activity rooms.</li> <li>• School has a Heritage Club that focuses on promotion of local art and culture.</li> <li>• Student outcomes are visible throughout the school.</li> </ul>	<ul style="list-style-type: none"> <li>• The School Policy on Institutional Planning with regard to development of Aesthetics, Art and Culture in students is well in place.</li> <li>• School collaborates with parents, alumni, community and local artists to provide meaningful experiences in the field of arts and aesthetics to the students.</li> <li>• School has an Innovation Centre that focuses on entrepreneurial projects that promote local art and culture.</li> <li>• The needs of the teachers and students are regularly analysed, gaps identified and improvement plans made accordingly to strengthen the system.</li> <li>• Feedback and feedforward is taken from the stakeholders to strengthen the system.</li> </ul>

**Guiding Principles/Policies**

NEP, Affiliation Bye Laws

### SUGGESTED SUPPORTING DOCUMENTS 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 on Institutional Planning		Log Book		Stock Register		Evidences of utilisation of open spaces to develop a culture of art and aesthetics in the school	
School Safety and Security Policy		Maintenance Records		Website		Feedback and Feedforward practices	
Budget Allocation		Display of Learning Outcomes through different modes		Newsletters		Roles and Responsibilities of staff	
List of Activity Rooms		Onsite/online Verification / Photographs		Lesson Plans reflecting integration of Art forms at different levels		Mentoring, Monitoring and Reviewing Practices	
List of equipment		CBPs for teachers		Evidences of visibility of student outcomes throughout the school		Improvement Plans to strengthen the system	
Heritage Club activities		Collaborations with parents, alumni, community and local artists		Entrepreneurial projects undertaken by students		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"> <li>• The school has a designated space for Principal, Teachers and Administrative Staff.</li> <li>• Inventories are maintained.</li> </ul>	<ul style="list-style-type: none"> <li>• The school has a well-equipped office for the Principal.</li> <li>• The Principal's Office has a separate seating space for interaction with students, parents and teachers.</li> <li>• There is a well-equipped office for administrative staff.</li> <li>• There is a well-equipped staff room for all the teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• The Principal has an open door policy.</li> <li>• The Principal and staff (teaching and non-teaching) are trained on relationship management.</li> <li>• The administrative office is well equipped to accommodate the needs of stakeholders.</li> <li>• There is a well-equipped staff room at every floor/level.</li> <li>• The school office is equipped with relevant ICT facilities for Principal, teaching staff and Administrative Staff as well as for non-teaching staff.</li> </ul>	<ul style="list-style-type: none"> <li>• The School Policy on Institutional Planning with regard to provision of facilities for school staff and principal is in place.</li> <li>• The school has aesthetically and functionally designed offices.</li> <li>• Equipment is regularly updated and well maintained.</li> <li>• The Principal engages in innovative practices to make the official work spaces more accessible and welcoming.</li> <li>• Review of infrastructure and aesthetics as per school policy is evidenced at regular intervals.</li> <li>• Feedback and Feedforward taken from students and staff to improve the system and action plans made accordingly.</li> </ul>

### Guiding Principles/Policies

Affiliation Bye Laws

### SUGGESTED SUPPORTING DOCUMENTS 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 on Institutional Planning		School budget		Photographs and Onsite / online verification		Feedback and Feedforward practices	
School building plan		Roles and Responsibilities of staff		Any Innovation		Monitoring and reviewing practices	
Open Door Policy		CBPs attended by Principal and Staff – teaching and non-teaching		Stock Register		Improvement Plans to strengthen the system	

### 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"> <li>• School has an infirmary/sick room.</li> <li>• The infirmary has a first aid kit with necessary medicines and other supplies for emergency which are within the expiry period.</li> <li>• Nurse is available to attend to the needs of the students.</li> <li>• School has a full time counsellor to attend to the mental health and well-being issues.</li> <li>• School has a anti bullying committee.</li> <li>• Annual health check-ups are conducted.</li> <li>• Health Cards of all students are maintained with special focus on immunization.</li> <li>• Emergency protocols are in place.</li> </ul>	<ul style="list-style-type: none"> <li>• School has full time nurse to attend to the needs of the students and records are maintained.</li> <li>• The school medical room is equipped to handle medical emergencies.</li> <li>• All teachers are trained in first aid.</li> <li>• Preventive Health Check-ups of students are conducted.</li> <li>• School creates awareness among students about Mental Health Issues.</li> <li>• Students are aware of Manodarpan and avail support with regard to their Mental Health and well-being.</li> <li>• School empowers students by educating them regarding bullying.</li> </ul>	<ul style="list-style-type: none"> <li>• Capacity building of teachers on ensuring physical, socio emotional well-being of self and of students.</li> <li>• Teachers are trained in identifying early signs of mental health issues among students.</li> <li>• Reports of regular Preventive Health Check-ups are shared with the parents.</li> <li>• Relevant medical records of all students are updated with parental support.</li> <li>• Mechanism is in place for early identification of behavioural patterns in students.</li> <li>• School has a Health and Wellness Club which is the focal point of school health promotion.</li> <li>• Activities for parents, students and teachers that focus on preventive health care management are integrated in the time table, school calendar and school curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• The School Health and Wellness Policy for a Health Promoting School is in place and implemented.</li> <li>• School has a full-time doctor.</li> <li>• Equal comfort level in terms of medical facilities is offered to all the genders.</li> <li>• Effective communication system is in place for preventive health care and Health Management.</li> <li>• School has a Mental Health Advisory Panel comprising of Principal, Teachers, Parents, Students, Alumni and Community Members.</li> <li>• School plans and enforces an age and gender appropriate Annual School Mental Health Programme.</li> <li>• The School Health Management facilities are monitored, reviewed at regular intervals and</li> </ul>

<ul style="list-style-type: none"> <li>• Emergency medical care numbers are displayed at prominent places in the school.</li> <li>• The school has tied up with a local nearest hospital to meet emergency needs.</li> <li>• The school adheres to statutory compliances.</li> <li>• Inventories are maintained.</li> </ul>		<ul style="list-style-type: none"> <li>• Collaborations with parents and the community are evidenced.</li> </ul>	<p>improvement plans made accordingly.</p>
---	--	--	--

**Guiding Principles/Policies**

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

### SUGGESTED SUPPORTING DOCUMENTS 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 Health and Wellness Policy		Consolidated Time Table of all classes		Emergency Protocols		Onsite / online verification	
Health Advisory Panel		Records of provision of female nurse along with a male doctor or vice versa		Compliances with statutory norms		Stock Register	
Annual School Health Program		Tie up with a nearby Hospital and provision of an Ambulance		School Health and Wellness Club		Collaborations with parents and community	
Holistic Health Cards of Students		Roles and Responsibilities of staff		Activities that promote physical, socio-emotional well being		Mentoring, Monitoring and Reviewing Practices	
Records of health check-up of the students		CBPs attended by teachers		Integration of preventive health care in Lesson Plans		Improvement Plans made to strengthen the system	



## 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"> <li>• The school has adequate and separate functional and clean toilets for girls, boys and third gender as per norms.</li> <li>• There is a provision for disposal of menstrual waste in girls toilet.</li> <li>• Toilet(s) for divyang with necessary provisions is/are available.</li> <li>• Hand washing facility with soap dispensers is available and easily accessible for all age groups.</li> <li>• 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.</li> <li>• Water filter/purifier is available in the school.</li> <li>• Water quality is tested periodically.</li> </ul>	<ul style="list-style-type: none"> <li>• There is provision of proper lighting, exhaust fans and dust bins in the toilets.</li> <li>• Sufficient water is available at all times for different purposes in the school.</li> <li>• Dust bins are available in all the corridors and classrooms in the school.</li> <li>• There is regular supply of cleaning materials, soap, disinfectants, brooms, brushes, buckets etc.</li> <li>• There are working locks on the toilet doors.</li> <li>• Doors have child-friendly latch.</li> <li>• School promotes use of organic sanitary pads among girl students.</li> <li>• School has provision of Organic Sanitary Pad vending machines in girls' toilets and eco-friendly incinerators for disposing menstrual waste.</li> <li>• There is provision of separate and clean toilets for male and female staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Capacity building of teachers, admin and housekeeping staff and students on personal and environmental hygiene and waste management.</li> <li>• Regular/daily inspection of water and sanitation facilities by a committee /person appointed for the task.</li> <li>• Visuals depicting key hygiene messages and use of water conserving techniques are available in all the toilets, hand washing and water drinking stations/areas.</li> <li>• Teachers integrate age appropriate personal and environmental hygiene and waste management practices into their curriculum.</li> <li>• Teachers take up projects that focus on personal and</li> </ul>	<ul style="list-style-type: none"> <li>• The School Policy on Health and Wellness that includes Sanitation, Personal and Environmental Hygiene and Waste Management Practices is in place.</li> <li>• Institutional planning ensures that plumbing and drainage system and disposal of waste facilities are sustainable and scalable.</li> <li>• 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.</li> <li>• The school provides a platform for students to collaborate with parents, alumni and community</li> </ul>

<ul style="list-style-type: none"> <li>• There is proper disposal of waste and garbage.</li> <li>• All disinfectants and cleaning materials are kept away from the reach of the children.</li> <li>• All safety and security measures as per norms are in place.</li> <li>• Inventories are maintained.</li> </ul>	<ul style="list-style-type: none"> <li>• All water, sanitation and hand washing areas are kept clean and in hygienic conditions are maintained.</li> <li>• The sanitary equipment is regularly monitored and repaired/replaced.</li> <li>• School has a drainage system and protocols for disposal of waste and garbage.</li> <li>• All safety and security measures are regularly reviewed and action plans made to improve the system.</li> </ul>	<p>environmental hygiene and waste management practices.</p> <ul style="list-style-type: none"> <li>• Community projects are initiated on waste management practices.</li> <li>• Students participate and compete in events on eco-friendly practices.</li> </ul>	<p>to build a safe and clean environment.</p> <ul style="list-style-type: none"> <li>• Students are empowered to execute innovative designs on waste management and maintenance of personal and environmental hygiene.</li> <li>• The school caters to a clean environment by enforcing stringent monitoring and review practices.</li> <li>• Gaps are identified and action plans made accordingly.</li> </ul>
--	---	---	---

### Guiding Principles/Policies

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

### SUGGESTED SUPPORTING DOCUMENTS 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 Health and Wellness Policy		Roles and Responsibilities of Staff		Sanitation Inspection Reports		Equipment	
School Safety and Security Policy		Appropriate Signages		Community projects on waste management practices		Participation records of students in events on eco-friendly practices	
Roles and Responsibilities of staff		Budget Allocation		Stock Registers		Innovations, if any	
Statutory Compliances		School Waste Management System		Onsite/online verification		Collaborations with parents, alumni and community	
CBPs attended by teachers, admin and housekeeping staff and students		Lesson Plans reflecting integration of personal and environmental hygiene and waste management practices into their curriculum		Projects undertaken by teachers on personal and environmental hygiene and waste management		Mentoring, Monitoring and Reviewing Practices	
Any other		Any other		Any other		Improvement Plans made to strengthen the system	

## 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"> <li>• Age appropriate furniture in classrooms commensurates with the strength of students and staff.</li> <li>• All safety and security measures are in place.</li> <li>• Inventories are maintained.</li> </ul>	<ul style="list-style-type: none"> <li>• Different seating arrangements are demonstrated by the teachers in correlation to their pedagogical strategies.</li> <li>• Students engage in multiple activities while working in groups.</li> <li>• All safety and security measures are reviewed at regular intervals.</li> </ul>	<ul style="list-style-type: none"> <li>• The school organises capacity building programmes on classroom management for teachers.</li> <li>• Age appropriate aesthetically designed furniture is available in the school.</li> <li>• Appropriate furniture is available for differently abled students.</li> </ul>	<ul style="list-style-type: none"> <li>• The School Policy on Institutional Planning with regard to the provision of Furniture is in place.</li> <li>• Feedback and feedforward is taken from teachers and students on the functionality and adequacy of the furniture.</li> <li>• The furniture requirements are periodically reviewed and additions made as per needs.</li> <li>• All safety and security measures are regularly reviewed; gaps identified and improvement plans made accordingly.</li> </ul>

### Guiding Principles/Policies

Affiliation Bye Laws

**SUGGESTED SUPPORTING DOCUMENTS THAT CAN BE REVIEWED BY SCHOOL**

<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>
School Policy		Photographs		List of classrooms, activity rooms, learning spaces		Monitoring & Review practices for ensuring safety and accessibility	
Onsite /online verification		Any other		Any Other		Improvement plans to strengthen the system	

## 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"> <li>• Classrooms have working artificial light system.</li> <li>• All the light points are working.</li> <li>• The entire school building is well lit as per norms.</li> <li>• School practices energy saving measures.</li> </ul>	<ul style="list-style-type: none"> <li>• There are windows in classroom for natural lighting and cross ventilation.</li> <li>• The window panes are clean.</li> <li>• The windows facilitate entry of daylight and provide a view.</li> </ul>	<ul style="list-style-type: none"> <li>• Natural lighting and cross ventilation is a part of building design.</li> <li>• The classrooms are painted in white or light non-glossy paint to improve the light quality in the rooms.</li> <li>• The text on the Boards are clearly visible to all the students in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• The School Policy with regard to eco-friendly practices and health and wellness is in place.</li> <li>• The indoor visual environment includes elements linked to task performance, visual comfort, health, safety and well-being of students.</li> <li>• The design principles include clean room design, operation and maintenance, daylighting, diffused reflected light, discomfort glare, energy performance, illuminance, life of lamps.</li> <li>• Entire school building is ventilated with temperatures conducive for learning and working as per norms.</li> <li>• Energy saving measures and the cleanroom design are monitored at regular intervals.</li> <li>• Gaps are identified and improvement plans made accordingly.</li> </ul>

### Guiding Principles/Policies

NEP, Affiliation Bye Laws, Recommendations for Basic Requirements of School Building, 2006, National Building Code

**SUGGESTED SUPPORTING DOCUMENTS THAT CAN BE REVIEWED BY SCHOOL**

<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>
School Policy		School Building Plan		Onsite/online verification		Monitoring and reviewing practices	
Roles and Responsibilities List		Any Other		Any Other		Improvement plans	

## 2.7 Eco-friendly Orientation and integration of Organic Living in Curriculum

### 2.7.1 The school follows eco-friendly/green practices to promote and inculcate organic lifestyle among students.

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"> <li>• The school premises are neat and clean.</li> <li>• The school uses energy saving and energy efficient electrical equipment.</li> <li>• School has compost pits for the recycling of school organic waste.</li> <li>• Rain water harvesting system is in place in the school.</li> <li>• School has solar panels installed in the campus.</li> <li>• School has green plants placed/grown in its premises.</li> <li>• School Waste is segregated before disposal.</li> <li>• E-waste is disposed of in an appropriate manner.</li> <li>• School has an eco-club.</li> <li>• Recycling bins are placed across the school premises.</li> </ul>	<ul style="list-style-type: none"> <li>• The school premises are aesthetically maintained with lawns and green plants.</li> <li>• Students follow eco-friendly practices like use of recycled/eco-friendly material for different projects and school events; "lights-off" hour once per week; water conservation practices; use of plastic free lunch boxes and reusable water bottles; energy, water and waste audits etc.</li> <li>• School has a kitchen/nutritional garden maintained by students.</li> <li>• Students participate in maintaining and sustaining neat, clean and green school surroundings.</li> <li>• Students carry out study of traditional practices related to protection of environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers are trained to integrate Learning about the environment; Learning through the environment; and Learning for the environment in their lesson plans.</li> <li>• School conducts age appropriate activities like nukkad natak, hackathons, workshops, showcasing of films, documentaries, expert talks, etc. for all levels of classes (primary to secondary) to create awareness on environmental issues and organic lifestyle among the students and community members.</li> <li>• Community members and alumni participate in and contribute to eco-friendly activities organised by the school.</li> <li>• The institutional planning of the school reflects the use of eco-friendly materials in all the operational domains of the school</li> </ul>	<ul style="list-style-type: none"> <li>• The School Policy on Sustainable Eco-friendly/ Green Practices leading towards organic lifestyle is in place.</li> <li>• The curricular transactions expose students to the real-life world, natural and social; enable them to analyse, evaluate, and draw inferences about environmental problems and concerns; add to their understanding of environmental issues; promote sustainable environmental actions in order to facilitate the move towards organic living.</li> <li>• Teachers build on the knowledge, skills and attitudes of the students towards environmental awareness and organic living through interdisciplinary approaches.</li> <li>• Students participate in identifying age appropriate environmental issues/problems and find effective and innovative solutions that are executed in the school, community and at home.</li> </ul>



	<ul style="list-style-type: none"> <li>• Students participate in environment related events at intra/inter school level.</li> </ul>	<ul style="list-style-type: none"> <li>– academic, non-academic and administrative.</li> <li>• Students participate in environment related events at district/state level.</li> </ul>	<ul style="list-style-type: none"> <li>• Students participate in environment related events at national/international level.</li> <li>• The eco-friendly practices adopted by the school are an example for the wider community.</li> <li>• The Eco-friendly practices are monitored and reviewed at regular intervals.</li> <li>• School assesses impact of eco-friendly practices on students periodically and make changes in the policy and curricular programme accordingly.</li> </ul>
--	---	---	--

### 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 SUPPORTING DOCUMENTS 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		Anecdotal Records	
Budget Allocation		Eco-friendly practices in the school		Projects/SEWA/ Entrepreneurial Programme		Mentoring, Monitoring and Reviewing Practices	
Lesson plans reflecting integration of eco-friendly practices		Waste Management Practices		Any Innovation		Improvement Plans	
Key Roles and Responsibilities List		Impact on the Learner		Portfolios		Any Other	

## 2.8 Safety Provisions

### 2.8.1 The School ensures Whole School Safety and Security Approach for all as per statutory norms.

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"> <li>• The school complies to NDMA guidelines in the area of physical infrastructure and disaster-related issues; safety and security guidelines given by NCPCR; safety and security guidelines given by CBSE.</li> <li>• The school provides clean and hygienic surroundings and potable water to the students.</li> <li>• Emergency Protocols are in place.</li> <li>• Orientation programmes are conducted for all staff members on the statutory requirements (acts, policies, procedures, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• The school has an all-hazards Safety Plan that takes into account all potential threats and hazards.</li> <li>• Roles and Responsibilities are defined for all staff members to ensure safety and security for all students at all times.</li> <li>• NDMA/NCPCR/CBSE guidelines are monitored by designated school teams for ensuring effective implementation.</li> <li>• Collaborative partnership between students, teachers and parents is evidenced in the designing of effective monitoring practices to ensure the safety and security for all.</li> </ul>	<ul style="list-style-type: none"> <li>• All the school SOPs related to NDMA/NCPCR/CBSE reflect preventive and corrective safety and security protocols in all domains of school functioning.</li> <li>• The school empowers all the stakeholders, including the alumni and the community in co-creating a safe and secure school environment for the holistic development of students.</li> <li>• The SOPs in every domain of school functioning are monitored from the perspective of safety and security at regular intervals by the designated teams of empowered stakeholders.</li> <li>• The school has a mechanism to assess the satisfaction of stakeholders with respect to the safety and security approach followed in the school.</li> </ul>	<ul style="list-style-type: none"> <li>• The School Safety and Security Policy to ensure Safety and Security of all is in place.</li> <li>• The defined roles and responsibilities ensure that the process owners take appropriate action, not only preventive but also compassionate and developmental, so that risk of any kind of incident which harms students or staff will be eliminated.</li> <li>• The Whole School Approach on Safety and Security is evidenced by the contribution of all stakeholders in all domains of school functioning to ensure that the students learn and grow in a joyful and safe environment.</li> <li>• The accountability for keeping children safe and secure in schools (including while children are transported to and fro, to attend school or go back to their homes in a school transport) is on School Management, Principal and Staff.</li> </ul>

			<ul style="list-style-type: none"> <li>• School follows 'Zero Tolerance Policy' against any negligence on the part of any individual or school member or management when it comes to the safety and security of children in school.</li> <li>• The safety and security measures are reviewed/monitored at regular intervals; feedback and feedforward taken from stakeholders; gaps identified and action plans made accordingly.</li> </ul>
--	--	--	--

#### 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 NCPCR, NDMA Guidelines 2016, Safety Checklist (given as **annexure A**), Guidelines on School Safety and Security issued by Ministry of Education

### SUGGESTED SUPPORTING DOCUMENTS 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 or annual calendar for conducting mock drills throughout the year		Child Protection Committee		System for monitoring safety & security in transportation	
Action plan for dealing with emergency		Key Roles and Responsibilities List		POCSO Committee		Mentoring, Monitoring and Reviewing Practices of all Safety and Security Measures	
Evidences of training sessions for school staff and other stakeholders on safety related matters		Evidences of tie up with local agencies for handling emergencies		POSH Committee		Data Analysis	
Safety certificates		System for Monitoring Safety and Security from Entry to Exit from the school		Evidences of mandatory infrastructural safety provisions/requirements as per norms		Improvement Plans to strengthen systems	
Guidelines for Trips/excursions		Onsite/online visit		Emergency protocols & Communication Tree		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"> <li>• School has a playground meeting minimum statutory requirements.</li> <li>• School has indoor and outdoor sports material/equipment as per norms.</li> <li>• Sports facilities and equipment are maintained and the staff ensures safety and security of students at all times.</li> <li>• Intra level sports events are organised in the school.</li> <li>• Records and inventories are maintained.</li> </ul>	<ul style="list-style-type: none"> <li>• School has a designated area within the school premises for indoor games/sports.</li> <li>• Sports and games equipment catering to the needs of all students is maintained and made available as and when required.</li> <li>• Students participate in inter school sports events.</li> <li>• PE Teachers are trained in conducting indoor and outdoor physical activities for ensuring the fitness of all students including divyang.</li> </ul>	<ul style="list-style-type: none"> <li>• School facilities are used for multiple sports and other activities including yoga.</li> <li>• School has a provision of equal indoor and outdoor sports and games facilities and equipment to all students regardless of gender and abilities.</li> <li>• School has dedicated area for the storage of age and game appropriate indoor and outdoor sports equipment.</li> <li>• Facility of changing rooms and easy access to wash rooms and potable drinking water is available to the students.</li> <li>• School playground is used to host interschool sports events.</li> <li>• School playground is being used as a teaching tool by the teachers.</li> <li>• School playground has the facility of safe shades and rest areas.</li> </ul>	<ul style="list-style-type: none"> <li>• The School Policy on Institutional Planning with reference to indoor and outdoor sports facilities is in place.</li> <li>• Indoor and outdoor game areas are creatively and aesthetically designed using different safe and age appropriate surfacing materials, colours and patterns and regularly maintained.</li> <li>• Indoor and outdoor sports facilities are accessible to students, staff, parents, alumni and community.</li> <li>• There is provision of multi courts and diverse sports and games facilities in the school.</li> <li>• School indoor and outdoor sports facilities are used to host national/international sports events.</li> <li>• Facility for coaching or special training in specific game(s) is available for students.</li> <li>• The school has a plan of action which includes evaluating, assessing, and</li> </ul>

			<p>changing routines and equipment to meet accessibility and inclusive standards.</p> <ul style="list-style-type: none"> <li>• The physical accessibility of the playground is also regularly assessed to ensure all equipment can be used by all students including divyang.</li> <li>• Improvement plans are made to strengthen the system.</li> </ul>
--	--	--	--

**Guiding Principles/Policies**

NEP, Affiliation Bye Laws

### SUGGESTED SUPPORTING DOCUMENTS 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	
Sports Education Programme		Annual Calendar of MPE and Sports		Consolidated time table of all classes		Physical verification	
School Building Plan		List of staff members with roles and responsibilities		Student Year Book		Mentoring, Monitoring and Reviewing Practices	
Budget Allocation		Any Other		Any Other		Improvement Plans	



## 2.10 Hostels

**2.10.1 School has sufficient rooms/dormitories, recreational spaces, washrooms, drinking areas, residence for warden and 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"> <li>• Guidelines for infrastructural facilities, maintenance and governance for boarding are available.</li> <li>• Number of Toilets bathing rooms, wash basins, urinal pots exist in proportion to the number of students in the dorms-1:10.</li> <li>• There is a separate wing for boys and girls.</li> <li>• Dormitories are available for boarders.</li> <li>• Dorm Guardian's Room is inside the hostel.</li> <li>• Potable water is available.</li> <li>• Washrooms are available as per norms.</li> <li>• Kitchen and dining area is available.</li> <li>• Running water supply is available throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Guidelines for maintenance and governance of Hostel infrastructure with laid out roles and responsibilities are in place.</li> <li>• Number of Toilets, bathing rooms, wash basins, urinal pots exist in proportion to the number of students in the in the dorms 1:8.</li> <li>• There is provision for Visitors' room and common room for guests and boarders.</li> <li>• Water and other facilities like soap etc. is available in the washrooms at all times.</li> <li>• There is provision for back up facility for electricity.</li> <li>• The infrastructural requirements are assessed at regular intervals and met accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient number (1:6) of toilets, bathing rooms, wash basins, urinal pots as per the standard norms.</li> <li>• Dormitories/twin share/three share options are available.</li> <li>• There is provision in the infrastructure for individual and common recreational spaces.</li> <li>• Kitchen and dining area are separate and equipped with necessary infrastructural requirements.</li> <li>• Provision for temperature-controlled storage of food items and storage of additional bedding is available.</li> <li>• There is a provision for central heating and plumbing for hot water supply in winters.</li> <li>• Visitor's room, laundry, tuck shop, and other daily need facilities are available.</li> </ul>	<ul style="list-style-type: none"> <li>• The School Policy on Institutional Planning with SOPs for Hostel Infrastructure is in place.</li> <li>• Dormitories/Twin share/three share are spacious with ventilation and natural light.</li> <li>• There is a resource room with internet facility for academic use.</li> <li>• Sufficient number (1:4) of toilets, bathing rooms, wash basins, urinal pots as per the standard norms.</li> <li>• There is a separate area for drying personal laundry.</li> <li>• All facilities are in working condition.</li> <li>• Boarders have an easy and supervised access to school's playground, library and other resources after school hours.</li> <li>• There is a provision for residential accommodation for Pastoral care staff within the hostel.</li> </ul>

<ul style="list-style-type: none"> <li>• Furniture in the dormitories is as per norms.</li> <li>• There is a provision for telephonic lines for communication to and from parents.</li> <li>• The school complies with all statutory safety and security norms.</li> <li>• Records and inventories are maintained.</li> </ul>	<ul style="list-style-type: none"> <li>• Hot water supply is provided in winters.</li> <li>• Potable water is available together with water coolers.</li> </ul>	<ul style="list-style-type: none"> <li>• Dorm Guardian's office and residence is within the hostel.</li> <li>• Boarding has a recreational/common room with a library, TV corner and games.</li> <li>• Waste Management System(s) is/are available.</li> </ul>	<ul style="list-style-type: none"> <li>• A periodical review of the infrastructural needs is undertaken by the school; gaps identified and improvement plans made to strengthen the system.</li> </ul>
---	---	--	--

### **Guiding Principles/Policies**

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

### SUGGESTED SUPPORTING DOCUMENTS THAT CAN BE REVIEWED BY SCHOOL

<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>
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"> <li>• Guidelines for environmental hygiene with reference to dining area are in place.</li> <li>• Separate Hand wash facility for the serving staff and students is available.</li> <li>• Drinking water facility areas are clean.</li> <li>• Serving trays and cutlery is available.</li> <li>• The dining area is neat and clean.</li> <li>• Food items are brought from an authorized agency (as per FSSAI).</li> <li>• Safety checks for ensuring quality of food served to students exist.</li> <li>• All safety and security measures are in place as per norms.</li> </ul>	<ul style="list-style-type: none"> <li>• Guidelines for environmental hygiene with reference to kitchen and dining area are in place.</li> <li>• There is a separate area for preparing and serving food.</li> <li>• Cooking vessels, serving trays, cutlery etc. are available as per norms.</li> <li>• There is a separate washing and cleaning area for food items and utensils.</li> <li>• Kitchen and dining area is well ventilated and illuminated.</li> <li>• Staff for cooking, cleaning and serving is available.</li> <li>• Nourishing and wholesome food is prepared in the cooking area.</li> <li>• Staff and students form teams on rotation, to serve others.</li> <li>• Students and staff are encouraged not to waste food.</li> <li>• Students and staff take the responsibility to keep their used cutlery/utensils in designated spots.</li> </ul>	<ul style="list-style-type: none"> <li>• The roles and responsibilities with respect to maintaining hygienic kitchen and dining area are in place.</li> <li>• Training for personal and environmental hygiene and self-grooming is provided to the cooking, serving and cleaning staff.</li> <li>• Kitchen and dining areas are equipped with appliances and furniture as per requirement.</li> <li>• There is adequate space and furniture for cooking and dining.</li> <li>• Menu is displayed in the dining area.</li> <li>• Kitchen has adequate and appropriate storage facility for different products (groceries, vegetables, fruits and dairy products).</li> <li>• Availability of fresh, clean water for cooking.</li> </ul>	<ul style="list-style-type: none"> <li>• The school policy on Institutional Planning with regard to kitchen and dining area infrastructure/human resource &amp; quality control is in place.</li> <li>• Quarterly health checkups of cooking, serving and cleaning staff working in kitchen and dining area is conducted.</li> <li>• The cooking, serving and cleaning staff is trained on waste management practices.</li> <li>• Nutritious and balanced menus are planned in collaboration with staff and students.</li> <li>• Students as part of their SEWA Programme assist the cooking, serving and cleaning staff on a rotational basis.</li> <li>• Monitoring and reviewing practices are in place.</li> </ul>

<ul style="list-style-type: none"> <li>Records and inventories are maintained.</li> </ul>	<ul style="list-style-type: none"> <li>Annual health checks up of the kitchen and serving staff are undertaken to ensure their fitness for the job.</li> <li>The Kitchen and serving staff maintain high degree of personal hygiene and cleanliness.</li> <li>Quality checks are organized by the school to ensure clean and hygienic surroundings, preparation of nutritious food and disposal of waste.</li> <li>Kitchen has adequate temperature - controlled storage facility for provisions (groceries, vegetables, fruits and dairy products).</li> <li>Procurement, storing, cooking and handling of food is safe, healthy and hygienic as per FSSAI norms.</li> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>Drinking water and water for hand wash available both in kitchen and in dining area.</li> <li>Separate hand wash area is available in dining room.</li> <li>Dining area promotes interaction between peers and students.</li> <li>Waste management practices are in place.</li> <li>Biannual health checks up of the kitchen and serving staff are undertaken to ensure their fitness for the job.</li> <li>Feedback is taken from staff and students to improve quality of food.</li> <li>Infrastructure for implementing waste management practices is in place.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback and Feedforward practices are in place.</li> <li>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.</li> </ul>
---	---	--	--

### Guiding Principles/Policies

FSSAI Manual for Food Safety, Safety and Security Guidelines by MoE, Guidelines on Food Safety and Hygiene for School Level Kitchens under Mid-Day Meal (Mdm) Scheme

### SUGGESTED SUPPORTING DOCUMENTS 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		Activities conducted to bring about an awareness on eating right and maintaining cleanliness and hygiene (eg. Nukkad natak, role plays, jingles, illustrations, food audits, etc.)		Strategies to bring about improvement in the kitchen and dining area		Monitoring and reviewing practices	
Store inventory		Record of student involvement		Serving rosters		Improvement Plan	

## 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"> <li>• Guidelines for maintenance of cleanliness and hygiene in hostels are available.</li> <li>• There is a schedule for cleaning of the Hostels - dormitories, recreational spaces, visitors’ room, corridors, toilets, bathing rooms, kitchen and dining areas.</li> <li>• Surprise checks are organized.</li> <li>• All safety and security measures are in place as per norms.</li> <li>• Records and inventories are maintained.</li> </ul>	<ul style="list-style-type: none"> <li>• Guidelines for maintenance of cleanliness and hygiene in hostels along with clearly defined roles and responsibilities are available.</li> <li>• The 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. is followed.</li> <li>• Students are empowered and made responsible for the upkeep of their own rooms.</li> <li>• All safety and security measures are regularly monitored.</li> </ul>	<ul style="list-style-type: none"> <li>• The Housekeeping staff is trained and follow all safety and security measures.</li> <li>• The staff and students undergo orientation and sensitization programmes on importance of eco-sanitation.</li> <li>• The maintenance schedule is adhered to, and monitored and reviewed by a safety and security committee on a regular basis.</li> <li>• Cleanliness and maintenance schedules are displayed prominently in the designated areas.</li> <li>• Eco friendly practices are followed for management of all kinds of waste generated in the hostel(s).</li> </ul>	<ul style="list-style-type: none"> <li>• The School Policy on Institutional Planning with regard to maintenance of Hostels is in place.</li> <li>• The staff, including housekeeping staff and students collaborate to introduce strategies and activities that involve all stakeholders in maintaining cleanliness and hygiene in the hostel.</li> <li>• Recognition and appreciation is provided to students for exhibiting good hygiene practices.</li> <li>• Feedback and Feedforward practices are in place.</li> <li>• The monitoring and reviewing mechanism allows for the evaluation of cleanliness and hygiene practices in the hostel at regular intervals.</li> <li>• Improvement plans are made in collaboration with staff and students and standard operating procedures followed to ensure compliance.</li> </ul>

#### Guiding Principles/Policies

Who Guidelines on Health and Hygiene, Health Guidelines for Hostels, SOPs released by the Govt. from time to time, Advisories issued by the Board

### SUGGESTED SUPPORTING DOCUMENTS THAT CAN BE REVIEWED BY SCHOOL

<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>
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"> <li>• Guidelines for providing safety and security to students are available.</li> <li>• The hostel campus is enclosed and secured with permanent boundary walls.</li> <li>• 24X7 security guards are available at entry and exit gates and records maintained.</li> <li>• Entry to the hostels restricted to authorized personnel only.</li> <li>• Fire Extinguishers and First Aid kits are centrally located in the hostel and regularly checked for expiry and functioning.</li> <li>• Electric wires and cables are insulated with proper earthing and are beyond the reach of the students.</li> <li>• The hostel has the provision of infirmary with full time doctor and nurse.</li> <li>• School has tie up with a nearby Hospital for emergencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Guidelines for providing safety and security to students along with defined roles and responsibilities are available.</li> <li>• Routine health check-ups of students are conducted and health cards are maintained.</li> <li>• Availability of an ambulance on campus.</li> <li>• Fire Extinguishers and First Aid kits are available at appropriate places and staff and students are trained to use them.</li> <li>• Evacuation plan for each room and the building displayed in all the rooms and corridors and regularly practiced.</li> <li>• School provides age appropriate and safe furniture in the hostel.</li> <li>• Police verification is done before hiring of teaching, non-teaching contractual, voluntary and other staff.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff and students are trained to deal with common medical emergencies.</li> <li>• Individual health files are maintained with details of congenital issues, disability if any, allergies, etc.</li> <li>• The school has installed cameras at all gates, corridors and common rooms in the hostel.</li> <li>• Registered parents/ guardians (with the Id card issued by the school) can only visit the students.</li> <li>• There is regular monitoring of health status of students.</li> <li>• There is a mechanism to redress issues of bullying, harassment and abuse.</li> <li>• School has viable communication system in place (eg. phone, fire alarm, etc.)</li> <li>• Monitoring of building entrances, hallways, classrooms and hostel</li> </ul>	<ul style="list-style-type: none"> <li>• The School Safety and Security Policy with Emergency Protocols is in place.</li> <li>• Students are empowered to take care of their own physical safety and also of others.</li> <li>• There is a roster to monitor safety and security of students on an everyday basis in the hostel campus.</li> <li>• Feedback and Feedforward is taken from students and teachers at regular intervals to bridge the gaps.</li> <li>• The dorm warden uses systems thinking approach in collaboration with students, staff, parents and alumni to improve and strengthen the safety and security system in the hostel.</li> </ul>

<ul style="list-style-type: none"> <li>• Emergency medical care numbers are displayed in the hostel.</li> <li>• Visitors have the access to the area designated by the school by using a visitors' pass.</li> <li>• Evacuation plan is displayed in the hostel building.</li> <li>• POCSO training and CPC committees as per statutory norms.</li> <li>• The school adheres to all statutory compliances.</li> <li>• Records and inventories are maintained.</li> </ul>	<ul style="list-style-type: none"> <li>• Isolated areas of the school hostel are well lit and under frequent invigilation.</li> <li>• Safety and security measures are regularly reviewed.</li> </ul>	<p>before, during and after school hours.</p>	
---	---	---	--

**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 safety

### SUGGESTED SUPPORTING DOCUMENTS 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 Safety and Security 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		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		Infirmary records		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"> <li>• Guidelines for the upkeep of the students' health and wellbeing are available.</li> <li>• Teacher cum dorm guardian in ratio (1:60)</li> <li>• Defined routine schedules are followed by students and monitored by dorm teacher.</li> <li>• Schedules for physical activities before and after classes are monitored.</li> <li>• Academic routine is conducted as per schedule.</li> <li>• In case of behavioural or academic issue, student is referred to the school counsellor.</li> <li>• Full time doctor and nurse are available.</li> <li>• Records and inventories are maintained.</li> </ul>	<ul style="list-style-type: none"> <li>• School conducts orientation programme for teachers for understanding wellbeing of students.</li> <li>• Sessions on life skills, values, health and well-being are organized for and by the students.</li> <li>• Teacher cum dorm guardian in ratio (1:50).</li> <li>• Regular preparatory classes are organized by campus teachers to build the academic competencies and life skills in the resident students.</li> <li>• Physical and cultural activities are conducted for the resident students.</li> <li>• Buddy system is evidenced.</li> <li>• Anti-bullying practices are in place.</li> <li>• Career counselling is available to senior students.</li> </ul>	<ul style="list-style-type: none"> <li>• Full time dorm guardian/warden in ratio (1:45)</li> <li>• Dorm Guardian/Hostel Warden and hostel staff are trained to foster collaboration, care, support, safety, positivity, self-dependence (routine) and self-care among students and enable students to appreciate diversity.</li> <li>• Physical and cultural activities/ Intra Hostel Competition / Yearly Calendar in place for the overall holistic development of the resident students.</li> <li>• Boarders are assigned Mentors (teachers on campus) to help them in their academic and personal life.</li> <li>• School counselor plans preventive sessions to identify any symptoms of mental/emotional health issues and counsels students in times of need.</li> <li>• Age appropriate circle time is organized to identify and solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>• The School Health and Wellness policy is in place.</li> <li>• Full time dorm guardian/warden in ratio (1:30).</li> <li>• 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.</li> <li>• Career counselling and Coaching facility by the school staff or Online faculty for preparing for competitive examinations in different fields is available.</li> <li>• Students are assigned designated leadership roles who work in collaboration with Dorm guardians/wardens and other students.</li> <li>• Feedback and feedforward mechanisms are in place.</li> </ul>

	<ul style="list-style-type: none"> <li>• Suggestion boxes are placed at prominent places for staff and students to give their suggestions to improve hostel life.</li> </ul>	<ul style="list-style-type: none"> <li>• School provides a regular connect of the resident students with their respective parents.</li> </ul>	<ul style="list-style-type: none"> <li>• The whole pastoral care programme is regularly monitored and reviewed; gaps identified and improvement plans made accordingly.</li> </ul>
--	--	---	--

### Guiding Principles/Policies

Guidelines and Advisories issued by the Affiliating Board

### SUGGESTED SUPPORTING DOCUMENTS 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 Health and Wellness 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		Monitoring and Reviewing Practices	
Evidences of action taken on complaints/suggestions		Student Ambassadors and their roles		Any other		Improvement Plan	

## 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"> <li>• Guidelines/SOP for school canteen are available.</li> <li>• The school canteen is managed by outside licensed/registered vendor/self-managed and provides precooked or packaged food bought from licensed vendor as per the written contract.</li> <li>• The school ensures provision of safe, nutritious, wholesome and affordable food to the students.</li> <li>• All food handlers in the school canteen have a health certificate that they are free of contagious diseases.</li> <li>• Menu and price list of different food items are displayed in the canteen.</li> <li>• Disposable crockery is used to serve the food items in the canteen.</li> <li>• Quality checks are done by designated school staff.</li> </ul>	<ul style="list-style-type: none"> <li>• The school has Canteen Committee irrespective of whether the canteen is self-managed by the school or by private operator/vendor.</li> <li>• The School Canteen Committee comprising of teachers ensures an efficient service, compliance to the Canteen Guidelines and Food Safety Standards.</li> <li>• The school canteen is well ventilated and illuminated; has sufficient seating space with adequate furniture and has hand washing facility.</li> <li>• Poster depicting healthy and nutritious food guide is displayed in the canteen.</li> <li>• Promotion of junk foods and soft drinks is prohibited in the school canteen and other school premises.</li> </ul>	<ul style="list-style-type: none"> <li>• School organizes orientation programmes for the students and parents on consumption of healthy foods and beverages.</li> <li>• School arranges and conducts training sessions for the canteen vendor/school canteen management staff on food safety management systems.</li> <li>• School plans well balanced, tasty, wholesome and nutritious food to be served in the canteen in collaboration with students, teachers and parents.</li> <li>• School conducts survey among students, staff and parents on the kind of food to be made available in the school canteen.</li> <li>• School arranges for demonstration sessions by the experts from the community on the common and doable food tests to detect adulteration in food items.</li> </ul>	<ul style="list-style-type: none"> <li>• The School Policy on Institutional Planning with reference to school canteen is in place.</li> <li>• Regular training of canteen vendor/school canteen management staff is conducted on food safety management systems.</li> <li>• The school canteen reflects the educational goals of the school and supports student learning and assisting them in making healthy and organic food choices.</li> <li>• School is a health promoting school that supports healthy practices by integrating them in school curriculum.</li> <li>• Parents, students, teachers work together in building a school culture where students engage in leading an organic life style.</li> </ul>

<ul style="list-style-type: none"> <li>• School Canteen adheres to locally legislated rules on food safety.</li> <li>• The school canteen complies with the FSS Act 2006 and the FSSAI food standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness about healthy and nutritious food is created among students through different activities and events like nutrition week, healthy snacking day, healthy tiffin competitions, nutritious recipe competition.</li> <li>• Waste segregation and disposal mechanism is in place.</li> <li>• Records and inventories are maintained.</li> </ul>	<ul style="list-style-type: none"> <li>• Eco friendly crockery is used to serve the food items in the canteen.</li> <li>• The Canteen Committee comprising of Principal, teachers, parent representatives, student representatives supervises and monitors the operation of the school canteen.</li> </ul>	<ul style="list-style-type: none"> <li>• School canteen employs eco-friendly practices.</li> <li>• Teachers use school canteen as a home economics laboratory.</li> <li>• Students are involved in running the canteen as part of their entrepreneurial curriculum.</li> <li>• Students create apps to measure nutritional value of food items served in the canteen and conduct poll surveys to invite feedback for further improvement.</li> <li>• Feedback and Feedforward mechanisms are in place.</li> <li>• The running of school canteen is monitored and reviewed regularly, gaps identified and improvement plans made to strengthen the system.</li> </ul>
---	--	--	--

### Guiding Principles/Policies

Guidelines issued by FSSAI, The Food Safety and Standards Act, 2006



### SUGGESTED SUPPORTING DOCUMENTS 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 Institutional Planning 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 (if canteen managed by 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	

## 2.12 Transport and Escort Facility

### 2.12.1 School provides optional, safe and reliable transportation facility to accessible and remote areas.

2.12.1.1 - Level I - Inceptive	2.12.1.2 - Level II - Transient	2.12.1.3 - Level III - Stable	2.12.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>• The school provides transport as per mandated norms.</li> <li>• The school extends transport facility/ies to those areas                             <ul style="list-style-type: none"> <li>○ which are within prescribed area norm</li> <li>○ where setting up of a new school is not feasible</li> <li>○ where there is no State scheme for supporting transportability.</li> </ul> </li> <li>• School has well trained and reliable drivers, conductors and escorts who are appointed after due verification.</li> <li>• Students in the school bus are accompanied by trained attendants/escorts to ensure their safety.</li> <li>• All the school buses have GPS, CCTV and fitted with speed governors.</li> </ul>	<ul style="list-style-type: none"> <li>• Guidelines for School Transportation along with roles and responsibilities are in place.</li> <li>• There is code of conduct defined for all those who avail school transportation facility.</li> <li>• School conducts Awareness Program on Traffic Rules for students, teachers and other stakeholders.</li> <li>• School staff including bus drivers, conductors and escorts are trained to understand and implement inclusive practices.</li> <li>• Students below 12 years of age are not left unattended while dropping off at their designated bus stops.</li> <li>• School has an effective communication system between the school bus driver,</li> </ul>	<ul style="list-style-type: none"> <li>• Students are empowered to create safe spaces within the buses in collaboration with their teachers.</li> <li>• School Transportation Committee comprising of Principal, Teachers, Student and Parent Representatives regularly monitors the adherence to the safety and security measures in the school buses.</li> <li>• Parents and students are empowered to notify the school administration of any offence or negligence noticed in the bus.</li> </ul>	<ul style="list-style-type: none"> <li>• School Policy on Institutional Planning with reference to Transportation is in place.</li> <li>• Regular training of all categories of staff on safety and security measures to be adopted pre-during-post boarding/deboarding is conducted.</li> <li>• School Transport Management system gives a platform to the parents to get instant alerts regarding the routes of the buses, bus trip status, schedule changes, and arrival/departure times.</li> <li>• The parents participate in transport duties.</li> <li>• Feedback and Feedforward practices are in place.</li> <li>• The school transportation system is regularly monitored and reviewed, gaps identified and improvement plans made in collaboration with stakeholders to strengthen the system.</li> </ul>

<ul style="list-style-type: none"> <li>• Emergency numbers are displayed in the school buses.</li> <li>• Safety audit of buses is conducted at regular intervals and records are maintained.</li> <li>• The school adheres to all safety and security measures.</li> <li>• Records and inventories are maintained.</li> </ul>	<p>the school, teachers and the parents.</p>		
---	--	--	--

**Guiding Principles/Policies**

NEP, Safety Guidelines issued by the Board, Directions of the Supreme Court of India for School Bus

### SUGGESTED SUPPORTING DOCUMENTS THAT CAN BE REVIEWED BY SCHOOL

<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>
School Policy on Institutional Planning with reference to Transportation		Code of Conduct for students availing school transportation		Details of Bus Routes		Audit Reports of Buses	
School Safety and Security policy		Empowerment programmes for students and parents		Parental Involvement Calendar		Feedback and Feedforward practices	
CBPs attended by Staff		Communication Mechanism		Stock Registers		Monitoring and Reviewing Practices	
Key Roles and Responsibilities of Staff		Members of School Transportation Committee		Any other		Improvement Plans to strengthen the system	

## DOMAIN 3: HUMAN RESOURCES

<b>DOMAIN OVERVIEW</b>	
<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>	
<b>SUB-DOMAINS</b>	<b>STANDARDS</b>
<b>3.1 School Staff – teaching and non-teaching</b>	<p>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.</p> <p>3.1.2 The School Induction Programme lays strong foundations for productive relationship and high standards of performance.</p> <p>3.1.3 The school staff appraisal is a supportive and developmental process to ensure positive outcomes for students.</p> <p>3.1.4 The school is committed to achieving student learning outcomes by building the capacity of teachers through collaborative, reflective and experiential processes.</p> <p>3.1.5 The school decides the salary and other allowances as per state norms/central norms.</p> <p>3.1.6 The school provides staff incentives and appreciation.</p>
<b>3.2 Parents</b>	3.2.1 Parents are partners in the qualitative growth of the school.
<b>3.3 Students</b>	3.3.1 Students participate and are involved in school improvement activities.
<b>3.4 Alumni</b>	3.4.1 Alumni is involved in the school development programmes.
<b>3.5 Community</b>	3.5.1 The school is committed to fostering effective school community partnership for providing enriching opportunities to enhance students’ achievement and wellbeing and facilitates Volunteerism through Vidyanjali.

## 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"> <li>• Guidelines for recruitment of staff are available.</li> <li>• The school employs required number of qualified and competent staff as per norms.</li> <li>• All the staff, teaching and non-teaching is appointed following the recruitment rules of the State Government where the school is located.</li> <li>• The school complies with all recruitment norms including background checks.</li> <li>• The school maintains teacher registry and service books of all categories of staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Guidelines for recruitment of staff along with defined roles and responsibilities are available.</li> <li>• School reviews the staff requirements before the commencement of every session in the light of its mission and objectives.</li> <li>• The school recruitment process employs flexible and multiple modes to assess basic, advanced and core competencies in 'real time' scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>• School Leader is trained in Personnel Management.</li> <li>• The school appoints full time counselor(s) and special educator(s) as per requirement.</li> <li>• The school assigns duties and other responsibilities as per staff's professional competence.</li> <li>• The school periodically reviews its process to ensure the recruitment of best faculty and staff to cater to the developmental needs of all the students in alignment with its mission and objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• The School HR Policy that includes Recruitment is in place.</li> <li>• All employment decisions are made in collaboration with the School Leader.</li> <li>• School appoints staff (teaching and non-teaching) from diverse backgrounds reflecting inclusion and equity.</li> <li>• 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.</li> <li>• Feedback and Feedforward mechanism is in place.</li> <li>• Improvement plans are made accordingly to strengthen the system.</li> </ul>

#### Guiding Principles/Policies

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

### SUGGESTED SUPPORTING DOCUMENTS THAT CAN BE REVIEWED BY SCHOOL

<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>
School HR Policy inclusive of Recruitment		List of members in the interview panel		Minutes of Staff Selection Panel		Teacher attrition and turnover rate	
SOP for recruitment of employees		Criteria with proper rubrics for the selection of candidates		Staff Records and Staff Personal Files (The Assessing Team may also see the advertisements for recruitment of staff; list of applicants)		Feedback and Feedforward practices	
School Vision and Mission Statement		HR Manual or Employees Handbook		Work Load of all staff (Teaching and Non-Teaching)		Mentoring, Monitoring and Reviewing Practices	
Key Roles and Responsibilities List		CBPs attended by School Leader		Need Analysis of vacancies		Improvement Plans to strengthen the system	
Teacher Registry depicting their qualifications and other details		Service Records of Staff		Teacher capacity development plan		Any other	

**3.1.2 The School Induction Programme lays strong foundations for productive relationship and high standards of performance.**

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"> <li>• New staff members are:                             <ul style="list-style-type: none"> <li>○ briefed by the concerned H.O.D./Principal/Manager regarding their duties and activities to be undertaken</li> <li>○ acquainted with terms and conditions of employment.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• New staff members are:                             <ul style="list-style-type: none"> <li>○ introduced to the school staff and school facilities</li> <li>○ given a tour of the school</li> <li>○ informed about pay</li> <li>○ informed about School’s Code of Conduct – making clear the expected standards of conduct and behaviour</li> <li>○ apprised of their responsibility to provide a safe environment in which children can learn</li> <li>○ acquainted with other formalities to be completed.</li> </ul> </li> <li>• School assigns a mentor to each new member recruited for a certain period of time.</li> </ul>	<ul style="list-style-type: none"> <li>• The school conducts an induction programme which is mandatory for all new staff to attend.</li> <li>• Roles and responsibilities for each step in the induction programme are defined.</li> <li>• New staff members are familiarized with the                             <ul style="list-style-type: none"> <li>○ health and safety protocols and requirements for self and students</li> <li>○ values, ethos, core purpose and the vision of the school</li> <li>○ school’s policies and procedures</li> <li>○ acceptable use of ICT.</li> </ul> </li> <li>• All staff members receive appropriate child protection training which is regularly updated.</li> <li>• The school has an experienced employee who executes the role of a mentor through</li> </ul>	<ul style="list-style-type: none"> <li>• School HR Policy which includes Induction of new employees is in place.</li> <li>• The induction programme is formal, structured and documented.</li> <li>• The planning for the programme includes induction activities that cover the new employee’s first weeks and months.</li> <li>• Specific job training in developing knowledge, skills and efficiency in the job with hands-on experiences to face the challenges.</li> <li>• The induction not only acts as an enabler for the individuals to achieve their outcomes as per their roles but also always ensures their responsibilities in safeguarding and protecting the children, and abide by the standards of conduct and behaviour expected from them.</li> <li>• Upon completion of the induction programme, the new staff is certified.</li> </ul>



		<p>written/verbal instructions and demonstrations in a stress free environment.</p>	<ul style="list-style-type: none"> <li>• Regular review meetings are organised to provide an opportunity for discussions, dialogues and questions.</li> <li>• The principal assigns work/responsibilities to the staff as per their knowledge, competencies and skills.</li> <li>• A road map for the personal and professional growth of the employees is generated with mutual consensus.</li> <li>• Mentoring, Monitoring and Reviewing at regular intervals is demonstrated.</li> <li>• Feedback and feedforward from the new staff to strengthen the induction programme.</li> </ul>
--	--	---	---

**Guiding Principles/Policies**

NEP, Affiliation Bye Laws, Circulars issued by the Board

### SUGGESTED SUPPORTING DOCUMENTS 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 HR Policy inclusive of Induction Policy		Service Rules for the non-teaching staff		School Health and Safety Protocols		Mentoring, Monitoring and Reviewing Practices	
Staff Handbook		Code of Conduct for staff		Mentoring and Coaching Record		Improvement Plans	
Written records or minutes of orientation or induction meetings of new teaching staff with the HOD/ Principal / Manager		School ICT Policy		Road map for professional growth of staff		Any other	
List of staff members along with the duties assigned to them		Job description of the employees with KRAs		CBPs attended by Staff		Any other	

**3.1.3 The school staff appraisal is a supportive and developmental process to ensure positive outcomes for students.**

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"> <li>Staff Appraisal is done.</li> </ul>	<ul style="list-style-type: none"> <li>School conducts an appraisal of all categories of staff based on pre-defined criteria known to the staff.</li> <li>The teacher appraisal and feedback system acts as a mechanism to increase teacher effectiveness and ensures positive outcomes for students.</li> <li>The appraisal system is used for recognising and rewarding effective teaching.</li> <li>The teaching staff is also encouraged to do self-assessment using Teacher's Self-Assessment Rubrics (TSAR) developed by NCERT.</li> </ul>	<ul style="list-style-type: none"> <li>Guidelines for staff appraisal are made in consultation with the staff.</li> <li>School conducts 360 degree staff appraisal on the basis of data collected through multiple sources (like student feedback, student performance analysis, Parent feedback, Peer Feedback, lesson observations learning walks, self-assessment).</li> <li>Mid Term Appraisals assist the staff to self-assess their progress; identify areas for development; and set their future goals.</li> <li>The staff is provided with a written appraisal report which reflects the areas to celebrate and areas to improve.</li> <li>The school authorities take supportive and developmental action after analyzing the results of the appraisal of the staff.</li> </ul>	<ul style="list-style-type: none"> <li>The school has HR Policy which includes Staff Appraisal and Professional Development Measures to motivate and retain employees.</li> <li>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.</li> <li>Staff shares their satisfaction or concern areas with the school authorities.</li> <li>Opportunity is given to the staff to discuss the result of their appraisal as per norms.</li> <li>The school uses the appraisal system to:             <ul style="list-style-type: none"> <li>create a culture of collaboration, self-evaluation, transparency, openness, peer learning</li> <li>identify competencies and skills of the staff and assign new roles and responsibilities</li> <li>develop a professional learning community.</li> </ul> </li> <li>The appraisal system is monitored at regular intervals; gaps identified and improvement</li> </ul>

			plans made in collaboration with the staff to strengthen the system.
--	--	--	--

**Guiding Principles/Policies**

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

### SUGGESTED SUPPORTING DOCUMENTS 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 HR Policy inclusive of staff appraisal		Job description (dynamic) with Key Responsibility Areas (KRAs)		MOM- conducted to apprise staff of the various criteria for appraisal and discussion of appraisal done		Analysis of appraisal reports and action taken thereupon	
Staff Manual or Teacher's Handbook		Evaluation forms or feedback report		Strategies to develop professional learning community		Feedback and Feedforward practices	
Process of Staff Appraisal		Self-Evaluated Forms of Teachers		Individual plan for growth		Monitoring and Reviewing practices	
Teacher's portfolio		SWOT Analysis Forms		Ongoing supportive and developmental Mentoring practices		Improvement plans	

**3.1.4 The school is committed to achieving student learning outcomes by building the capacity of teachers through collaborative, reflective and experiential processes.**

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"> <li>• School maintains teacher registry.</li> <li>• Teachers attend CBPs as per norms defined by the Board.</li> <li>• The school adopts both online and offline methods for building capacity of teachers.</li> <li>• There is provision for teacher development in the Annual Budget.</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers are registered on DIKSHA.</li> <li>• School makes arrangements to orient teachers on the use of DIKSHA.</li> <li>• Teachers avail online support for lesson plans, use of TLM, pedagogic transactions, online reference materials, competency based evaluation tools etc. available on DIKSHA.</li> <li>• Teachers have completed online modules available on DIKSHA.</li> <li>• Teachers who have completed online courses on DIKSHA are acknowledged by the school.</li> <li>• The teachers write a report on the CBPs attended and</li> </ul>	<ul style="list-style-type: none"> <li>• Annual training calendar prepared based on identification of professional development needs of teachers and school leader is published and made available to the staff.</li> <li>• The school adopts online, offline and hybrid methods for building capacity of teachers.</li> <li>• Teachers are provided with a dedicated time to reflect on their practices, identify gaps in student outcomes and collaborate with each other to improve their classroom transaction practices.</li> <li>• The Principal along with the teaching staff constantly search for making improvements in teaching learning practices.</li> <li>• The process of implementation of key learnings by the staff members from the CBPs is monitored regularly in a non-threatening environment.</li> </ul>	<ul style="list-style-type: none"> <li>• The School HR Policy inclusive of Capacity Building of its principal and teachers as per their need is in place.</li> <li>• The school ensures that targeted and structured teacher training is conducted on identifying and closing the learning gaps in self and students through collaborative, reflective and experiential processes.</li> <li>• The school adopts multiple methods of developing a professional learning community (<i>like inviting experts, facilitated workshops, internships in other schools, exchange visits, action research learning groups, peer support groups, mentoring, coaching, etc.</i>).</li> <li>• The school has a pool of teacher mentors and master trainers who constantly update their knowledge, skills and competencies.</li> <li>• Coaching and Mentoring of the staff is an ongoing process.</li> <li>• The school collaborates with the schools in its hub/cluster and/or other partners to enhance capacity building of its teachers.</li> </ul>

	<p>the learning is reflected in their lesson plans.</p>	<ul style="list-style-type: none"> <li>• The impact on students as an outcome of implementation of new ideas/learnings is recorded.</li> <li>• Technology is used as a tool for scalability and for providing individual attention to the professional needs of teachers.</li> <li>• Teachers are a part of various forums and discussion groups on DIKSHA and interact with peer teachers and share resources and their learning with each other.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback and feedforward is taken at regular intervals to assess the efficacy of the programme(s).</li> <li>• The system of capacity building of teachers is assessed at regular intervals; gaps identified; and interventions provided.</li> </ul>
--	---	---	--

**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 SUPPORTING DOCUMENTS 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 HR Policy inclusive of capacity building of staff		Evidences of collaboration with Hubs/Clusters		Reflections on concepts learnt in training programmes and their application		Feedback and Feedforward practices	
School Annual Budget		Professional Development Need Analysis		Reflection of learning in planning and executing		Mentoring, Monitoring and Reviewing Practices	
Income and Expenditure statement of school		Certificates of participation of the Principal and all the teachers in the Professional Development Programmes		Teacher Observation Forms		Impact Analysis of CBPs attended by staff on learner outcomes	
Annual Training Calendar for each teacher-50 hours		Reports of Self-up gradation done by staff members		Any Innovation		Improvement Plans to strengthen the system	
Registration Records of Teachers on DIKSHA		Use of technology in CBPs		Any other		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"> <li>Salary of the school staff is paid as per the CBSE affiliation bye laws or as per state norms.</li> </ul>	<ul style="list-style-type: none"> <li>School has welfare schemes for staff members.</li> </ul>	<ul style="list-style-type: none"> <li>DA and other admissible allowances as per Central or respective State Govt. rates are paid to the staff.</li> </ul>	<ul style="list-style-type: none"> <li>School HR Policy with regard to salary and other allowances to the staff is in place.</li> <li>The school gives salary according to the latest Pay Commission.</li> <li>The school provides staff allowances, incentives and appreciation for additional work including rewards like sponsoring training.</li> </ul>

**Guiding Principles/Policies**

RTE Act, Affiliation Bye Laws

### SUGGESTED SUPPORTING DOCUMENTS THAT CAN BE REVIEWED BY SCHOOL

<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>
School HR Policy inclusive of salary and other allowances		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 creates a positive organisational culture of engagement that strengthens employee-leader relationships.**

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"> <li>• Individuals are recognised and given positive feedback based on results or performance.</li> <li>• Teachers are made aware about various awards and other incentive schemes given by the school and the State/Central Govt.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff members (teaching and administrative) are recognised and appreciated either verbally or through letters of appreciation in a timely manner.</li> <li>• School recognises a culture of punctuality and accountability amongst teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Guidelines for engagement of employees are available.</li> <li>• Teams from across the school and across all streams are appreciated and recognised in diverse areas.</li> <li>• Staff is provided residential quarters. (if school is located in remote and difficult area or is a residential school).</li> <li>• At-least one teacher has received some award at district/State/National level.</li> </ul>	<ul style="list-style-type: none"> <li>• School HR Policy inclusive of Recognition Programme for staff that increases engagement and strengthens employee-leader relationship is in place.</li> <li>• Ongoing recognition practices add value to the employee engagement and productivity.</li> <li>• Innovative practices to strengthen Recognition Programme are embedded in the system.</li> <li>• Workplace morale is enhanced and creates a ripple effect in the workplace.</li> <li>• Feedback mechanism to gauge satisfaction of employees is in place.</li> <li>• The Leadership Team identifies the gaps in the system and plans improvements accordingly.</li> </ul>

**Guiding Principles/Policies**

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

### SUGGESTED SUPPORTING DOCUMENTS THAT CAN BE REVIEWED BY SCHOOL

<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>
School HR Policy inclusive of staff recognition		Staff Salary Records		HR Manual /Teachers Manual		Feedback forms	
Awareness programmes on incentive schemes/awards		List of award winners		Strategies to retain staff and prevent attrition		Monitoring and Reviewing Practices to assess employee engagement	
Records of incentives and appreciations awarded to the teaching and non-teaching staff		Staff Personal Files		Key Roles and Responsibilities		Impact Analysis of Recognition Programme on learner outcome	
Any other		Any other		Any Other		Improvement Plans	

## 3.2 Parents

### 3.2.1 Parents are equal and vital partners in education.

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"> <li>• Parents are invited to school events like annual day.</li> <li>• Parent teacher meetings are conducted in the school.</li> <li>• School has a Parent Teacher Association (PTA)* and the members meet once in a year other than PTMs.</li> <li>• PTA provides feedback to school for development wherever asked for.</li> </ul>	<ul style="list-style-type: none"> <li>• Orientation and Capacity Building Programmes are organised for parents to cater to the learning needs of their wards at home.</li> <li>• School invites suggestions from parents regarding school and student development at regular intervals.</li> <li>• School has a designated place in its premises for meeting with the parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication Tree is in place.</li> <li>• Structured, formal and informal interventions of parents in school activities are evident in the school calendar.</li> <li>• All parents are encouraged to participate in all interventions.</li> <li>• Effective Complaint/ Suggestion Management System is in place.</li> <li>• School recognizes that student achievement and success increases when parents are welcomed and respected as partners.</li> <li>• Parents are provided with the support they need to contribute in the enhancement of positive outcomes for students.</li> </ul>	<ul style="list-style-type: none"> <li>• The school has an HR Policy inclusive of Parental Involvement and Engagement in the education of their wards.</li> <li>• Parents are partners in growth of the children and thus school has an open-door policy for parents.</li> <li>• Communication between parents and school stakeholders is two-ways.</li> <li>• PTMs are regular and attended by most parents and a platform to engage parents meaningfully in the developing needs of their wards.</li> <li>• Parents collaborate with the school in developing and implementing school policies.</li> <li>• Facilities like Library, Computer Labs and Playgrounds are accessible to the parents.</li> <li>• ‘No Parent Left Behind’ is evidenced.</li> <li>• School takes structured feedback and feedforward from parents and has an immediate response system in place.</li> </ul>

			<ul style="list-style-type: none"><li>• The practice of engaging parents as an effective resource is assessed at regular intervals; gaps identified and improvement plans made accordingly to strengthen the system.</li></ul>
--	--	--	--

**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 SUPPORTING DOCUMENTS 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 for all classes		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		Feedback Mechanism	
PTM Formats		Suggestion/Complaint Management System		Parents in committees for planning and improvement strategies		Monitoring and Reviewing practices	
Communication Tree		CBPs for parents		Poll Surveys		Impact analysis of interventions by parents on learner outcomes	
Parent Involvement Calendar		School Communication and Coordination Mechanism		Records of usage of school resources by parents		Improvement Plans	

### 3.3 Students

#### 3.3.1 Student engagement as fundamental to schooling outcomes.

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"> <li>• Students participate in academic and non-academic school activities.</li> <li>• School has a student council selected from the senior school and has defined roles and responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• School has a process for selection of student council from senior school.</li> <li>• All the members of the Student Council have clarity about their roles.</li> <li>• Buddy programmes and students as enablers are evidenced in selective classes.</li> <li>• Mechanism for taking feedback from students is in place and complaints and suggestions are addressed.</li> <li>• School creates opportunities for students to feel accepted and valued by their peers, and by others in the school.</li> </ul>	<ul style="list-style-type: none"> <li>• The school has a documented process for selection of student council consisting of students from all wings.</li> <li>• Student council is engaged in formulating school improvement plans in collaboration with teachers.</li> <li>• Students are used as resource for sharing insights into their world which can help school formulate Health Promoting School Policy.</li> <li>• Students are involved in activities that view education as integral to their personal wellbeing and relevant to meet future employment/entrepreneurial needs.</li> </ul>	<ul style="list-style-type: none"> <li>• School has an HR Policy inclusive of student as a resource for bringing about improvement in the school practices.</li> <li>• School has a well-integrated calendar to ensure that students have a voice in the target setting of a school improvement plan.</li> <li>• Student participation, involvement and engagement is linked to their economic success and long term health and wellbeing.</li> <li>• Students are provided opportunities to exhibit their leadership skills and take on responsibility and accountability of age appropriate practices in the school.</li> <li>• The students become positive enablers for others.</li> <li>• The abilities and competencies of students are used effectively to provide meaningful inputs to their juniors.</li> <li>• Students assist in peer and buddy learning in academic and non-academic activities.</li> <li>• Feedback from students is used for Action Research and to set SMART goals for setting up specific quality processes.</li> </ul>



			<ul style="list-style-type: none"><li>• Regular monitoring and reviewing of the policy and its implementation is evidenced; gaps are identified and improvement plans made accordingly.</li></ul>
--	--	--	---

### **Guiding Principles/Policies**

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

### SUGGESTED SUPPORTING DOCUMENTS THAT CAN BE REVIEWED BY SCHOOL

<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>
School HR Policy inclusive of Student Resource		Criteria of selection of students for Student Council		Counseling Records		Record of inputs from suggestion boxes	
Student Handbook/School Almanac		Record of student responsibilities		Portfolio		Complaint/ Suggestion/ Feedback 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, preparing material for other classes, institutional planning		Mentoring, Monitoring and Reviewing Practices	
Process of selection of Student council		Appreciation cards/trees/recognition in cognitive, affective and psychomotor domains		Participation and presentations of projects, peer learning/buddy learning programme, etc.		Impact Analysis of participation of students in different school development programmes	
Anecdotal Records		Records of students as leaders and peer assessors – their roles and impact		School Magazine or Photo Gallery on the school website		Improvement Plans	

### 3.4 Alumni

#### 3.4.1 Alumni act as Stakeholders in Quality Education and School Development

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"> <li>School has well-maintained record of all its pass out students.</li> <li>School invites its alumni to share their ideas and experiences with the school and the students.</li> </ul>	<ul style="list-style-type: none"> <li>The school has an Alumni Association that meets once a year.</li> <li>Alumni contributes and engages in improvement of school infrastructure, and teaching learning processes.</li> <li>Alumni Association helps students to connect with the higher educational institutions.</li> </ul>	<ul style="list-style-type: none"> <li>School has an alumni management system to track the alumni network.</li> <li>The Alumni widen the school network and provide educational opportunities to students.</li> <li>The school organises home coming events for all its alumni irrespective of their present status, gender, caste, creed, religion to appreciate, recognize and value their contributions in the society.</li> <li>The Alumni Association in collaboration with school organizes events inside or outside campus to add value to the school educational programme.</li> <li>Alumni supports the school in designing school improvement plans, widening the school network and sharing their resources/expertise with the school.</li> <li>Alumni are the Brand Ambassadors of the school.</li> </ul>	<ul style="list-style-type: none"> <li>The School HR Policy inclusive of Alumni Partnership Programme is in place.</li> <li>The school has structured tracking mechanisms regarding alumni.</li> <li>Alumni engages in providing assistance to underprivileged students with no gender bias to enhance their learning experiences.</li> <li>Alumni organises career development programmes, mentoring programmes, job placement programs, online social networking events and provides internship opportunities.</li> <li>The Alumni sustains the school's educational development programme by acting as role models, volunteers, experts and resource providers for the students' higher education and career readiness, and their schools' community engagement programmes.</li> </ul>

			<ul style="list-style-type: none"> <li>Monitoring and Reviewing practices are in place to assess the effectiveness of the Alumni Partnership Programme and its impact on the learner outcomes; gaps identified and improvement plans made accordingly.</li> </ul>
--	--	--	---

**Guiding Principles/Policies**

NEP, Circulars and Advisories issued by the Board

### SUGGESTED SUPPORTING DOCUMENTS 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 HR Policy inclusive of Alumni Partnership programme		Minutes of Alumni Association meeting of previous year		Alumni Tracking Mechanism		Evidences of enhanced performance of students	
School Alumni directory		Records of Communication with Alumni either electronic communication or telephonically		Evidences of provision of assistance by Alumni to underprivileged		Monitoring and Reviewing practices	
List of members of Alumni Association		Digital support provided by the Alumni (MIS, Apps, etc.)		Homecoming events organised by school for alumni		Impact of Alumni interventions on learner outcomes	
Blue print or action plan for the involvement of Alumni in school activities		Evidences of Alumni participation in school improvement processes		Placement records		School Improvement Plan to enhance participation of Alumni	

### 3.5 Community

#### 3.5.1 The school collaborates with community for student achievement and wellbeing and facilitates volunteerism.

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"> <li>• Community representatives are the members of the School Managing Committee (SMC).</li> <li>• School invites community representatives for different activities at special occasions.</li> <li>• School is registered on Vidyanjali.</li> <li>• School collaborates with Central Govt./Private Schools/Higher Educational Institutions/TEIs.</li> </ul>	<ul style="list-style-type: none"> <li>• Community representative members of the SMC are involved in School Improvement Planning.</li> <li>• School has obtained support through Vidyanjali in at least one area/facility.</li> <li>• Collaborations with Central Govt./Private Schools/Higher Educational Institutions/ TEIs are utilised for being mentored once or twice a year in the identified areas.</li> <li>• The school enters into partnerships with the community to empower students to solve real-world challenges and exposes them to professional opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• School Development Plan clearly outlines the role of the community representatives or partners in achieving the desired goals.</li> <li>• Collaborations with Central Govt./Private Schools/Higher Educational Institutions/TEIs are utilised for being mentored on a regular basis.</li> <li>• School facilitates engagement with Gram Panchayat/Urban Local Body for the overall growth of the school.</li> <li>• School has obtained support through Vidyanjali in atleast three areas/facility.</li> <li>• The community partners in collaboration with the school staff introduce students to age appropriate real life partnerships that align with students' interests.</li> </ul>	<ul style="list-style-type: none"> <li>• The School HR Policy inclusive of School Community Partnership is in place.</li> <li>• School leadership, teachers and community representatives design, create, develop and establish a meaningful and sustainable Community Partnership Programme that benefits students and community members.</li> <li>• The school community partnership initiatives provide interventions for promoting student achievement and wellbeing.</li> <li>• School facilitates volunteerism through Vidyanjali to give back, reconnect and inspire the community.</li> <li>• The school invites community partners to pitch projects on which they'd benefit from student involvement.</li> <li>• The school invests in mentorships for students with professionals in the community.</li> </ul>

		<ul style="list-style-type: none"> <li>• The school provides opportunities to students and staff to collaborate with community in meaningful projects that enhance their achievement and wellbeing.</li> <li>• School facilities are open and accessible for the community beyond school hours.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular monitoring and reviewing of the efficacy of the School Community Partnership Programme and its impact on learner outcomes is evidenced.</li> <li>• Feedback and Feedforward is taken at regular intervals; gaps identified and improvement plans made accordingly.</li> </ul>
--	--	--	--

### Guiding Principles/Policies

NEP, Circulars and Advisories issued by the Board

## SUGGESTED SUPPORTING DOCUMENTS 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 HR Policy inclusive of Community Partnership Programme		Evidence of Community Members as goodwill ambassadors		Feedback and Feedforward Mechanisms		Monitoring and Reviewing Practices	
List of members of SMC		List of Community resources identified and used for enhancing student achievement		Minutes of Meetings attended by Community Members		Impact Analysis of projects undertaken in collaboration with community on learner outcomes	
Collaborations with organisations		Records of support received through Vidyanjali		Student Mentorship programme		School Improvement Plan (SIP) to enhance and strengthen Community partnership	
Roles and Responsibilities of staff		Records of support volunteered through Vidyanjali		List of students (wing/class) and teachers participating in community programmes		Any other	



## DOMAIN 4: INCLUSIVE PRACTICES

<b>DOMAIN OVERVIEW</b>	
<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>	
<b>SUB-DOMAINS</b>	<b>STANDARDS</b>
4.1 Barrier free environment	<p>4.1.1 The school provides equitable, inclusive and accessible physical environment in which divyang and students from all socio economic backgrounds learn and thrive alongside their peers.</p> <p>4.1.2 The school addresses equity and inclusivity by providing accessible curriculum to divyang and students from all socio economic backgrounds.</p> <p>4.1.3 The school adopts accessible and inclusive pedagogical and assessment practices to accommodate divyang and students from diverse socio economic backgrounds.</p>
4.2 Games, Sports and other Recreational Facilities	4.2.1 Indoor and outdoor games, sports and other recreational facilities are provided to divyang and students belonging to different socio economic backgrounds to learn and thrive with their peers.
4.3 Transportation Facilities	4.3.1 The school provides safe transportation facilities to divyang.
4.4 Overcoming Attitudinal Barriers	4.4.1 The school fosters a culture of compassion, care and empathy towards all.
4.5 Self Special Equity Projects	4.5.1 Self Defence Training instils a sense of confidence, promotes physical fitness and enhances emotional wellbeing among the girls.

## DOMAIN 4: INCLUSIVE PRACTICES – PERFORMANCE INDICATORS

### 4.1 Barrier free Environment

**4.1.1 The school provides equitable, inclusive and accessible physical environment in which divyang and students from all socio economic backgrounds learn and thrive alongside their peers.**

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"> <li>• The school addresses equity, inclusivity and barrier free environment to divyang and students from all socio economic backgrounds by ensuring safe and accessible school building including toilets, playgrounds, water facility, classrooms, ramps, transportation and various other infrastructural facilities in accordance with the provisions laid down in RPWD Act 2016 and provisions laid down in the Right to Children to Free and Compulsory Education Act 2009 and the rules framed there under.</li> <li>• Records and inventories are maintained.</li> </ul>	<ul style="list-style-type: none"> <li>• Orientation sessions for teachers on ensuring equity, inclusivity and accessibility in school are organised.</li> <li>• Facilities used by special needs students (divyang and students from different socioeconomic backgrounds) are not stigmatizing with regard to location, appearance, or design.</li> <li>• The school assesses its provisions/facilities in the light of RPWD Act 2016 and Right to Children to Free and Compulsory Education Act 2009 atleast once a year to ensure equity, inclusivity and accessible physical environment in which divyang and students from all socio</li> </ul>	<ul style="list-style-type: none"> <li>• Guidelines for providing a barrier free environment along with roles and responsibilities are in place.</li> <li>• Orientation sessions for parents on ensuring equity, inclusivity and accessibility in school are organised.</li> <li>• The school assesses its provisions/facilities in the light of RPWD Act 2016 and Right to Children to Free and Compulsory Education Act 2009 at regular intervals to ensure equity, inclusivity and accessible physical environment in which divyang and students from all socio economic backgrounds learn and thrive alongside their peers.</li> </ul>	<ul style="list-style-type: none"> <li>• The School has a Policy on Equity and Inclusion.</li> <li>• The teachers and the students participate in designing cost-effective, technical and practical solutions for making the physical environment of a school safe, inclusive, accessible and friendly for all students.</li> <li>• The feedback and feedforward, regarding barriers, provided by the stakeholders is timely addressed and these barriers are removed in collaboration with all stakeholders to ensure an inclusive and equitable school environment.</li> <li>• The school collaborates with the Govt. School Management, Community and Families of</li> </ul>

	<p>economic backgrounds learn and thrive alongside their peers.</p>	<ul style="list-style-type: none"> <li>• The school regularly surveys parents regarding their satisfaction with the appropriateness and relevance of practices adopted/facilities provided to their wards.</li> </ul>	<p>students to improve inclusive practices.</p>
--	---	---	---

#### **Guiding Principles/Policies**

NEP, Affiliation Bye Laws, Inclusion Policy of the Board, RTE Act, PWD 2016 guidelines, Guidelines issued by different Govt. Organisations, Making School Accessible to children with Disabilities by Samrthyam, Accessible India Campaign, UNICEF, Index for Inclusive Schools by NCERT, Inclusion in Education – A Manual for School Management Committee by NCERT

## SUGGESTED SUPPORTING DOCUMENTS THAT CAN BE REVIEWED BY SCHOOL

<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>
School Equity and Inclusion Policy		Scanned photographs		Roles and Responsibilities of staff		Feedback and Feedforward practices	
CBPs for Teachers		Safety and Security Compliances		Stock Registers		Monitoring and Reviewing Practices	
RPWD Act 2016 and RTE Act 2009		Records of orientation sessions for parents		Surveys conducted		Impact Analysis of the provision of barrier free environment on learner outcome	
Records of collaborations with outside agencies		Solutions designed for provision of safe, inclusive, accessible and friendly environment to all in the school		Analysis of data gathered through surveys and action taken thereupon		Improvement Plans made to strengthen inclusive practices	

**4.1.2 The school addresses equity and inclusivity by providing accessible curriculum to divyang and students from all socio economic backgrounds.**

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"> <li>• The school is aware of the RPWD Act 2016 and provisions laid down in the Right to Children to Free and Compulsory Education Act 2009 and the rules framed there under.</li> <li>• Teachers attend capacity building programmes as per mandate.</li> <li>• Teachers are aware of child-friendly and child-centred curriculum as elaborated in the NEP and NCF.</li> <li>• School Management Committee (SMC) has proportionate representation of parents or guardians of divyang and children belonging to diverse socio economic backgrounds.</li> <li>• The curriculum is designed keeping safety and security of all students in mind.</li> </ul>	<ul style="list-style-type: none"> <li>• School has guidelines for making the curriculum accessible to divyang and students belonging to diverse socio economic backgrounds along with teachers’ roles and responsibilities.</li> <li>• Teachers attend capacity building programmes on inclusive practices.</li> <li>• School modifies and accommodate changes in the curriculum as per the needs of divyang and students belonging to diverse socio economic backgrounds.</li> <li>• Development of social skills (for healthy and positive interactions) is included as a component in the curriculum for the divyang and students belonging to diverse socio economic backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>• The school Equity and Inclusion Committee ensures restructuring of curriculum and its implementation for including all children in education.</li> <li>• The school designs curricular solutions to mainstream divyang and students belonging to different socio economic backgrounds in all school programmes.</li> <li>• Teachers undergo ongoing capacity building programmes on inclusive practices.</li> <li>• Parents of divyang and students belonging to diverse socio economic backgrounds participate in planning and managing of the school programmes, and have their views represented as members of the SMC.</li> <li>• The school assesses its curricular provisions in the light of RPWD</li> </ul>	<ul style="list-style-type: none"> <li>• The School has a Policy on Equity and Inclusion.</li> <li>• Curriculum based on the principles of equity and inclusion accommodates students belonging to disadvantaged groups - social, cultural, economical, geographical, linguistic, gender, and students with disabilities.</li> <li>• The curriculum acts as an enabler for divyang and students belonging to diverse socio economic backgrounds to experience success in learning and maximise their potential.</li> <li>• The 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 and students from different socio economic backgrounds.</li> <li>• The school has a mechanism to identify and nurture the talent/s of each student in collaboration with stakeholders.</li> </ul>

	<ul style="list-style-type: none"> <li>• Development of independent living and personal management skills are emphasized through the curriculum for the divyang and students belonging to diverse socio economic backgrounds.</li> <li>• The changes in the curriculum are done in consensus with teachers, special educator, counsellors and parents.</li> </ul>	<p>Act 2016, Right to Children to Free and Compulsory Education Act 2009, NCF and NEP at regular intervals to ensure equity, inclusivity and accessible curricular environment in which divyang and students from all socio economic backgrounds learn and thrive alongside their peers.</p> <ul style="list-style-type: none"> <li>• The school regularly surveys parents regarding their satisfaction with the appropriateness and relevance of curriculum transacted to their wards.</li> </ul>	<ul style="list-style-type: none"> <li>• The school provides a platform to the students to help them develop socially, mentally and emotionally in collaboration with the community.</li> <li>• School establishes links and supports divyang and students belonging to different socio economic backgrounds for transition to higher education/vocational education.</li> <li>• Each student's growth on the developmental continuum is monitored on a regular basis and support and interventions provided as per need.</li> <li>• Feedback and feedforward is taken at regular intervals from the stakeholders.</li> <li>• Monitoring and reviewing practices of the system are in place; gaps identified and improvement plans made accordingly.</li> </ul>
--	---	--	---

### 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 SUPPORTING DOCUMENTS 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 equity and Inclusion Policy		Guidelines for making of inclusive and accessible curriculum		Policy document and procedure for identifying the abilities/learning needs/styles of students		Feedback and Feedforward practices	
CBPs attended by Teachers		Teacher's Diary along with lesson plans reflecting accommodation and modification		Modifications and accommodations made in curriculum, pedagogy and assessment practices		Mentoring, Monitoring and Reviewing Practices	
List of SMC Members		List of recommendations by the School Inclusion Committee		Curricular initiatives for mainstreaming of divyang and students belonging to diverse socio economic backgrounds		Impact of interventions on learner outcomes	
List of members of School Inclusion and Equity Committee		IEP and Assessment Records of students		Analysis of feedback received from teachers, special educators, counsellors, parents and students an action taken thereupon		Improvement Plans to strengthen Inclusive Practices	
List of vocational courses or skill-based activities		Records of collaboration with parents		Data analysis of survey(s) conducted		Any other	

**4.1.3 The school adopts accessible and inclusive pedagogical and assessment practices to accommodate divyang and students from diverse socio economic backgrounds.**

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"> <li>• The school is aware of the RPWD Act 2016 and provisions laid down in the Right to Children to Free and Compulsory Education Act 2009 and the rules framed there under.</li> <li>• Teachers attend capacity building programmes as per mandate.</li> <li>• School Management Committee (SMC) has proportionate representation of parents or guardians of divyang and students belonging to diverse socio economic backgrounds.</li> <li>• Teachers teach and assess divyang and students belonging to diverse socio economic backgrounds along with other students.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers attend orientation workshops on RPWD Act 2016, RTE Act and Inclusive Practices.</li> <li>• School ensures that all the teachers have access to curriculum related materials and the necessary training to make learning possible for all in the classroom.</li> <li>• Defined Pre Assessment and Post Evaluation of PwDs are conducted by school in time bound manner.</li> <li>• Teachers make use of differentiated teaching learning practices with focus on child centred pedagogy.</li> <li>• Teachers use extra time, peer support, visual, auditory, kinesthetic (physical activity) and tactile (touch) inputs to support divyang and students belonging to diverse socio economic backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Guidelines are available for teachers to establish equitable, accessible and inclusive classrooms along with roles and responsibilities.</li> <li>• School ensures ongoing professional growth of teachers by supporting the development of their knowledge, skills and attitudes regarding inclusion and diversity.</li> <li>• Teachers are trained in the use of assistive technologies and apps to support learning of divyang and students belonging to diverse socio economic backgrounds.</li> <li>• Teachers make use of a range of teaching approaches including thematic and cross curricular approaches.</li> <li>• Teachers engage in open discussions with each other and with the students to plan innovative approaches to individualize learning.</li> </ul>	<ul style="list-style-type: none"> <li>• The School Equity and Inclusion Policy is in place.</li> <li>• School ensures timely specification of curriculum, syllabi, availability of study material in accessible formats and provides adequate time for designing appropriate teaching learning strategies and assessment tasks.</li> <li>• Teachers are trained to develop innovative practices and new teaching learning materials, as required for inclusive classrooms.</li> <li>• The school instructional supports are guided by action research and defined by a specific student support plan, and include: physical, emotional, and sensory supports; adapted materials; assistive technology and augmentative communication; personalized performance demonstrations;</li> </ul>



<ul style="list-style-type: none"> <li>• Special Educator and Counselor are available in the school to address the needs of all the students.</li> <li>• School ensures ideal ratio of students and teachers to achieve learning outcomes for all students.</li> <li>• Teachers make small changes, modifications, adjustments at individual level to enable divyang and students belonging to diverse socio economic backgrounds to participate optimally according to their potential in the teaching-learning process.</li> <li>• The assessment practices are uniform for all students.</li> <li>• Teachers adopt remedial measures to support students.</li> <li>• School provides necessary support individualised or otherwise in environments that maximise academic and</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers organize the classroom and seat the children to optimize opportunities for communication, interaction and learning.</li> <li>• The school ensures participation of all students in curricular and co-curricular activities both inside and outside the school.</li> <li>• The school invites community members to participate and engage in the learning programmes organised for the students.</li> <li>• Teachers give students opportunity to learn and demonstrate learning in a variety of ways such as using digital media, drawings, poetry, sculpture, pictorial presentations and forms of art etc. and to experience success in learning to the best of their potential.</li> <li>• Formative Assessment is conducted in whole groups, smaller groups and individually, as required.</li> <li>• The teachers give extra time to students to complete their tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers use library as a pedagogical tool to enhance the learning of all the students.</li> <li>• The teachers use total communication approach which involves various modes of communication such as using signs, oral, auditory, written and visual and tactile aids, for students who require it.</li> <li>• Assessment practices build in flexibility in terms of formats of questions and answers; time to respond; review and correction of earlier responses by the student; and sufficient practice time.</li> <li>• Teachers evaluate the academic, social, emotional and physical development of the student on the basis of her/his individual learning plan.</li> <li>• School conducts surveys of students and parents to determine the extent to which the learning needs of the students are being met.</li> <li>• Teachers engage parents, peers and senior students to design and</li> </ul>	<p>personalized instruction; and individualized grading and evaluation plans.</p> <ul style="list-style-type: none"> <li>• School ensures screening of children for SLD and ASD (Disorders).</li> <li>• School conducts authentic, performance-based assessments within typical activities in inclusive environments for the purpose of identifying students' learning and communication styles, preferences and interests, academic strengths and weaknesses, and need for support.</li> <li>• Assessment practices are also inclusive of students' self-evaluation and reflection of own performance.</li> <li>• Assessment tools are inclusive by design and no special efforts are needed to make separate tools.</li> <li>• School creates opportunities for sharing good ideas/models, innovative practices about students' learning within the school and provides external</li> </ul>
---	---	---	---

<p>social development consistent with the goal of full inclusion.</p> <ul style="list-style-type: none"> <li>• All safety and security norms are followed.</li> </ul>	<p>and assessments as per their ability and organize remedial classes as per their needs.</p> <ul style="list-style-type: none"> <li>• Assessment reports reflect the student's abilities and needs.</li> <li>• Feedback and feedforward is based upon the portfolios of students and anecdotal records.</li> <li>• Teachers work in collaboration with special educators/ counsellors to identify the learning needs of divyang and students belonging to diverse socio economic backgrounds.</li> <li>• School establishes linkages with neighbourhood NGOs, CBOs and other Ministries for providing support services to the divyang and students from diverse socio economic backgrounds.</li> </ul>	<p>implement strategies to facilitate student learning outcomes.</p> <ul style="list-style-type: none"> <li>• Teachers collaborate with special educators for developing better teaching learning materials and processes to ensure learning of all students.</li> <li>• School refers children with complex needs (whose progress is inadequate despite planned interventions) to external professionals.</li> </ul>	<p>platforms to share their best practices.</p> <ul style="list-style-type: none"> <li>• There is a regular and ongoing program for monitoring and reviewing the process as well as the progress of students and improvement plans made accordingly.</li> </ul>
---	---	---	---

### 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 Equity and Inclusion Policy		CBPs for Teachers		List of referred cases		Records of remedial/performance enhancement classes	
List of SMC members		Anecdotal records		Portfolios		Budget allocations	
Teacher's Diary with lesson plans		Record of working in collaboration with other teachers, special educators, parents, therapists, peers, senior students		Assessment Strategies along with Assessment worksheets or other modes of assessment		Activities to maximise the social and cognitive development of divyang and students belonging to diverse socio economic backgrounds	
Collaborations with outside agencies and community members		Performance records of divyang and students belonging to diverse socio economic backgrounds		Modifications and accommodations made in teaching learning process and assessment practices		Mentoring, Monitoring and Reviewing Practices	
Pre and post Evaluation of PwDs		Analysis of needs of divyang and students belonging to diverse socio economic backgrounds		Resource/Support provided to teachers		Improvement Plans to strengthen Inclusive Practices	

## 4.2 Games, Sports and other Recreational Facilities

**4.2.1 Indoor and outdoor games, sports and other recreational facilities are provided to divyang and students belonging to different socio economic backgrounds to learn and thrive with their peers.**

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"> <li>• All students are involved in daily physical activity without any risk of injury to themselves or others.</li> <li>• Students with different abilities across genders and belonging to diverse socio economic backgrounds participate in school cultural activities.</li> <li>• Teachers participate in capacity building programmes as per mandate.</li> <li>• All safety and security norms are followed.</li> <li>• Records and inventories are maintained.</li> </ul>	<ul style="list-style-type: none"> <li>• PE Teachers are trained in conducting different types of physical activities for ensuring the fitness of all students.</li> <li>• PE and other teachers are sensitized about the needs of divyang and make participation in sports and other activities a safe and healthy experience for them.</li> <li>• Indoor and outdoor games and sports and recreational facilities are accessible and available to all students from all backgrounds and modified to suit the needs of divyang.</li> <li>• Medical Report and consent is taken from the parents to ascertain if the student is medically fit enough to play the desired game(s) or sport or participate in recreational activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Guidelines for providing an equitable, accessible and inclusive sports education programme along with teachers' roles and responsibilities are in place.</li> <li>• All teachers undergo ongoing capacity building programmes on an equitable, accessible and inclusive sports education programme.</li> <li>• Implementation of planned equitable, accessible and inclusive sports education programme is evidenced.</li> <li>• All teachers are trained in integrating sports into their annual curriculum and pedagogical plan.</li> <li>• Implementation of annual curriculum and pedagogical plan integrating sports is evidenced.</li> <li>• School has an open communication with the parents of divyang and invites them to be a partner in</li> </ul>	<ul style="list-style-type: none"> <li>• The School Policy on Equity and Inclusive Practices is in place.</li> <li>• School adopts a procedure to know the abilities of the students and accordingly makes provisions for games, sports and recreational facilities in the sports education programme for them.</li> <li>• Teachers prepare innovative strategies to engage divyang and students belonging to different socio economic backgrounds in different sports, games and recreational activities in a safe and secure environment.</li> <li>• Parents, alumni and community members contribute in planning and implementing sports and games and recreational activities programme designed for divyang and students belonging to different socio economic backgrounds in the school.</li> </ul>

	<ul style="list-style-type: none"> <li>• All students, regardless of ability and background, participate, involve and engage in physical and recreational activities in a safe and secure environment in designated time slots.</li> </ul>	<p>providing a safe and secure environment to their wards.</p> <ul style="list-style-type: none"> <li>• Parents are involved and engaged in the planning and implementation of sports and games and recreational activities programme for divyang and students belonging to different socio economic backgrounds.</li> <li>• Progress of students in these activities is regularly monitored on pre-defined criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback and feedforward practices along with other monitoring and reviewing practices are in place.</li> <li>• Gaps identified in the monitoring process are addressed through improvement plans.</li> </ul>
--	--	--	--

### Guiding Principles/Policies

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

### SUGGESTED SUPPORTING DOCUMENTS 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 Equity and Inclusion Policy		List of special coaches		Records of counseling of parents encouraging them to allow their children to participate in games and sports		Innovative strategies for engaging divyang and students belonging to diverse socio economic backgrounds	
School Safety and Security Policy		Record of orientation programme for PE teacher(s)		Records of physical examination of divyang		Feedback and Feedforward practices	
CBPs for teachers		Student growth chart		Parental Consent Letters or Records for participation, examination, etc.		Mentoring, Monitoring and Reviewing Practices	
School Time Table		Annual Curriculum and Pedagogical Plan		Key roles and responsibilities of staff		Improvement Plans to strengthen Inclusive Practices	
School PE Programme		Collaborations with parents, alumni and community		Stock Register of games and sports		Any other	

### 4.3 Transportation Facilities

#### 4.3.1 The school provides safe 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"> <li>• School provides transportation facilities.</li> <li>• School has trained and reliable drivers, conductors and escorts who are appointed after due verification.</li> <li>• Students in the school bus are accompanied by trained attendants/escorts to ensure their safety.</li> <li>• All safety and security measures as per norms are in place.</li> <li>• Records and inventories are maintained.</li> </ul>	<ul style="list-style-type: none"> <li>• Guidelines for School Transportation along with roles and responsibilities are in place.</li> <li>• School staff including bus drivers, conductors and escorts are trained to understand and implement inclusive practices.</li> <li>• School has an effective communication system between the school bus driver, the school, teachers and the parents.</li> <li>• The guardian/parent of divyang and the bus driver are kept informed of all the specific needs during the transportation of the student.</li> <li>• A copy of the emergency medical card of every divyang student using school transportation is always available in the school vehicle.</li> <li>• A written plan for emergency evacuation is displayed in the</li> </ul>	<ul style="list-style-type: none"> <li>• Emergency protocols for all kinds of adversities are in place and the staff undergoes ongoing training programmes.</li> <li>• Staff and students are empowered to create safe spaces within the bus.</li> <li>• Divyang, peers and teachers are trained on safety and security measures to be taken while boarding, travelling and alighting to and from the buses.</li> <li>• School buses are equipped with access features for divyang.</li> <li>• School Transportation Committee comprising of Principal, Teachers, Student and Parent Representatives regularly monitors the adherence to the pre-during-post safety and security norms for the transportation of students. <i>(to and fro and during trips/excursions)</i></li> </ul>	<ul style="list-style-type: none"> <li>• The School Policies on Equity and Inclusive Practices; and Safety and Security are in place.</li> <li>• Regular training of all categories of staff, students and divyang on safety and security measures to be adopted pre-during-post boarding/deboarding to make travelling a safe experience for students is conducted.</li> <li>• The school transport representative takes part in the medical procedures training required for divyang, along with other safety and security measures.</li> <li>• School Transport Management system gives a platform to the parents to get instant alerts regarding the routes of the buses, bus trip status, schedule changes, and arrival/departure times.</li> </ul>

	<p>school bus and the staff is adequately trained for the same.</p>	<ul style="list-style-type: none"> <li>• Parents and students are empowered to notify the school administration of any offence or negligence noticed in the bus.</li> </ul>	<ul style="list-style-type: none"> <li>• The parents are engaged in activities related to safe and secure transportation of students.</li> <li>• Feedback and Feedforward practices are in place to analyse the gaps in the system.</li> <li>• The school transportation system is regularly monitored and reviewed, gaps identified and improvement plans made in collaboration with stakeholders to strengthen the system.</li> </ul>
--	---	---	---

**Guiding Principles/Policies**

NEP, Affiliation Bye Laws, Inclusion Policy of the Board, RTE Act, PWD 2016 Guidelines, Guidelines issued by different Govt. Organisations, Directions of the Supreme Court of India for School Bus



### SUGGESTED SUPPORTING DOCUMENTS 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 Equity and Inclusion Policy		School Transportation Committee Members		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.		Complaint/Feedback/Suggestion Mechanism	
CBPs for staff and students		Record of orientation or sensitization programme for drivers, attendants and students with disabilities		Communication Mechanism		Feedback and Feedforward practices	
Collaborations with parents		Guidelines for School Transportation		Emergency Protocols		Mentoring, Monitoring and Reviewing Practices	
Any other		Any other		Any other		Improvement Plans to strengthen Inclusive Practices	

#### 4.4 Overcoming Attitudinal Barriers

##### 4.4.1 The school fosters a culture of compassion, care and empathy towards all.

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"> <li>• The school organises sensitization programmes for teachers on inclusive practices.</li> <li>• School has a repository of knowledge material on diversity and inclusion.</li> <li>• The school provides safe and secure environment to all the students as per norms.</li> </ul>	<ul style="list-style-type: none"> <li>• The school educates staff about the benefits of inclusion through capacity building programmes and workshops.</li> <li>• The school organises information sessions for the staff to break down stereotypes and encourage positive attitude towards all.</li> <li>• The school organises awareness programmes to educate students and families on benefits of inclusion.</li> <li>• The school invites guest speakers with disabilities to interact with students, teachers and parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Guidelines for overcoming attitudinal barriers along with roles and responsibilities are in place.</li> <li>• The school organises ongoing capacity building programmes for staff on overcoming attitudinal barriers to foster compassion, care and empathy.</li> <li>• School ensures capacity building of teachers on Cross Disability.</li> <li>• The teachers provide opportunities to students with and without disabilities to interact with one another.</li> <li>• A culture of positive reinforcement that promotes inclusion is evidenced.</li> <li>• The school staff models inclusive behaviour by treating all students with respect and providing opportunities to</li> </ul>	<ul style="list-style-type: none"> <li>• Policy for Equity and Inclusive Practices is in place.</li> <li>• The school culture promotes usage of right terminology for people with varying abilities and belonging to different backgrounds through pictorial representations, written or verbal communications and through policies, practices and in school programmes.</li> <li>• The school organises awareness programmes or campaigns on child rights and ensures compliance of the same.</li> <li>• School practices reflect that the teaching community is moving away from knowledge and information on disability characteristics to integration of inclusive practices.</li> <li>• Teachers are the advocate for their students and families, and encourage participation of the families to improve student outcomes.</li> <li>• Parents from diverse backgrounds and different disabilities participate and are engaged in school activities.</li> </ul>

		<p>participate in all aspects of school life.</p> <ul style="list-style-type: none"> <li>• Students are encouraged to see different perspectives by participating in inclusive programmes from an early age.</li> </ul>	<ul style="list-style-type: none"> <li>• The school fosters compassion, care and empathy towards all through a sustained and scalable model involving the stakeholders: <ul style="list-style-type: none"> <li>○ by building knowledge and information on an ongoing basis</li> <li>○ creating model training programmes or material on understanding inclusion, its benefits to all and overcoming attitudinal barriers</li> <li>○ communication of shared vision on commitment to full participation of students of all abilities and backgrounds in school programmes</li> <li>○ involving students with disabilities in designing, planning and implementing school programmes</li> <li>○ additional training for staff dealing with divyang and students belonging to different socio economic backgrounds</li> <li>○ collaboration with community.</li> </ul> </li> <li>• The Policy is monitored and reviewed at regular intervals; gaps identified and improvement plans made accordingly.</li> </ul>
--	--	---	---

**Guiding Principles/Policies**

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

### SUGGESTED SUPPORTING DOCUMENTS 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 Equity and Inclusion Policy		Records of orientation and awareness programs for staff, students and parents on gender identities, socio-cultural identities, socio-economic conditions and divyang		List of Inclusive and accessible activities in class and outside		Roles and Responsibilities of staff	
CBPs for staff and students		Statutory Compliances		Records of involvement of stakeholders in different activities planned for divyang and other students from diverse socioeconomic backgrounds		Student trackers	
School Safety and Security policy		Differentiated lesson plans		Teacher interventions to support and nurture positive classrooms		Mentoring, Monitoring and Reviewing Practices	
Collaborations with parents		Student empowerment programmes		Ground Rules in classes that reflect Care, Compassion, Respect etc. for all		Improvement Plans to strengthen Inclusive Practices	

## 4.5 Self Special Equity Projects

### 4.5.1 Self Defence Training instils a sense of confidence, promotes physical fitness and enhances emotional wellbeing among the girls.

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"> <li>• All students participate in school Physical Education Programme as per their allotted time table.</li> <li>• School conducts training on self-defence for girl students every year.</li> <li>• Records are maintained.</li> </ul>	<ul style="list-style-type: none"> <li>• The school organizes orientation programme for girls on the importance of learning self-defence.</li> <li>• All girl students of classes VI-XII attend two weeks training programme on self-defence.</li> <li>• The Physical Education Programme in the school ensures that self-defence is a part of the process of empowerment of girl students.</li> <li>• Locally available human resources contribute to the training programmes.</li> </ul>	<ul style="list-style-type: none"> <li>• Guidelines for self-defence program for girl students are available along with roles and responsibilities.</li> <li>• The girl students and female staff members are provided with skills and knowledge to defend themselves by promoting physical fitness, mental discipline, and emotional well-being.</li> <li>• School has appointed a nodal person who coordinates the training programmes for girl students every year.</li> <li>• School has appointed a coach in consultation with a committee constituted at school level.</li> </ul>	<ul style="list-style-type: none"> <li>• The Safety and Security Policy inclusive of ensuring safety and security of girl students is available.</li> <li>• Self-defence training is a mandatory part of school curricula for all girl students of classes I to XII.</li> <li>• School has an allocated budget for providing self-defence training to the girls.</li> <li>• The school prepares their girl students and female staff members about situational awareness, boundary setting and assertiveness.</li> <li>• School provides a 3 month training programme in self-defence to its girl students.</li> <li>• Feedback and Feedforward is taken at regular intervals from the girl students, female staff members and their families to assess the efficacy of the programme; gaps identified and improvement plans made accordingly to strengthen the system.</li> </ul>

### Guiding Principles/Policies

NEP

### SUGGESTED SUPPORTING DOCUMENTS THAT CAN BE REVIEWED BY SCHOOL

<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>
Safety and Security Policy		Orientation of staff, parents and students		Budget allocation		Feedback and Feedforward practices	
Policy on Gender Sensitivity		Collaborations with parents and community		Trained Coaches		Monitoring and Reviewing Practices	
Empowerment programmes for female staff and girl students		Provision of self-defence training for girls		Roles and Responsibilities of Staff		Improvement plans to strengthen the system	
School Calendar		School PE programme		School Time table		Any other	

## DOMAIN 5: MANAGEMENT AND GOVERNANCE

<b>DOMAIN OVERVIEW</b>	
<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>	
<b>SUB-DOMAINS</b>	<b>STANDARDS</b>
<b>5.1 Vision and Mission Statement</b>	5.1.1 The School Management and Governance System is driven by Standard Operating Procedures (SOPs) made in alignment with its policies, vision and mission.
<b>5.2 Institutional Planning</b>	5.2.1 The School Institutional Plan is based on the needs of the students and community and the principle of optimum utilization of resources available in the school and community.
<b>5.3 Effective Coordination</b>	5.3.1 The School Management and Governance System establishes effective co-ordination within the school and with outside community to achieve the desired goals.
<b>5.4 Resource Management</b>	5.4.1 The School Resource Management System facilitates the optimal use of resources and creates a positive and supportive environment for the growth of the school.
<b>5.5 Relationship Management</b>	5.5.1 The School Relationship Management System nurtures and sustains meaningful relationships with its stakeholders to foster increased student achievement.
<b>5.6 Activity Management</b>	5.6.1 The School Activity Management System accelerates and manages the workflow of all the activities of the school.
<b>5.7 Data and Record Maintenance</b>	5.7.1 The School Data and Record Maintenance System assists in making informed decisions for increased efficiency and productivity.
<b>5.8 Oral/Virtual/Online and Written Communication</b>	5.8.1 The School Communication System facilitates the school staff to stay connected with its stakeholders and community anytime, anywhere.

<b>5.9 Financial and Fee Administration</b>	5.9.1 The School Financial and Fee Administration System is based on rationality, admissibility and allocability.
<b>5.10 Admission Process</b>	5.10.1 The School Admission Policy is in consonance with Board's and RTE Act norms and is inclusive of bringing OoSC (Out of School Children) and children from deprived communities in the school system.



## DOMAIN 5: MANAGEMENT AND GOVERNANCE- PERFORMANCE INDICATORS

<b>Domain 5: Management and Governance</b>			
<b>5.1 Vision and Mission Statement</b>			
<b>5.1.1 The School Management and Governance System is driven by Standard Operating Procedures (SOPs) made in alignment with its policies, vision and mission.</b>			
<b>5.1.1.1 - Level I - Inceptive</b>	<b>5.1.1.2 - Level II - Transient</b>	<b>5.1.1.3 - Level III - Stable</b>	<b>5.1.1.4 - Level IV- Dynamic Evolving</b>
<ul style="list-style-type: none"> <li>• The school has written Vision and Mission statements framed by its Management or Governing Body and communicated to stakeholders.</li> <li>• Guidelines, rules and regulations for running the school are available.</li> <li>• Records and inventories are maintained.</li> </ul>	<ul style="list-style-type: none"> <li>• The Vision reflects the target audience, the goal(s) and the ways to achieve the intended goal(s).</li> <li>• Staff is aware of their roles and responsibilities.</li> <li>• The school management and governance system is in early constructive years and practices are corrective in nature.</li> </ul>	<ul style="list-style-type: none"> <li>• The SOPs are prepared in collaboration with the stakeholders (teachers, parents and students, alumni, community) and are in alignment with the school's Vision and Mission.</li> <li>• The SOPs are approved by the concerned authority.</li> <li>• Staff is regularly trained and empowered to use the SOPs.</li> <li>• The school uses the SOPs to adhere to a defined schedule and ensure the safety of all and avoid potential failures.</li> <li>• The school management and governance system is defined and documented and practices</li> </ul>	<ul style="list-style-type: none"> <li>• The school has a Management and Governance Policy in alignment with its Vision and Mission.</li> <li>• The School Management and Leadership Team ensures that the Vision is the guiding force behind all academic and non-academic standard operating procedures.</li> <li>• The school mission statement outlines how the school will translate its vision into action.</li> <li>• Before drafting SOPs, the school identifies task dependencies in order to reduce errors, increase efficiency and profitability, maintain consistency, improve communication and create a safe work environment.</li> <li>• The School SOP Manual provides policies, standards and processes for completion of different tasks and potential risks associated with each process.</li> </ul>

		<p>are preventive and corrective in nature.</p>	<ul style="list-style-type: none"> <li>• Before being finalised, the SOPs are tested multiple times.</li> <li>• The SOPs are monitored, reviewed and edited at regular intervals to ensure that the SOPs are appropriate, relevant and applicable to the requirements of the organisation.</li> <li>• The school uses the SOPs to guarantee that compliance standards are adhered to.</li> <li>• The school demonstrates benchmarked, defined and documented processes. The school management and governance system exhibits accountability, responsibility, self-evaluation and improvement planning.</li> </ul>
--	--	---	---

**Guiding Principles/Policies**

RTE Act, Circulars issued by the Board

### SUGGESTED SUPPORTING DOCUMENTS 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 Management and Governance Policy		Roles and Responsibilities of Staff		Integrated Annual Curriculum and Pedagogical Plan		Self-Assessment Forms	
School Vision and Mission Statement		CBPs attended by Staff		Staff meetings and Departmental meetings		Self-evaluation practices and action plans to strengthen the system	
Record of Vision Building exercise		School Stationery		Minutes of Review meetings		Policies for all domains	
School almanac and School Flag		Minutes of SMC Meetings		Vision and Mission Statement displayed in the school		Mentoring, Monitoring and Reviewing Practices	
School Calendar		School SOP Manual		Process of drafting of SOPs		School Improvement Plan to strength systems	

## 5.2 Institutional Planning

**5.2.1 The School Institutional Plan is based on the needs of the students and community and the principle of optimum utilization of the resources available in the school and community.**

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"> <li>• The School Institutional Plan is based on the needs of the institution and the requirements of the affiliating body.</li> <li>• Records and inventories are maintained.</li> </ul>	<ul style="list-style-type: none"> <li>• The School Institutional Plan                             <ul style="list-style-type: none"> <li>○ is a working plan based the needs of the students</li> <li>○ defines short term and long term goals</li> <li>○ is made keeping in view available resources in the school.</li> </ul> </li> <li>• Strategies and support material required to achieve the goals are defined.</li> <li>• Duties are allocated as per the plan.</li> </ul>	<ul style="list-style-type: none"> <li>• The School Institutional Plan, is a dynamic working plan, made keeping in view the capacity of its staff, the needs of the students and the local community and available resources in the school.</li> <li>• The School Institutional Plan:                             <ul style="list-style-type: none"> <li>○ provides equal opportunities to all the students and makes education available to all</li> <li>○ aims at empowering teachers to be active and strategic thinkers and contributing members towards the improvement and development of institution and its programmes</li> <li>○ accommodates the recommendations of the NEP and the Board</li> <li>○ gives direction to the functioning of the institution</li> <li>○ provides realistic, concrete and achievable ideas to orient the</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The School Management and Governance Policy inclusive of Institutional Planning is in alignment with the Vision and Mission statements of the school.</li> <li>• Institutional Planning is done in collaboration with staff, students, parents, alumni and community in a democratic environment.</li> <li>• Institutional Planning is done with a perspective of:                             <ul style="list-style-type: none"> <li>○ Providing safe and secure environment</li> <li>○ Bringing improvement in the institution</li> <li>○ Giving proper direction to educational objectives</li> <li>○ Maximum utilization of available resources</li> <li>○ Encouraging individual and collective initiatives.</li> </ul> </li> <li>• Institutional Planning follows the process of analysis, survey, improvement, implementation and evaluation in</li> </ul>

		<p>whole school educational programme towards the achievement of the desired learner outcomes.</p> <ul style="list-style-type: none"> <li>• All the stakeholders are aware of the institutional plan and their roles and responsibilities and work collaboratively to achieve the desired outcomes.</li> </ul>	<p>generating the desired outcomes (like <i>improvement of the school environment and campus, teaching-learning materials, academic facilities, co-curricular activities; usage of technology; research; fairness and accountability; involvement of members of educational institutions; recognition of rights and responsibilities; inculcation of morality and ethics and other school improvement projects</i>)</p> <ul style="list-style-type: none"> <li>• School upgrades the knowledge and skills of its staff and students on a continuous basis to put institutional plan into practice to achieve the desired goals and objectives.</li> </ul>
--	--	--	---

### Guiding Principles/Policies

RTE Act, Circulars issued by the Board

### SUGGESTED SUPPORTING DOCUMENTS 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 Management and Governance Policy inclusive of Institutional Planning		Identification of Resources		Budget Allocation		CBPs for staff and students	
Vision and Mission Statement		School Calendar		Process of drafting of Institutional Plan		Review Meetings Records	
Short Term and Long Term Goals		Data Analysis to identify gaps		Development of comprehensive and integrated plans (ACPP, School Calendar, SOPs, etc.)		Feedback and Feedforward Mechanisms	
Short Term Goals – Regular Reviews and adjustment to ensure progress is on track		Collaboration with Stakeholders		Periodic Reviews to ensure the goals remain relevant and achievable		Mentoring, Monitoring and Reviewing Practices	
School Institutional Plan		Awareness programmes for stakeholders on Institutional Plan		Feedback forms		Improvement Plans that focus on sustainability, growth and scalability	

### 5.3 Effective Coordination

#### 5.3.1 The School Management and Governance System establishes effective co-ordination within the school and with outside community to achieve the desired goals.

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"> <li>• There is cooperative and effective working relationship between the Management/Governing Body and Head of the school.</li> <li>• The Head of the School is responsible for ensuring realization of objectives stated in the vision and mission statement.</li> <li>• Coordination is evidenced between the School Head and the Departmental Heads.</li> <li>• School coordinates with external bodies as and when required.</li> <li>• Records and inventories are maintained.</li> </ul>	<ul style="list-style-type: none"> <li>• The school management:                             <ul style="list-style-type: none"> <li>○ ensures a working relationship with the school head and staff;</li> <li>○ has clearly defined their roles and responsibilities in the realization of its objectives.</li> </ul> </li> <li>• The school coordination system is evidenced in the form of meetings - larger group, smaller group and one on one that promotes cooperation and collaboration and development of interpersonal and horizontal relationships.</li> <li>• The school coordinates with external bodies to achieve institutional goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Capacity Building Programmes on establishing effective internal, external, vertical and horizontal coordination systems with clear cut roles and responsibilities are organized for staff.</li> <li>• The institution has an effective coordination system to build relationships with the external forces (community in which the school exists, vendors, agencies, Govt. Policies, materials, economics, science and technology) that affect the environment in which the institution works.</li> <li>• Coordination is established:                             <ul style="list-style-type: none"> <li>○ using effective communication system in the form of emails, letters, documented procedures, reports, circulars and also through personal interactions; and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The School Management and Governance Policy inclusive of establishing effective co-ordination within the school and with outside community is in alignment with the Vision and Mission statements of the school.</li> <li>• The school management system establishes effective and sustained internal, external, vertical and horizontal coordination systems from planning till the monitoring stage of different school functions.</li> <li>• While functioning in their respective roles at different levels, the school staff along with the parents, students, alumni and other community stakeholders work in perfect synchronization and harmony for the realization of the common school goals without wastage, delays, indifferences and other organisational problems.</li> <li>• The monitoring practices for ensuring effective internal, external, vertical and</li> </ul>

		<ul style="list-style-type: none"> <li>○ by building relationships with the fellow staff, school leaders, vendors and other community members.</li> <li>● The institution analyses the impact of the coordination system and takes suitable remedial measures to strengthen the system.</li> </ul>	<p>horizontal coordination systems, regulate the direction of the institution involving measuring performances, correcting deviations and assuring the accomplishment of plans.</p> <ul style="list-style-type: none"> <li>● Gaps are identified and improvement plans made accordingly to ensure efficiency, economy, team spirit in the efforts for accomplishing the goals.</li> </ul>
--	--	--	---

### Guiding Principles/Policies

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



### SUGGESTED SUPPORTING DOCUMENTS THAT CAN BE REVIEWED BY SCHOOL

<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>
School Management and Governance Policy inclusive of inclusive of Coordination Mechanism		Minutes of Staff Meetings		Communication Records with Stakeholders		Mentoring, Monitoring and Reviewing Practices	
School Organization Chart		CBP Calendar		Record of participation in Hubs of Learning		Impact Analysis of Coordination system on learner outcomes	
Minutes of SMC meetings		Benchmarking Procedures		Collaborative Practices		Improvement plans to strengthen the system	
Key Responsibility Areas of all process owners		Communication and Coordination Tree		Any Other		Any Other	

## 5.4 Resource Management

### 5.4.1 The School Resource Management System facilitates the optimal use of resources and creates a positive and supportive environment for the growth of the school.

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"> <li>• Principal ensures fee collection.</li> <li>• The school organises activities for creating awareness among students for the effective usage of resources.</li> <li>• Regular Monitoring and reporting of usage of available resources as mandated is evidenced.</li> <li>• Records and inventories are maintained.</li> </ul>	<ul style="list-style-type: none"> <li>• The existing resources in the form of infrastructure and equipment are utilized and need analysis done before procuring new resources.</li> <li>• Steps to reduce, reuse and recycle are taken by the school leadership team as well as by the staff and students.</li> <li>• The school environmental club engages in corrective measures to conserve resources.</li> <li>• The school resource management system ensures:                             <ul style="list-style-type: none"> <li>○ no child drops out of school</li> <li>○ students regularly attend the school</li> <li>○ resources are optimally utilised</li> <li>○ low attrition of staff.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Capacity Building Programmes on establishing effective school resource management system with clear cut roles and responsibilities are organized for staff.</li> <li>• The Integrated Annual Curriculum and Pedagogical Plan reflects strategies and approaches to build capacity of students for effective and optimal usage of resources inside and outside the school.</li> <li>• The school staff raises their need for resources only after the review of the existing resources.</li> <li>• The school forms connections with the community to share their resources for the promotion of the wellbeing of all the students.</li> </ul>	<ul style="list-style-type: none"> <li>• The School Management and Governance Policy inclusive of Resource Management is in place.</li> <li>• School resources are optimally utilized and augmented on the basis of need analysis.</li> <li>• The school resource management system uses tools, techniques and technology to encourage innovation and target resources towards the needs of the students and uses data-driven insights to manage its assets.</li> <li>• Students are involved in designing, implementing and monitoring programmes for resource management.</li> <li>• The school resource management system enables partnership with individuals, organizations, and businesses; draws on their experiences to promote students' social, emotional, physical, and intellectual development.</li> <li>• The school resource management system identifies valuable and cost</li> </ul>

		<ul style="list-style-type: none"> <li>• Convergence with Govt. bodies – local/regional/national for different provisions (like playgrounds, electrification, maintenance of toilets, solar panel, ramps and handrails etc.).</li> <li>• The school is an active member of the Hub of Learning/Cluster of Schools and practices sharing and exchanging of resources with others for mutual benefit.</li> </ul>	<p>effective resources in and outside school as to secure the best outcome for pupils, and value for money for the parent.</p> <ul style="list-style-type: none"> <li>• The school staff and students are responsible for the management of school resources to make the best possible decisions.</li> <li>• School has a mechanism for monitoring the: <ul style="list-style-type: none"> <li>○ programmes for developing human resources</li> <li>○ equipment and facilities for teachers to deliver high quality teaching and learning</li> <li>○ usage of physical resources</li> <li>○ usage of technology</li> <li>○ impact of the resource management system on the students and the overall growth of the school.</li> </ul> </li> <li>• Gaps are identified and improvement plans made to facilitate optimal use of resources and create a positive and supportive environment for the growth of the school.</li> </ul>
--	--	--	--

### Guiding Principles/Policies

NEP, RTE - Model Rules, CBSE Affiliation Bye Laws

### SUGGESTED SUPPORTING DOCUMENTS 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 Management and Governance Policy inclusive of Resource Management		Need and equipment analysis		Use of technology in resource management		Innovative Practices to conserve resources	
Stock registers		Steps taken to reduce bills of electricity, water, stationery, diesel, petrol, printing, etc.		Samples of Integrated Annual Curriculum and Pedagogical Plan reflecting Projects/Activities on Conservation of Resources		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		CBPs attended by Staff		Mentoring, Monitoring and Reviewing Practices	
School admission and withdrawal records		Record of photocopier machine		Collaborative practices		Improvement plans to reduce wastage and conserve resources	

## 5.5 Relationship Management

### 5.5.1 The School Relationship Management System nurtures and sustains meaningful relationships with its stakeholders to foster increased student achievement.

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"> <li>• The school staff accepts routine queries of the parents.</li> <li>• School sends timely communication to parents and students.</li> <li>• Records and inventories are maintained.</li> </ul>	<ul style="list-style-type: none"> <li>• Guidelines for communicating with students, parents and community are in place with the underlying philosophy of ensuring physical and socio emotional safety.</li> <li>• The staff is oriented on addressing the queries of the students and parents.</li> <li>• The school staff responds to routine and challenging queries of the parents.</li> <li>• The school communicates either telephonically or face to face.</li> </ul>	<ul style="list-style-type: none"> <li>• Guidelines for maintaining relationships with the stakeholders – students, parents, community, alumni and vendors with underlying philosophy of inclusivity, equity and mutual respect are in place and reviewed by the leadership team.</li> <li>• School Staff is trained on maintaining relationships with the stakeholders respectfully and responding to them within time.</li> <li>• School communicates using different channels both online and offline to communicate with its stakeholders and others in the community.</li> <li>• A record of communication with parents and staff is maintained.</li> <li>• Feedback and Feedforward is invited from the stakeholders.</li> <li>• Follow ups are done and corrective actions are taken immediately.</li> </ul>	<ul style="list-style-type: none"> <li>• The School Management and Governance Policy inclusive of Relationship Management is in place.</li> <li>• The school relationship management system maintains an ongoing level of engagement with its stakeholders thus building and strengthening new and existing relationships with its stakeholders.</li> <li>• All staff is regularly trained in interpersonal, consensus building, analytical and communication skills.</li> <li>• The School Relationship Management System relies on its Communication System, Feedback and Feedforward Mechanism, Quick Response Time and Open Door Policy.</li> <li>• The school relationship management system keeps track of all the dealings and communication</li> </ul>

		<ul style="list-style-type: none"> <li>• Open-Door Policy supports the school in maintaining a healthy relationship with stakeholders.</li> </ul>	<p>with the stakeholders, community and vendors, analyzes the data; identifies trends and issues that could be useful in designing plans for developing, nurturing and sustaining meaningful relationships with the stakeholders.</p>
--	--	---	---

**Guiding Principles/Policies**

NEP, RTE - Model Rules, Affiliation Bye Laws

### SUGGESTED SUPPORTING DOCUMENTS THAT CAN BE REVIEWED BY SCHOOL

<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>
School Management and Governance Policy inclusive of Relationship Management		PTM Records		Complaint/Suggestion Management		Mentoring, Monitoring and Reviewing Practices	
Communication Records from stakeholders-parents, community, staff (telephonic, SMS, website, online, WhatsApp, face to face, schooldiary, e-mail etc.)		Structured Feedback from staff and parents and record of interactions with staff and parents		Feedback and Feedforward practices		Improvement Plans to strengthen the system	
CBPs attended by Staff		Any other		Analysis of feedback received and action taken thereupon		Any other	

## 5.6 Activity Management

### 5.6.1 The School Activity Management System accelerates and manages the workflow of all the activities of 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"> <li>• The school time table depicts all the activities defined in the school calendar.</li> <li>• Record of activities conducted as per the time table are maintained.</li> <li>• School Staff is aware of their roles and responsibilities.</li> <li>• Records and inventories are maintained.</li> <li>• All safety and security norms are followed during the conduct of the planned activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Documented guidelines are available for preparing school activity calendar.</li> <li>• Activities are planned by the school staff keeping in view the existing resources – human and physical.</li> <li>• Work flows for the conduct of different activities are evidenced.</li> <li>• Supervision of activities is evidenced.</li> </ul>	<ul style="list-style-type: none"> <li>• Guidelines for management of all school activities (<i>school calendar; teachers, parents, alumni and community involvement calendar</i>) along with defined roles and responsibilities for all staff members are well in place.</li> <li>• Staff is trained in planning, organising and managing all the school activities.</li> <li>• Risk assessment of the proposed activities is done to ensure safety and security; avoid duplication; and maintain budgetary provisions.</li> <li>• The responsibilities for execution of school activities are decentralized after meticulous planning and are systematically executed.</li> <li>• Involvement of students, parents and community members in planning, organising and</li> </ul>	<ul style="list-style-type: none"> <li>• The School Management and Governance Policy inclusive of Activity Management is in place.</li> <li>• The school activity management system details guidelines for planning, implementation, monitoring and reviewing of activities.</li> <li>• There is representation of students, teachers, alumni, parents and community in planning, implementation, monitoring and reviewing of the school activities.</li> <li>• The school activity management system ensures planning, scheduling and allocating institutional activities as per the available resources, budgetary provisions and needs of the students.</li> <li>• The school activity management system ensures all safety and security norms are in place before, during and after the activities.</li> <li>• The school activity management system makes use of technology in accelerating and managing workflow of all school</li> </ul>



		<p>managing different activities of the school is evidenced.</p> <ul style="list-style-type: none"> <li>• Corrective actions are in place.</li> </ul>	<p>activities, tracking their progress, data collection, record maintenance and reporting.</p> <ul style="list-style-type: none"> <li>• The school activity management system: <ul style="list-style-type: none"> <li>○ ensures feedback and feedforward from stakeholders</li> <li>○ tracks the performance of each process owner</li> <li>○ tracks the progress of each activity as per the defined plan</li> <li>○ analyses the data</li> <li>○ assesses the impact of the activities on the students' performance and achievement.</li> </ul> </li> <li>• Gaps are identified during the monitoring process and action taken for accelerating and managing the effective and efficient conduct of all planned school activities.</li> </ul>
--	--	---	---

**Guiding Principles/Policies**

NEP, Safety and Security Norms by Board

### SUGGESTED SUPPORTING DOCUMENTS 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 Management and Governance Policy inclusive of Activity Management		Roles and Responsibilities of the staff		Anecdotal record		Use of technology in activity management	
Budget Allocation		School Activities list		Student learning outcomes		Mentoring, Monitoring and Reviewing Practices	
Minutes of SMC and Staff meetings		Safety and Security Policy		Student activity tracker		Impact analysis of activities conducted on learner outcome	
Duty lists		Portfolio		Collaborative planning		Improvement Plans to strengthen the system	
CBPs attended by Staff		Risk Assessment practices		Work flows for the conduct of the activities		Any other	

## 5.7 Data and Record Maintenance

### 5.7.1 The School Data and Record Maintenance System assists in making informed decisions for increased efficiency and productivity.

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"> <li>• All types of data and records as per norms are maintained and kept safe in the school.</li> <li>• The maintained data is accessible to all the concerned.</li> </ul>	<ul style="list-style-type: none"> <li>• The school computerizes the data of all types of records (students, teachers, finances, resources, curricular and co-curricular activities, facilities, etc.)</li> <li>• The data is accessible to the staff.</li> <li>• The school data and record management system helps teachers, administrators, and other support staff to keep track of their operational and functional activities.</li> </ul>	<ul style="list-style-type: none"> <li>• The staff is trained on data maintenance aspects like                             <ul style="list-style-type: none"> <li>○ which documents to be stored</li> <li>○ how they should be stored</li> <li>○ duration of storage</li> <li>○ location of the documents</li> <li>○ control of documents</li> <li>○ accessibility of documents</li> <li>○ updation of documents.</li> </ul> </li> <li>• The data is accessible to the staff and is utilized to enhance school processes and systems.</li> <li>• School records provide information for teachers, counsellors, curriculum planners and instructional supervisors for planning and implementing instructional and administrative activities.</li> </ul>	<ul style="list-style-type: none"> <li>• The School Management and Governance Policy inclusive of Data and Record Management System is in place.</li> <li>• Process Owners/ Concerned Staff are responsible for recording, storing, updating and retrieving information.</li> <li>• The school data and record management system allows all the concerned to:                             <ul style="list-style-type: none"> <li>○ be aware of the type of records available</li> <li>○ document accurate and relevant academic and non-academic data and records in a physical/digital safe and secure environment</li> <li>○ locate and access them easily</li> <li>○ use them to increase the efficiency and effectiveness of the school systems</li> <li>○ save administrative costs in terms of time, money, resources and storage</li> <li>○ meet all statutory requirements</li> <li>○ take timely and informed decisions based on due analysis of data</li> <li>○ interpret patterns/trends</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>• Data analysis of school records inform teachers on how to encourage students to explore their learning paths they enjoy, and pave their path to their success in conventional and offbeat career choices.</li> <li>• The data is used to make timely decisions on activities that are integral to the smooth functioning of the school.</li> </ul>	<ul style="list-style-type: none"> <li>○ protect/safeguard the interests of staff and stakeholders.</li> <li>• The school data and record management system allows all the concerned to: <ul style="list-style-type: none"> <li>○ track data and record-keeping related to various academic and non-academic aspects of school functioning at regular intervals to manage operational and functional requirements</li> <li>○ identify deviations and areas of concern</li> <li>○ measure the impact of the implementation of the planned activities on the overall growth of the students and the school.</li> </ul> </li> <li>• Action Plans are made on the basis of the trends and patterns that are analysed to improve the efficiency and productivity of the operational and functional activities of the school.</li> </ul>
--	--	---	--

**Guiding Principles/Policies**

Affiliation Bye Laws

### SUGGESTED SUPPORTING DOCUMENTS 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 Management and Governance Policy inclusive of Data and Record Maintenance		Computerized or manual records of registration, attendance, finances, results, etc.		Analysis of data and decisions taken thereupon		Mentoring, Monitoring and Reviewing Practices	
SOP for database management		CBPs attended by Staff		Samples of reports generated		Improvement Plans to strengthen the system	

### 5.8 Oral/Virtual/Online and Written Communication

#### 5.8.1 The School Communication System facilitates the school staff to stay connected with its stakeholders and community anytime, anywhere.

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"> <li>• School communicates all the necessary information to its stakeholders.</li> <li>• The communication systems like written circulars, newsletters, SMS system, school website, PTM, school magazine, etc. are used.</li> <li>• Records and inventories are maintained.</li> </ul>	<ul style="list-style-type: none"> <li>• The school has formal channels/modes to communicate with its stakeholders and the staff is trained to use them effectively.</li> <li>• The communication is two ways.</li> <li>• The school communication system ensures reaching out to non-digital and digital parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Guidelines are in place for the optimal usage of school communication system with defined roles and responsibilities to reach out to all the stakeholders in time.</li> <li>• The school has a complete automated communication system which uses data base, manages student information, engages parents, communicates important information to its stakeholders, manages school administration etc.</li> <li>• The school staff is involved in making informed decisions on optimising the type of communication channel/equipment system to be used.</li> <li>• The school has an effective horizontal, vertical, internal and external communication system</li> </ul>	<ul style="list-style-type: none"> <li>• The School Management and Governance Policy inclusive of Communication System is in place.</li> <li>• The school communication system enables the school staff to:                             <ul style="list-style-type: none"> <li>○ be flexible in using any of the available channels in an appropriate and cost effective manner</li> <li>○ supplement their communications through digital channels</li> <li>○ communicate to all concerned in real time and safe and secured manner.</li> </ul> </li> <li>• The school communication system facilitates the stakeholders to communicate with the school staff and the leaders.</li> <li>• The school communication system allows the school to:                             <ul style="list-style-type: none"> <li>○ keep track of all the communications sent/received to/from the stakeholders</li> </ul> </li> </ul>

		<p>to establish transparent systems.</p> <ul style="list-style-type: none"> <li>• The school communication system facilitates coordination within and outside school with its stakeholders.</li> <li>• The school has a mechanism to take feedback and feedforward from stakeholders on the efficacy of the communication system at least twice/thrice a year.</li> <li>• The school updates digital and non-digital requirements as per the budgetary allocations and needs of the stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>○ take feedback and feedforward from the stakeholders about the authenticity and relevance of the delivery mechanism/ communication channel used</li> <li>○ analyse the impact of the communications on the beneficiary satisfaction</li> <li>○ use the data /feedback to identify deviations and non-compliances in the system.</li> <li>• Improvement Plans are made to enhance efficacy of the communication system.</li> <li>• Evidence that the two-way communication brings about progress in the students’ developmental continuum is clearly visible.</li> </ul>
--	--	--	---

**Guiding Principles/Policies**

NEP, RTE Act, Affiliation Bye Laws

### SUGGESTED SUPPORTING DOCUMENTS 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 Management and Governance Policy inclusive of Communication System		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, examinations, communication		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 to strengthen the system	
Need Analysis		Budget Allocation		Analysis of communication data received from stakeholders		Any other	



## 5.9 Financial and Fee Administration

### 5.9.1 The School Financial and Fee Administration System is based on rationality, admissibility and allocability.

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"> <li>• Fee is charged as per the approved heads of the concerned state govt./policy.</li> <li>• Financial transactions are made and records are maintained.</li> <li>• Compliance with organizational policies and applicable laws and regulations are evidenced.</li> <li>• Records and inventories are maintained.</li> </ul>	<ul style="list-style-type: none"> <li>• Code of conduct and other policies regarding acceptable institutional practices, conflicts of interest, and expected standards of ethical and moral behavior are clearly defined and conveyed to the staff.</li> <li>• The school has disclosed its fee structure on its website and the heads are as per norms.</li> <li>• Sales and purchase procedures are followed; appropriate balance is maintained between Income and Expenditure.</li> <li>• Supervisory activities are evidenced.</li> </ul>	<ul style="list-style-type: none"> <li>• School has a budget that is based on the principle of rationality, admissibility and allocability of funds.</li> <li>• The authorised staff is aware of its roles and responsibilities.</li> <li>• All concerned staff is trained in making of the budget and in optimal usage of funds.</li> <li>• The responsibility of overseeing and managing the finances is entrusted to a person with appropriate qualification and abilities.</li> <li>• Opportunities are provided to the staff members to participate in determining financial priorities or preparing the budget that have an impact on the learner outcome.</li> <li>• School adopts internal control procedures to ensure efficient usage of school funds to</li> </ul>	<ul style="list-style-type: none"> <li>• The School Management and Governance Policy inclusive of Financial and Fee Administration System is in place.</li> <li>• The school financial and fee administration system                             <ul style="list-style-type: none"> <li>○ gives sufficient financial powers to the school leaders to ensure timely and efficient functioning of the school system</li> <li>○ facilitates preparation of school budget to meet all the operational expenses and improvement plans</li> <li>○ sets procedures for determining rationality, admissibility and allocability of funds</li> <li>○ ensures timely and efficient transfer of funds</li> <li>○ safeguards all the assets to ensure that they are used solely for authorized purposes</li> <li>○ safeguards funds against fraud and misuse</li> </ul> </li> </ul>

		<p>accomplish goals and objectives.</p> <ul style="list-style-type: none"> <li>• The school financial and fee administration system: <ul style="list-style-type: none"> <li>○ allows for transparent internal auditing of the accounts</li> <li>○ tracks income and expenditure</li> <li>○ monitors the actions of the authorised and concerned staff in performing their duties while dealing with funds.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ ensures use of qualitative or quantitative methods to prioritize and identify higher risk activities</li> <li>○ allows for use of technology for efficient handling of financial resources.</li> </ul> <ul style="list-style-type: none"> <li>• The school financial and fee administration system: <ul style="list-style-type: none"> <li>○ allows for transparent internal and external auditing of the accounts</li> <li>○ tracks income and expenditure on ongoing basis</li> <li>○ monitors the actions of the authorised and concerned staff in performing their duties while dealing with funds at regular intervals</li> <li>○ aids in identifying needed areas of improvement in the system using feedback and feedforward mechanism</li> <li>○ uses the monitoring practices on an ongoing basis to ensure compliance to all statutory norms</li> <li>○ lays the foundation for continuous improvement in the system.</li> </ul> </li> </ul>
--	--	---	---

**Guiding Principles/Policies**

RTE Act, Affiliation Bye Laws

### SUGGESTED SUPPORTING DOCUMENTS THAT CAN BE REVIEWED BY SCHOOL

<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>
School Management and Governance Policy inclusive of Financial and Fee Administration		Fee structure of the school		Internally and Externally Audited Accounts reports of at least last two years		Roles and Responsibilities of Staff	
School Annual Budget of at least two previous years		Income expenditure statement of at least two previous years		SOP for Purchase		Feedback and Feedforward practices	
SOP for budget preparation		Evidences of use of technology in financial administration		CBPs attended by Staff		Monitoring and Reviewing Practices	
Any other		Any other		Any other		Improvement Plans	

**5.10 Admission Process**

**5.10.1 The School Admission Policy is in consonance with Board’s and RTE norms and is inclusive of bringing Out of School Children (OoSC) and children from deprived communities into the school system.**

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"> <li>Admission process is non-discriminatory, rational, and transparent and conducted in a safe and secure environment.</li> <li>Adequate and appropriate information is available on the school Website/ promotional material to ensure transparency in the admission process.</li> <li>The school admits students under the RTE Act 2010/ EWS / Sponsored category or special category or deprived communities as per guidelines.</li> <li>School conducts regular household survey for identification of Out of School Children (OoSC) every year.</li> </ul>	<ul style="list-style-type: none"> <li>Roles and responsibilities are clearly defined for following the admission process in a non-discriminatory, rational, and transparent manner.</li> <li>Digital and non-digital means of communication are used to convey acceptability of students, especially OoSC and children from deprived communities.</li> <li>The staff is trained on inclusive education practices.</li> <li>School conducts 12 weeks School Readiness Module for all class 1 entrants.</li> <li>Regular consultation and counselling sessions organised with the community and parents of OoSC and Deprived Communities.</li> </ul>	<ul style="list-style-type: none"> <li>Guidelines for ensuring admissions on a non-discriminatory, rational, transparent basis are in place.</li> <li>The school’s promotional material and activities are in consonance with the Vision and Mission of the school.</li> <li>The staff engages in inclusive practices before, during and after admissions.</li> <li>The school collaborates with the existing students and parents in mainstreaming new admissions especially OoSC and children from deprived communities.</li> <li>A seamless and ongoing communication with prospective parents especially of OoSC and children from deprived communities is evidenced.</li> </ul>	<ul style="list-style-type: none"> <li>The School Admission Policy based on the principles of being non-discriminatory, rational, transparent is in consonance with Board’s and RTE Act guidelines and norms.</li> <li>Sensitization and orientation programmes are conducted for students and staff to address equity, inclusivity and diversity.</li> <li>Special remedial classes and bridge courses are arranged to mainstream EWS and students from socially disadvantaged groups before they join school.</li> <li>Information obtained from the parents regarding the student is evaluated and accordingly programmes/activities are offered to the child.</li> <li>Regular interactions with the parents to assess the location of the students on their developmental continuum is evidenced.</li> </ul>

<ul style="list-style-type: none"> <li>• School ensures tracking of every child in all classes.</li> <li>• 10% enrolment increase in school is maintained in a financial year, if admissible.</li> <li>• All admission documentation is complete.</li> <li>• Records and inventories are maintained.</li> </ul>	<ul style="list-style-type: none"> <li>• 20% enrolment increase in school is maintained in a financial year, if admissible.</li> </ul>	<ul style="list-style-type: none"> <li>• The school organises activities to identify and mainstream all the OoSC and ensures that no child in the school vicinity is out of school system.</li> <li>• 30% enrolment increase in school is maintained in a financial year, if admissible.</li> </ul>	<ul style="list-style-type: none"> <li>• The school uses digital and non-digital interventions to strengthen the system.</li> <li>• 40% enrolment increase in school is maintained in a financial year, if admissible.</li> <li>• The school admission process: <ul style="list-style-type: none"> <li>○ ensures feedback and feedforward from stakeholders at regular intervals</li> <li>○ tracks the performance of each process owner</li> <li>○ tracks the progress of each child as per the Individual Education Plan (IEP)</li> <li>○ analyses the data</li> <li>○ assesses the impact of the activities on the students' performance and achievement</li> <li>○ assesses the impact of the process on the stakeholders.</li> </ul> </li> <li>• Gaps are identified during the monitoring process and action taken for mainstreaming all the students into the existing school system.</li> </ul>
---	--	---	---

**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 Management and Governance Policy inclusive of Admission Policy		Records (Participation certificates) of training of teachers in Inclusive Education		Records of 12 weeks School readiness Module for all class 1 entrants		Collaborative practices	
School Promotional Material		Diagnostic & remedial records		School Website		IEPs for OoSC and students belonging to deprived sections	
School Vision and Mission Statement		Admission records		Records of Bridge courses and remedial classes		Feedback and Feedforward practices	
List of students – SC/ST /OBC/ Minorities and OoSC		Records of sensitization and orientation programmes		Strategies for mainstreaming OoSC		Mentoring, Monitoring and Reviewing practices	
CBPs attended by Staff		Class Teacher and Counsellor records		PTMs/communication of students' progress		Impact Analysis of interventions for OoSC and students belonging to deprived sections	
Any other		Any other		Any other		Improvement Plans to strengthen the system	

## DOMAIN 6: LEADERSHIP

<b>DOMAIN OVERVIEW</b>	
<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>	
<b>SUB-DOMAIN</b>	<b>STANDARDS</b>
<b>6.1 Pedagogical Leadership</b>	6.1.1 The School Leader builds an intellectual and professional capital for teachers to set the direction for school improvement and student learning.
<b>6.2 Collaborative Leadership</b>	6.2.1 Collaborative Leadership engages shared intelligence to co-create learning institutions.
<b>6.3 Systems for Ongoing Quality and Change Management</b>	<p>6.3.1 School Leader fosters a climate that supports achievement of learning outcomes.</p> <p>6.3.2 The School Leader demonstrates responsibility and accountability in building a culture of equitability, inclusivity and systems thinking in school.</p> <p>6.3.3 The School Leader provides opportunities to teachers and students to be creative, divergent thinkers, enhance entrepreneurial attitude and thus become future-ready.</p>

## DOMAIN 6: LEADERSHIP - PERFORMANCE INDICATORS

<b>6.1 Pedagogical Leadership</b>			
<b>6.1.1 The School Leader builds an intellectual and professional capital for teachers to set the direction for school improvement and student learning.</b>			
<b>6.1.1.1 - Level I - Inceptive</b>	<b>6.1.1.2 - Level II - Transient</b>	<b>6.1.1.3 - Level III - Stable</b>	<b>6.1.1.4 - Level IV – Dynamic Evolving</b>
<ul style="list-style-type: none"> <li>• The school has an annual curriculum and pedagogical plan.</li> <li>• School Leader ensures allocation of tasks to the staff members.</li> <li>• The school organises capacity building programmes for teachers as per norms.</li> <li>• Teachers implement the ACPP to achieve student outcomes.</li> <li>• The student outcomes are shared with the parents during the PTMs.</li> </ul>	<ul style="list-style-type: none"> <li>• The school develops SMART short term and long term goals to achieve and enhance student learning outcomes.</li> <li>• The teachers participate in capacity building programmes both within and outside the school using different modes.</li> <li>• The School Leader engages in learning forums, research, or similar practices to keep in touch with latest practices in teaching and assessment.</li> <li>• School Leader builds relationships with other pedagogical leaders to benchmark best pedagogical practices.</li> </ul>	<ul style="list-style-type: none"> <li>• The School Leader builds a shared vision in collaboration with the key stakeholders to align the pedagogical and assessment practices of the school with the national norms.</li> <li>• The School HR Policy allows for capacity building of all the teachers as per the identified needs.</li> <li>• The HR Policy defines practices that encourage and motivate teachers and prevents attrition.</li> <li>• Pedagogical leaders keep the collective focus of the teachers and families of the children on the whole child development.</li> <li>• The School Leader invests in researching, testing, observing and reviewing their pedagogical and assessment practices to improve learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• The School Leadership Policy inclusive of Pedagogical Leadership is in place.</li> <li>• Systems are designed based on the values of inclusivity and equity, compassion and caring, safety and security; freedom of expression; learning experiences and accommodation of different perspectives.</li> <li>• The Pedagogical Leaders support and nurture the knowledge, skills and attitudes of teachers; build relationships; design learning environments by playing the roles of a coach, mentor and facilitator as per the purpose.</li> <li>• School Leader examines the factors influencing the image of the educators and takes the responsibility of representing the education sector and the teachers on public platforms</li> </ul>



	<ul style="list-style-type: none"> <li>• The school monitors completion of syllabi and school results; identifies gaps and makes action plans accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>• The School Leader creates opportunities for teachers and students to participate in community initiatives.</li> <li>• The School Leader exchanges, shares, and learns with and from the community members.</li> <li>• The school engages in reflective practices for improving pedagogical and assessment practices, developing and achieving smart goals with timelines and regular reviews.</li> </ul>	<p>with an attitude of optimism and positivity.</p> <ul style="list-style-type: none"> <li>• The pedagogical structure, built on developmental and sequential milestones of children, involves co-construction of knowledge by the leaders and staff through exploration of research and collaborative dialogue.</li> <li>• The school fosters family engagement, uses data to evaluate the effectiveness of the school learning program, and meets the defined standards to optimize learning environments for achieving student's learning outcomes.</li> <li>• School Leader engages in self-reflection and uses feedback and feedforward to gain insights into their strengths, areas of improvement and uniqueness.</li> </ul>
--	---	---	---

### Guiding Principles/Policies

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

### SUGGESTED SUPPORTING DOCUMENTS 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 Leadership Policy inclusive of Pedagogical Leadership		Practices that promote a positive image of teachers within and outside the school		Teachers' Diary with Lesson Plans		Self-reflective practices	
School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4)		School short term and long term goals		Records of interactions with stakeholders		Monitoring and Reviewing Practices to assess the impact of CBPs	
School Vision and Mission statements		All activities records of students and staff		Defined Key Responsibility Areas of every staff member		Feedback and Feedforward Practices	
School HR Policy		CBPs attended by the leader on curriculum, pedagogy, assessment and its impact on staff and students		Management and Governance Practices to ensure effective implementation		Mentoring Practices	
Records of Sessions between principal and school employees		Collaboration Records		School Policy on Equity and Inclusion		School Improvement Plan to strengthen the system	
Minutes of PTMs		Any other		Any other		Any other	

## 6.2 Collaborative Leadership

### 6.2.1 Collaborative Leadership engages shared intelligence to co-create learning institutions.

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"> <li>• The school leader collaborates with the key personnel in the institution.</li> <li>• The key personnel at all the levels are given the ownership of completing the routine tasks of school functioning.</li> <li>• The school leader ensures that there are interactions with school stakeholders.</li> <li>• The school leader collaborates with the community as per the requirements.</li> <li>• The school leader is an active member of Hubs of Learning.</li> </ul>	<ul style="list-style-type: none"> <li>• The school leader forms teams comprising of school staff at all levels and collaborates with the team to define their roles and responsibilities.</li> <li>• Teams work in collaboration to understand the needs of the students and achieve the pre-defined goals of improved student outcomes.</li> <li>• The school leader partners with CSO (Civil Society Organisations) and NGOs (Non-Governmental Organisations/ Philanthropic Organisations) to provide students with quality learning experiences.</li> <li>• The school leader provides opportunities for students to</li> </ul>	<ul style="list-style-type: none"> <li>• The school leader defines her/his role as a collaborative leader.</li> <li>• School Teams are formed at all levels (staff/ students/ parents/ community); given the ownership of projects; empowered to plan, implement, and evaluate their performances.</li> <li>• School leader engages appropriate staff from different levels in collaborative problem-solving and decision-making to develop strategies for addressing the shared concerns of the institution or community in allocated time slots.</li> <li>• School collaborates with other professionals and paraprofessionals; participates in community initiatives and capacity building; shares and exchanges best practices with members of the community to</li> </ul>	<ul style="list-style-type: none"> <li>• The School Leadership Policy inclusive of Collaborative Leadership based on principles of alignment, engagement, and mutual accountability among all team members is in place.</li> <li>• The school leadership demonstrates empathy, flexibility, openness, inclusivity, strategic thinking in all its collaborative dealings.</li> <li>• The school leadership encourages ownership of collaborative projects, provides platform for shared intelligence, extends support and resources; and encourages new leadership from within.</li> <li>• The school leadership nurtures collaborative relationships by:             <ul style="list-style-type: none"> <li>○ creating policies (like HR policies, Management and Governance Policy) and procedures</li> <li>○ using interactive technologies</li> </ul> </li> </ul>

	<p>collaborate in different activities and events.</p>	<p>devise improvements in existing practices.</p> <ul style="list-style-type: none"> <li>• The school teams adopt reflective practices to plan interventions for improvement in their systems.</li> </ul>	<ul style="list-style-type: none"> <li>○ setting flatter hierarchies</li> <li>○ creating a culture of acceptance of diverse perspectives from cross functional teams</li> <li>○ following an open process for finding solutions with mutual consensus.</li> <li>• School Leader is open to Feedback and Feedforward given by diverse stakeholders.</li> <li>• The School Leader ensures effectiveness of the group initiatives by making the group members responsible for the implementation in timely and competent manner, empowering the group to evaluate, amend, re-evaluate the plan, the process and the result.</li> <li>• The school leadership collaborates with neighbourhood school(s) to share and exchange best practices.</li> </ul>
--	--	---	--

#### Guiding Principles/Policies

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

### SUGGESTED SUPPORTING DOCUMENTS 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		HR Policies		Roles and Responsibilities of group initiatives that ensure collective responsibility		Evidences of Adoption and Mentoring of neighbourhood school(s)	
Process Owner List		Use of technology as a means of communication (Circulars, SMS, Website, Apps, mails etc.)		Visible outcomes of relationship management		Feedback and Feedforward Practices	
Records of participation in Hubs of Learning		List of team leaders- staff/students/parents		Active Participation of school in community events		Analysis of feedback received from stakeholders and action taken thereupon	
School's participation in community outreach programmes		Empowerment Programme for stakeholders		Evidence of Partnership with CSOs and NGOs		Monitoring and Reviewing Practices	
School Organisational chart		Collaborative Practices		Communication Tree		Impact of collaborative activities on learner outcomes	
Minutes of Staff Meetings		List of Collaborative Tasks and Teams		Reflective Practices		School Improvement Plan to strengthen the system	
CBPs attended by Staff		Criteria of formation of Teams		Any other		Any other	

### 6.3 Systems for Ongoing Quality and Change Management

#### 6.3.1 School Leader fosters a climate that supports achievement of learning outcomes.

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"> <li>• School Leader and teachers are aware of the Learning Outcomes.</li> <li>• The School Leader is aware of her/his role in providing a climate of support for staff and students to enhance student learning outcomes.</li> <li>• Teachers attend capacity building programmes as per mandate.</li> <li>• School Leader prepares Annual Curriculum and Pedagogical Plan in collaboration with teachers.</li> <li>• Student results are analysed and strategic plans made to enhance learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers are oriented on the use of Learning Outcomes.</li> <li>• The integrated annual curriculum and pedagogical plan reflects activities designed to accomplish defined LOs.</li> <li>• Teachers are assigned subjects and grades according to their competencies.</li> <li>• Lesson plans are created on the basis of student's learning levels and are inclusive of different learning styles.</li> <li>• School Leader ensures barrier free equitable access to resources for all students to ensure all students move further on</li> </ul>	<ul style="list-style-type: none"> <li>• The School Leader has framed guidelines for developing capacity of self and staff to make optimal usage of physical and human resources available in the school and the community to support student achievement.</li> <li>• The School Leader, in collaboration with staff and students, designs opportunities that provide people to work together around the common goal of student achievement.</li> <li>• School Leader along with her/his team of teachers engages in reflective exercises to understand the needs of the students and plans the learning programme accordingly to achieve the intended learning outcomes-</li> <li>• School Leader engages in learning forums, research or similar practices to keep in touch</li> </ul>	<ul style="list-style-type: none"> <li>• The School Leadership Policy inclusive of ongoing quality and change management is in place.</li> <li>• School Leadership enhances student learning outcomes by establishing support structures to: <ul style="list-style-type: none"> <li>○ mentor leadership teams</li> <li>○ create professional learning community</li> <li>○ foster interpersonal relationships</li> <li>○ provide adequate physical resources</li> <li>○ improve systems</li> <li>○ provide support to staff while dealing with external pressures.</li> </ul> </li> <li>• Teachers are empowered to use defined learning outcomes as guidelines for designing of content, instruction and assessment tasks.</li> <li>• School Leader ensures teachers attend forums to understand latest research/practices in teaching and learning.</li> </ul>

	<p>their developmental continuum.</p> <ul style="list-style-type: none"> <li>• Goals for staff and students are set individually and collectively.</li> <li>• Different assessment tasks/modes are designed/used to assess the achievement of learning outcomes.</li> </ul>	<p>with latest practices in teaching and assessment that enhance student learning outcomes.</p> <ul style="list-style-type: none"> <li>• School Leader strengthens the efficacy of the teachers for ensuring enhanced achievement of student learning outcomes by <ul style="list-style-type: none"> <li>○ investing in an ongoing capacity building programme for them</li> <li>○ providing support through faculty mentoring programs</li> <li>○ reinforcing/acknowledging/celebrating the best practices adopted by them.</li> </ul> </li> <li>• Students are provided with opportunities to plan and design programmes for themselves; set goals; participate in broad range of activities within and outside school.</li> <li>• School Leader gathers inputs from stakeholders, professionals to enhance student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• Autonomy is given to the teachers to innovate and devise appropriate teaching strategies and activities relevant to the needs of all the students.</li> <li>• Teachers cultivate a culture of accountability and provide students with opportunities to explore, discover and reflect on their thinking, and learning behaviours; motivate students to take responsibility and ownership for their own learning by setting goals for themselves.</li> <li>• Involvement of parents in the learning programme of the students is ensured by empowering them with support, training and resources.</li> <li>• The School Leader monitors and reviews the achievement of the intended learning outcomes on a regular basis through data collection and analysis, using multiple tools and techniques.</li> <li>• Gaps identified in the monitoring process are addressed through appropriate interventions and improvement plans based on the needs of the students.</li> </ul>
--	---	---	---

**Guiding Principles/Policies**

### SUGGESTED SUPPORTING DOCUMENTS 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 Leadership Policy inclusive of ongoing quality and change management		Assessment Policy		Teachers' Diary along with Lesson Plans		Class wise tracker of activities	
Integrated Annual Curriculum and Pedagogical Plan		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		CBPs attended by School Leaders on addressing change		Performance Analysis of students' performance and remedial plans		Strategies to enhance achievement of LOs	
Policy on Pedagogical leadership		Time Table		IEP record		Collaborative Practices	
Institutional Planning in all domains		Use of technology to make systems more effective		Staff empowerment Programme		Feedback and Feedforward Practices	
HR Practices		List of tasks reflecting individual and collective responsibility		Mentoring Practices		Monitoring and Reviewing Practices	
Awareness programmes on LOs		Online/Offline platform for creating professional learning communities		Roles and Responsibilities of staff		School improvement plan to strengthen the system	



**6.3.2 The School Leader demonstrates responsibility and accountability in building a culture of equitability, inclusivity and systems thinking in school.**

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"> <li>• Roles are defined in the system of allocation of duties.</li> <li>• Teachers attend capacity building programmes as per mandate.</li> <li>• Teachers are held accountable for executing their respective roles and for carrying out other assigned duties both inside and outside the classroom.</li> <li>• Code of conduct is defined for teachers and students.</li> <li>• The school evaluates learning outcomes based on the results of students.</li> <li>• The school engages in improving systems as and when required.</li> <li>• The school system ensures optimal and</li> </ul>	<ul style="list-style-type: none"> <li>• School Leader organizes Capacity Building Programs on equitable, accessible and inclusive schools as well as on Systems Approach.</li> <li>• The School Leader ensures that each staff member knows and understands her/his professional role and responsibility and is accountable for achieving her/his defined outcomes.</li> <li>• The School Leader ensures that all the staff members work within the defined norms and duties to achieve the desired outcomes and provides support as and when required.</li> <li>• School Leader works towards systems that incorporate effective</li> </ul>	<ul style="list-style-type: none"> <li>• School Leader ensures ongoing capacity building of self and staff to stay updated in respective fields; improve productivity; and build leadership through progressive distribution of responsibility with accountability.</li> <li>• Transparent budgets are allocated to all concerned.</li> <li>• The HR Policies for staff are equitable, accessible and inclusive.</li> <li>• Mentoring of all staff, at regular intervals, is evidenced.</li> <li>• School Leader establishes a systems approach to all school practices.</li> <li>• SMART goals are set to achieve the objectives through systematic and well organized practices and processes.</li> <li>• Families, alumni and community collaborate with the</li> </ul>	<ul style="list-style-type: none"> <li>• The School Leadership Policy inclusive of ongoing quality and change management is in place.</li> <li>• The organizational structure is defined and roles and responsibilities are known to all.</li> <li>• The nature, scope and purpose of accountability is clearly defined.</li> <li>• The staff meets at regular intervals to review their practices on inclusivity, equitability and accessibility .</li> <li>• School Leader uses decentralization and performance-based metrics to assess the school and staff and supports decision-making in terms of workload, nature of responsibilities, and skills and knowledge required to fulfil more complex roles.</li> <li>• School Leader mobilises distributed leadership at all levels to ensure collective responsibility and accountability of all stakeholders – teachers, non-teaching staff, parents, alumni, community members,</li> </ul>

<p>efficient usage of resources.</p>	<p>communication, cooperation and partnerships to achieve student learning outcomes.</p> <ul style="list-style-type: none"> <li>• Evaluation systems to monitor teacher efficacy, staff motivation practices are evidenced.</li> </ul>	<p>school to design programs that have an impact on student learning.</p> <ul style="list-style-type: none"> <li>• School Teams engage in regular checks of school practices to ensure conformity to all regulatory and statutory norms and the findings are shared with all stakeholders and become the basis for future planning.</li> <li>• Feedback is collected from the stakeholders to identify the strengths and areas of improvement.</li> <li>• School engages in self and internal evaluations.</li> <li>• Quality Control System in the school evaluates instructional practices, school administrative procedures and educational outcomes that aid in improving accountability in all staff.</li> <li>• Leaders at all levels design action plan[s] to improve, sustain and innovate.</li> <li>• School uses measures other than student assessments to monitor</li> </ul>	<p>members of the school management committee with sense of responsibility and accountability for improving systems that are equitable, inclusive and accessible for all students.</p> <ul style="list-style-type: none"> <li>• Policies are set in consultation with all the concerned stakeholders using internal and external accountability approaches.</li> <li>• Standardized tests, transparent information and engagement by communities and parents help school, teachers and systems track progress of students over time.</li> <li>• The school system ensures effective checks and balances system/internal/external audits by adopting prudent and transparent approaches to track the progress of the school and students; determine efficiency of the systems and ensures that the accountability system improves the overall systems.</li> <li>• School Leader establishes a culture of self-reflection and self-assessment of school practices which is a dynamic and inclusive process involving staff,</li> </ul>
--------------------------------------	--	--	--

		the quality of the education it provides.	management, students, parents with defined roles and responsibilities and uses the data to improve the systems to make them accessible, equitable and inclusive.
--	--	---	--

NEP, CBSE Handbook on Pedagogical Leadership **Guiding Principles/Policies**

## SUGGESTED SUPPORTING DOCUMENTS 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 Leadership Policy inclusive of ongoing quality and change management		Records of School Improvement in every critical domain/standard: <ul style="list-style-type: none"> <li>○ Gap Analysis</li> <li>○ Identification of problems</li> <li>○ Strategies and timelines</li> <li>○ Measurable indicators of performance</li> <li>○ Mentoring and Monitoring practices</li> <li>○ Action Plans</li> <li>○ Participative and collaborative team learning</li> </ul>		Process Owner List		School Communication, Coordination and Relationship Management Policy	
Use of technology in effective governance		Use of Systems Thinking Approach in addressing challenges		Empowerment Programme for School Leaders		Internal and External evaluations	
Informal assessment records		Participation in activities within and outside the school		Professional development of teachers		Organisation Structure	
Collaborations		Teacher and student attendance and pass out rates		SOP Manual		Feedback and Feedforward Practices	
CBPs attended by Staff		Budget allocations		Any other		Any other	

**6.3.3 The School Leader provides opportunities to teachers and students to be creative, divergent thinkers, enhance entrepreneurial attitude and thus become future-ready.**

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"> <li>• School plans and organizes its day-to-day activities through a staff that has defined roles and responsibilities.</li> <li>• School Leader shares new ideas in meetings/discussions.</li> <li>• Teachers attend capacity building programmes as per mandate.</li> <li>• Teachers facilitate application of knowledge to real life situation and develop critical and creative thinking skills in students.</li> <li>• Engagement of students in inquiry based projects is evidenced.</li> <li>• The use of digital technologies in pedagogy is evidenced.</li> </ul>	<ul style="list-style-type: none"> <li>• Guidelines for preparing integrated lesson plans and varied teaching learning approaches and tools are available.</li> <li>• School leaders and teachers collaborate to provide new ideas to develop critical and creative thinking in students.</li> <li>• School undertakes innovative and inquiry based projects.</li> <li>• Different stakeholders have implemented innovative ideas in the school.</li> <li>• Feedback/suggestions are sought on school processes.</li> <li>• Experts from nearby schools, higher education institutes, corporates, local entrepreneurs, student alumni are invited to share</li> </ul>	<ul style="list-style-type: none"> <li>• School Leader ensures sensitization of members of school management, teachers, parents and students on the importance of systems thinking, ideation, innovation and entrepreneurship.</li> <li>• Teachers are empowered to leverage diverse teaching styles and strategies to address students’ multiple intelligences.</li> <li>• The concepts of ideation, innovation and entrepreneurship have been integrated in an age appropriate manner into the integrated Curriculum and Pedagogical Plan for all stages.</li> <li>• School Leader provides opportunities to teachers to familiarize, experiment and</li> </ul>	<ul style="list-style-type: none"> <li>• The School Innovation Policy is in place.</li> <li>• The school engages the stakeholders in designing and executing the Innovation policy.</li> <li>• Innovations are reflected in services provided, processes followed, products, incremental changes, outcome driven tasks and breakthroughs achieved.</li> <li>• Exposure visits, capacity building sessions, etc. are provided to stakeholders to facilitate their engagement in innovations and entrepreneurship projects.</li> <li>• School time table reflects time for engaging students in DIY activities focusing on creativity and innovation.</li> <li>• The school has entered into collaborative agreement with the nearest innovation labs/ science parks/ business incubators/</li> </ul>

	<p>their experiences with the students.</p> <ul style="list-style-type: none"> <li>• Collaborative/cooperative work is encouraged.</li> </ul>	<p>design age appropriate experiential pedagogical strategies techniques aimed at nurturing creativity in students.</p> <ul style="list-style-type: none"> <li>• Peer Learning is encouraged.</li> <li>• Innovative Teaching Learning material is developed by the teachers in collaboration with students.</li> <li>• School Leader facilitates showcasing, promotion and felicitation of pedagogical innovations by teachers.</li> <li>• School Leader provides infrastructural facilities like (innovation lab, 3D printing labs, tinkering labs, digital libraries etc.) to nurture creative skills among students.</li> <li>• The school has allocated adequate funds for organizing innovation related activities.</li> </ul>	<p>professional bodies/firms, micro, small and medium-sized enterprises (MSMEs)/ social enterprises/ Government-sponsored Incubators/ Scientific Labs (like ISRO, CSIR, DRDO, DIO) etc. to provide diverse exposure to its students and teachers.</p> <ul style="list-style-type: none"> <li>• Innovation labs are accessible to students from neighbourhood schools.</li> <li>• Students and teachers participate in State/District/National/International levels to demonstrate their Innovations.</li> <li>• School Team uses divergent approaches to solving problems.</li> <li>• School has leveraged the resources made available by Startup India Initiative.</li> <li>• School has created its profile on Startup India platform.</li> <li>• School Leader has created a mechanism to measure and monitor the school's performance on creation of innovative projects that are aligned to the Sustainable Development Goals.</li> </ul>
--	---	---	---

			<ul style="list-style-type: none"><li>• Gaps identified in the monitoring process are addressed by finding creative solutions.</li></ul>
--	--	--	--

### **Guiding Principles/Policies**

NEP, Circulars and Advisories issued by the Board, National Policy for Promoting Innovations in Schools (A Guiding Framework) by MoE and MoE's Innovation Cell, Govt. of India

### SUGGESTED SUPPORTING DOCUMENTS 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 Innovation Policy		Creative, innovative and meaningful practices 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)		Empowerment Programmes		Innovations by staff, students, parents at intra/ inter/ national/ international levels	
CBPs attended by staff		Collaboration with community		Leveraging resources available at Start Up India Platform		Feedback and Feedforward practices	
Budget Allocations		Teachers' Dairy with Lesson Plans		Roles and Responsibilities of Staff		Monitoring and Reviewing practices	
Collaborative Practices		School Time Table		Showcasing of innovative practices		School Improvement Plan that promotes innovation	



## DOMAIN 7: BENEFICIARY SATISFACTION

<b>DOMAIN OVERVIEW</b>	
<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>	
<b>SUB-DOMAINS</b>	<b>STANDARDS</b>
<b>7.1 Satisfaction of Students</b>	7.1.1 The school tracks and assesses student satisfaction on the learning experiences provided to them at all stages of engagement, inside and outside the classroom.
<b>7.2 Satisfaction of Staff (Teaching and Non-Teaching)</b>	7.2.1 The school tracks and assesses staff (teaching and non-teaching) satisfaction on the working conditions, safety, recognition, opportunities for creativity, growth and sense of belongingness at all stages of engagement.
<b>7.3 Satisfaction of Principal</b>	7.3.1 Intrinsic and extrinsic factors influence the job satisfaction experienced by the principal.
<b>7.4 Satisfaction of Parents and Alumni</b>	7.4.1 The school maintains a healthy relationship with parents and alumni and assesses their satisfaction through connection, engagement and interaction.
<b>7.5 Satisfaction of Community</b>	7.5.1 The school ensures the satisfaction of the community by establishing a culture of meaningful and sustainable community engagement in school programmes.
<b>7.6 Satisfaction of Management</b>	7.6.1 The Management Satisfaction is assessed through stakeholders' attitude and behaviour towards the institution.

## DOMAIN 7: BENEFICIARY SATISFACTION – PERFORMANCE INDICATORS

<b>7.1 Satisfaction of Students</b>			
<b>7.1.1 The school tracks and assesses student satisfaction on the learning experiences provided to them at all stages of engagement, inside and outside the classroom.</b>			
<b>7.1.1.1 - Level I - Inceptive</b>	<b>7.1.1.2 - Level II - Transient</b>	<b>7.1.1.3 - Level III - Stable</b>	<b>7.1.1.4 - Level IV- Dynamic Evolving</b>
<ul style="list-style-type: none"> <li>• The school has an Annual Calendar and Annual Curriculum and Pedagogical Plan that addresses student engagement as per the school vision.</li> <li>• Students participate in activities as per the plan.</li> <li>• The teachers undergo Capacity Building Programmes as per mandate.</li> <li>• Satisfaction of the students is assessed through an informal mode.</li> </ul>	<ul style="list-style-type: none"> <li>• The school provides a platform for all students to express their opinions, views and suggestions in and outside the classroom.</li> <li>• The school provides exposure to all students through intra and inter school events and competitions.</li> <li>• School provides career counselling services to the students.</li> <li>• Satisfaction of the students is assessed formally through one or more modes of Feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• There are guidelines to plan engagement of all students in cognitive, affective and psychomotor domains throughout the year, inside and outside the classroom/school.</li> <li>• Teachers undergo ongoing Capacity Building Programmes to understand their students’ developmental and sequential milestones.</li> <li>• The students engage in the activities as per plan and there is a mechanism to track the participation of each student.</li> <li>• There is a defined process through which the satisfaction of students is assessed at regular intervals with respect</li> </ul>	<ul style="list-style-type: none"> <li>• The School Beneficiary Satisfaction Policy inclusive of Student Satisfaction is in place.</li> <li>• Strategic action planning and goal setting is demonstrated in terms of improvement on the basis of regular feedback received from students of all age groups.</li> <li>• 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.</li> <li>• Student Teams are involved in planning, executing, tracking and assessing the satisfaction of all students.</li> <li>• School has a mechanism to act upon feedback/ queries/</li> </ul>

		<p>to the programmes and services offered to them.</p> <ul style="list-style-type: none"> <li>• The school provides a safe and secure environment in which Feedback and Feedforward is taken from the students.</li> </ul>	<p>suggestions of the students in a timely, transparent, objective and fair manner while maintaining complete confidentiality.</p> <ul style="list-style-type: none"> <li>• School Leader establishes a culture of self-reflection and self-assessment of school practices, and uses the data to improve the systems to ensure satisfaction of students.</li> </ul>
--	--	--	---

**Guiding Principles/Policies**

NEP

### SUGGESTED SUPPORTING DOCUMENTS 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 Beneficiary Satisfaction Policy inclusive of Student Satisfaction		List of members of student council at every stage		Student Resource Center		ACPP	
Feedback and Feedforward practices		Student handbook prepared in collaboration with students		Number of students participating and excelling in different activities at intra/inter/district/ national/international levels		Student tacker- Participation of students in different activities (No Child Left Behind Concept)	
Students as Resources for developing educational material		Student Quality Circles		Student Empowerment Programmes		Monitoring and reviewing practices to assess the impact of system for ensuring satisfaction of students	
Analysis of Student's Feedback		Activities conducted by, for students at every stage		Management and Governance practices that ensure a safe and secure environment		Improvement Plans to strengthen the system	

## 7.2 Satisfaction of Staff (Teaching and Non-Teaching)

### 7.2.1 The school tracks and assesses staff (teaching and non-teaching) satisfaction on the working conditions, safety, recognition, opportunities for creativity, growth and sense of belongingness at all stages of engagement.

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"> <li>• Staff is recruited through a recruitment policy.</li> <li>• The staff attends Capacity Building Programmes as per mandate.</li> <li>• The staff performs duties as per the duty list.</li> <li>• Satisfaction of the staff is assessed through informal modes.</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant Capacity Building Programmes are organised for the staff.</li> <li>• The staff is empowered to use technology and digital facilities.</li> <li>• The working conditions of staff members are assessed at regular intervals and improvements made as per gaps identified.</li> <li>• HR Policies reflect practices that focus on physical, socio-emotional and mental well-being of staff members.</li> <li>• There is a provision for the staff to meet formally and informally for exchange of ideas and best practices.</li> <li>• Constructive and timely feedback is given to the staff for the efforts put in by them.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a documented process or method to assess the professional satisfaction of all staff members.</li> <li>• Individual Plans are made for each staff member and professional development plans are made in consultation.</li> <li>• School provides adequate resources, feasible workload, collegial cooperation, opportunities for professional development, leadership support and decision-making opportunities to the staff members.</li> <li>• Platforms for appreciating and recognition of staff - individually and collectively are organized by the school.</li> <li>• Self-developmental opportunities, short term courses, seminars, workshops,</li> </ul>	<ul style="list-style-type: none"> <li>• The School Beneficiary Satisfaction Policy inclusive of Staff Satisfaction is in place.</li> <li>• Strategic action planning and goal setting is demonstrated in terms of improvement in HR practices on the basis of regular feedback received from staff members.</li> <li>• Review of the feedback received from staff members, regarding their professional satisfaction is taken on a regular basis, need analysis done and appropriate action taken.</li> <li>• School Leader tracks the latest trends and advancements in the field of school education and management and provides for training of staff in these trends.</li> <li>• Staff members are involved in Institutional Planning and encouraged to give their opinion/views/ suggestions on the</li> </ul>

	<ul style="list-style-type: none"> <li>• Appreciation and recognition of individual efforts of the staff is evidenced.</li> <li>• Overall satisfaction of staff is assessed through a Feedback Form.</li> </ul>	<p>appreciation and rewards for commendable individual and team work are evidenced.</p> <ul style="list-style-type: none"> <li>• A mechanism to take Feedback and Feedforward from the staff members with respect to their overall satisfaction in the school exists.</li> </ul>	<p>policies/activities/ programmes of the school.</p> <ul style="list-style-type: none"> <li>• Staff members are provided opportunities to conduct relevant sessions and participate in innovative projects inside and outside the school.</li> <li>• School has a mechanism to act upon feedback/queries and address concerns of the staff in a timely, transparent, objective and fair manner while maintaining complete confidentiality.</li> </ul>
--	---	--	--

### Guiding Principles/Policies

NEP

### SUGGESTED SUPPORTING DOCUMENTS 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 Beneficiary Satisfaction inclusive of Staff Satisfaction		Appreciation and Recognition of Staff		Staff Professional development Plan		Roles and Responsibilities of Staff	
School HR Policy that includes Retention and Prevention of attrition strategies		Minutes of staff meetings		Staff Appraisal Records		Feedback and Feedforward Practices	
Staff Survey		Staff Handbook prepared in collaboration with staff		Records of Teacher's professional development activities		Analysis of feedback received and action taken thereupon	
Activities related to well-being of staff		Management and Governance Practices that ensure a safe and secure environment		Regular Mentoring Practices		Review of the Policy and the system for ensuring staff satisfaction	
Staff Empowerment Programmes		Participation of Staff in Institutional Planning		Mechanism to address the concerns of the staff		Improvement Plans to strengthen the system	

### 7.3 Satisfaction of Principal

#### 7.3.1 Intrinsic and extrinsic factors influence the job satisfaction experienced by the principal.

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"> <li>• The Organisational Climate optimises the principal’s job satisfaction by:               <ul style="list-style-type: none"> <li>○ involving the principal in the decision making processes</li> <li>○ providing opportunities to attend mandatory capacity building programmes</li> <li>○ making available basic resources for the running of the school.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The Organisational Climate optimises the principal’s job satisfaction by:               <ul style="list-style-type: none"> <li>○ acknowledging and appreciating her/his efforts for improving academic results of students</li> <li>○ making available all the required resources to achieve their goals</li> <li>○ providing opportunities to participate in professional development programmes.</li> </ul> </li> <li>• The satisfaction of the principal is assessed through informal interactions with the management.</li> </ul>	<ul style="list-style-type: none"> <li>• The Organisational Climate optimises the principal’s job satisfaction by:               <ul style="list-style-type: none"> <li>○ acknowledging and appreciating her/his actions</li> <li>○ facilitating interpersonal relationships of principal with staff, students, parents, alumni and community</li> <li>○ providing autonomy to the principal to address and be responsive to the school’s unique needs.</li> </ul> </li> <li>• The satisfaction of the principal is assessed through formal feedback mechanisms in a culture of collaboration and mutual respect.</li> </ul>	<ul style="list-style-type: none"> <li>• The School Beneficiary Satisfaction Policy inclusive of Satisfaction of Principal is in place.</li> <li>• The Organisational Climate optimises the principal’s job satisfaction by:               <ul style="list-style-type: none"> <li>○ enhancing her/his desire to succeed and excel</li> <li>○ acknowledging and appreciating her/his actions through multiple modes</li> <li>○ supporting and optimising the democratic leadership style</li> <li>○ facilitating interpersonal relationships of principal with staff, students, parents, alumni, community and organisations that support learner outcomes</li> <li>○ identifying her/his professional development needs and building her/his capacity in the required domains</li> </ul> </li> </ul>



			<ul style="list-style-type: none"> <li>○ making available all the required resources to achieve their goals</li> <li>○ providing opportunities for the overall wellbeing of the principal in a safe environment.</li> <li>● The School Management has a mechanism to assess the satisfaction of the principal; to address her/his concerns in a timely, transparent, objective and fair manner.</li> </ul>
--	--	--	--

RTE Act **Guiding Principles/Policies**

### SUGGESTED SUPPORTING DOCUMENTS 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 Beneficiary Satisfaction Policy inclusive of satisfaction of Principal		SMC Review Meetings		Roadmap for school development		School Management and Governance Policy	
Professional Development Plan for Principal		Support system for School Principal		Organisational Chart		Budget Allocation in terms of resources	
Record of CBPs attended by the Principal		Acknowledgement of initiatives by Principal		Mechanism for addressing the concerns of the Principal		Improvement plans to strengthen the system	

## 7.4 Satisfaction of Parents and Alumni

### 7.4.1 The school maintains a healthy relationship with parents and alumni and assesses their satisfaction through connection, engagement and interaction.

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"> <li>• School has a Parent Teacher Association/Council and records of all its pass out students.</li> <li>• Parents express themselves during the PTM(s).</li> <li>• School invites its alumni to share their ideas and experiences with the school and the students.</li> <li>• The school ensures the satisfaction of its parents by providing safe learning environment to their wards.</li> </ul>	<ul style="list-style-type: none"> <li>• Suggestions are invited from the parents and alumni for improving school practices.</li> <li>• The school ensures the satisfaction of its parents by providing diverse fun and friendly learning experiences to their wards.</li> <li>• The school ensures that all policies and rules are clearly communicated to parents to ensure that they remain informed.</li> <li>• The school leverages social media to establish relations with its parents and alumni and to enable them to network with each other.</li> <li>• School keeps the parents updated about their wards' progress and activities through different channels.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The meetings with the Parents and Alumni Association are recorded.</li> <li>• 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.</li> <li>• School has an effective system to communicate frequently with parents and alumni and keep them updated with the school programmes and its progress.</li> <li>• School adopts different methods to keep parents satisfied through</li> </ul>	<ul style="list-style-type: none"> <li>• The School Beneficiary Policy inclusive of Satisfaction of Parents and Alumni is in place.</li> <li>• School provides a digital space to parents and alumni to facilitate connection, engagement, interaction and networking.</li> <li>• Parents and Alumni play a constructive role in the overall growth of the school.</li> <li>• The school optimises the satisfaction of parents and alumni by:               <ul style="list-style-type: none"> <li>○ being responsive to their needs</li> <li>○ keeping the lines of communication open for them</li> <li>○ being proactive</li> <li>○ acknowledging their efforts</li> <li>○ sharing timely information</li> </ul> </li> </ul>

		<p>a welcoming environment, orientations, providing diverse learning experiences and safety and security for their wards and good faculty.</p> <ul style="list-style-type: none"> <li>• The school invites its alumni consistently and engages them in the activities of the alma mater.</li> <li>• The school has a mechanism to assess the satisfaction of parents and alumni.</li> <li>• The feedback received is analyzed and action is taken to improve the teaching learning processes and experience of the stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>○ receiving feedback and acting upon it</li> <li>○ customising their experiences</li> <li>○ establishing personal contacts with them</li> <li>○ conducting frequent surveys to measure their satisfaction</li> <li>○ thanking and appreciating them early and often.</li> <li>• School has a mechanism to act upon feedback/queries and address the concerns of parents and alumni in a timely, transparent, objective and fair manner while maintaining complete confidentiality.</li> </ul>
--	--	---	--

### Guiding Principles/Policies

### SUGGESTED SUPPORTING DOCUMENTS 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 Beneficiary Satisfaction Policy inclusive of Parents and Alumni Satisfaction		Alumni Association and SMC meetings		Collaborative Activities with Parents at all stages and Alumni		Feedback and Feedforward Practices	
Minutes of Parent Teacher Association		School website		Teachers' Diary with Lesson Plans		Impact Analysis of parental and alumni involvement on students' growth	
Alumni Involvement calendar		Parent Involvement Calendar – all stages		Communication records		Mechanism to address the concerns of parents and alumni	
School Website		Surveys		Acknowledgement of efforts by parents and alumni		Improvement Plans to strengthen the system	

### 7.5 Satisfaction of Community

#### 7.5.1 The school ensures the satisfaction of the community by establishing a culture of meaningful and sustainable community engagement in school programmes.

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"> <li>• Community representatives are the members of the School Managing Committee (SMC).</li> <li>• School invites community representatives for different activities at special occasions.</li> <li>• Students participate in age appropriate programmes and contribute to the welfare of the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Age appropriate community outreach programs are integrated in the annual curriculum plan for all age groups.</li> <li>• Community outreach programmes are conducted on a regular basis to address different social and environmental issues.</li> <li>• The school has adopted one sustainable project.</li> <li>• School shares its physical space and resources with the community.</li> <li>• School arranges visits and talks by local professionals.</li> <li>• Community members are invited to school events at regular intervals.</li> <li>• School provides educational opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• The school involves community members in school functions by providing opportunities like:                             <ul style="list-style-type: none"> <li>○ Volunteering in schools</li> <li>○ Mentoring students</li> <li>○ Organising workshops involving community organizations</li> </ul> </li> <li>• Teachers, students, parents and the community are constructively involved in conducting community outreach programs.</li> <li>• School has adopted two sustainable projects in its community.</li> <li>• School Leaders, teachers and students visit the community and participate in its events to strengthen</li> </ul>	<ul style="list-style-type: none"> <li>• The School Beneficiary Satisfaction Policy inclusive of Community Satisfaction is in place.</li> <li>• The school has created a resource map to avail the services or materials which the community members can advance to the school for enhanced learner outcomes.</li> <li>• The School optimises the satisfaction of the community by:                             <ul style="list-style-type: none"> <li>○ establishing a positive school culture to collaborate with the community to make societal improvements</li> <li>○ involving community in decision making process</li> <li>○ charting and conducting relevant contextualized community outreach programmes in collaboration with community members that assist in enhancing life skills of students</li> <li>○ adopting sustainable projects</li> <li>○ encouraging community members to get involved and volunteer in student</li> </ul> </li> </ul>

	<p>to children belonging to the underprivileged or marginalized groups in the community.</p>	<p>the school ties with the community.</p> <ul style="list-style-type: none"> <li>• School collaborates with the community to provide real-world and workplace experiences to its students.</li> <li>• School has a mechanism to assess the satisfaction of the community.</li> </ul>	<p>enrichment programmes throughout the year</p> <ul style="list-style-type: none"> <li>○ building strong school community networks for enhanced learner outcomes</li> <li>○ entering into long-term partnerships with local businesses and non-profit organisations</li> <li>○ shaping learning experiences around the challenges or projects as proposed/brought forward by the community members to provide meaningful and engaging learning experiences to the students</li> <li>○ expanding the students' classroom beyond the walls of the school to include the community as a whole.</li> </ul> <ul style="list-style-type: none"> <li>• School has a mechanism to act upon feedback/queries and address concerns of the community in a timely, transparent, objective and fair manner while maintaining complete confidentiality.</li> </ul>
--	--	---	---

**Guiding Principles/Policies**

RTE Act

### SUGGESTED SUPPORTING DOCUMENTS 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 Beneficiary Satisfaction Policy inclusive of Satisfaction of Community		Community Outreach Programmes integrated in the Annual Curriculum and Pedagogical Plan at every stage		Details of community outreach programmes being conducted by the school		Mechanism to assess the satisfaction of community	
Health and Wellness Policy with SEWA as a strand		Key Responsibility Areas of Staff and Students		Community Involvement calendar		Mechanism to address the concerns of the community	
SEWA Projects		Time allocation		Anecdotal Records		Impact Analysis of collaborations with community on learner outcomes	
School Admission records		Participation of school in community events		Portfolios		Monitoring and reviewing practices	
List of SMC Members		Collaborations with community members, Local businesses and NGOs		Resource Map		Improvement Plans to strengthen the system	



## 7.6 Satisfaction of Management

### 7.6.1 The Management Satisfaction is assessed through stakeholder's attitude and behaviour towards the institution.

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"> <li>• The Management is mindful of the standing of the school in the community and keeps a track of the stakeholders' attitude and behaviour towards the institution.</li> <li>• The Management shares its expectations with the School Leader.</li> <li>• The Management fulfils the expectations of stakeholders in collaboration with the School Leader as per the Vision and Mission of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• The Management convenes periodic meetings with various stakeholders to understand their expectations.</li> <li>• The Management in collaboration with the School Leader frames rules and regulations for the smooth functioning of the institution.</li> <li>• The Management supports the School Leader in implementation of the rules and regulations.</li> <li>• The School Leader provides feedback to the Management on a regular basis.</li> <li>• The School Leader engages in practices that conserve resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Management and the school teams meet regularly to assess the growth of the school.</li> <li>• Regular Meetings with stakeholders and their suggestions and recommendations provide a basis for the School Development Plan.</li> <li>• The Management supports the school leader and the teams in the implementation of the school development plan for enhanced achievement of learning outcomes.</li> <li>• Management and School Leader hold regular dialogue to design strategies for retention of staff and prevention of attrition.</li> </ul>	<ul style="list-style-type: none"> <li>• The School Beneficiary Satisfaction Policy inclusive of Satisfaction of Management is in place.</li> <li>• The School Leader has identified the criteria for Management Satisfaction in collaboration with the members of the Management.</li> <li>• The School Leader aligns the expectations of the Management with the Vision and Mission of the school and NEP and NCF recommendations.</li> <li>• The school teams translate the vision into the school's organisational climate.</li> <li>• The School Leader monitors the efficacy of the school practices on an ongoing basis.</li> <li>• Feedback and Feedforward is taken on the satisfaction of the stakeholders with respect to student centric practices; transparent systems; learning quality; safe, secure, clean and hygienic environment; qualified</li> </ul>

		<ul style="list-style-type: none"> <li>• School registrations show an upward trend of 10% per year.</li> </ul>	<p>and trained faculty; and optimal usage of resources.</p> <ul style="list-style-type: none"> <li>• The Feedback and Feedforward from the stakeholders is shared with the Management along with the action plan for improvement.</li> <li>• Management provides support and resources to accomplish and achieve the school's Vision and Mission.</li> <li>• School Registrations show an upward trend of 25% per year.</li> </ul>
--	--	--	--

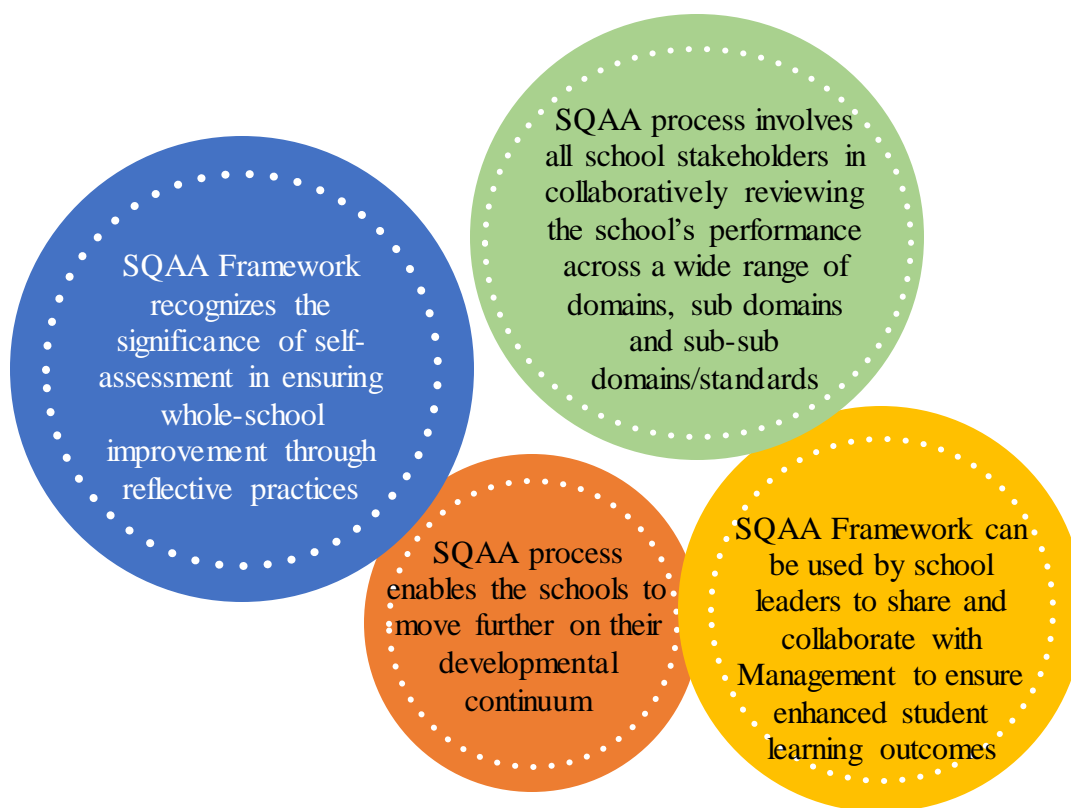
**Guiding Principles/Policies**

RTE Act (Sections 21 to 29)

**SUGGESTED SUPPORTING DOCUMENTS THAT CAN BE REVIEWED BY SCHOOL**

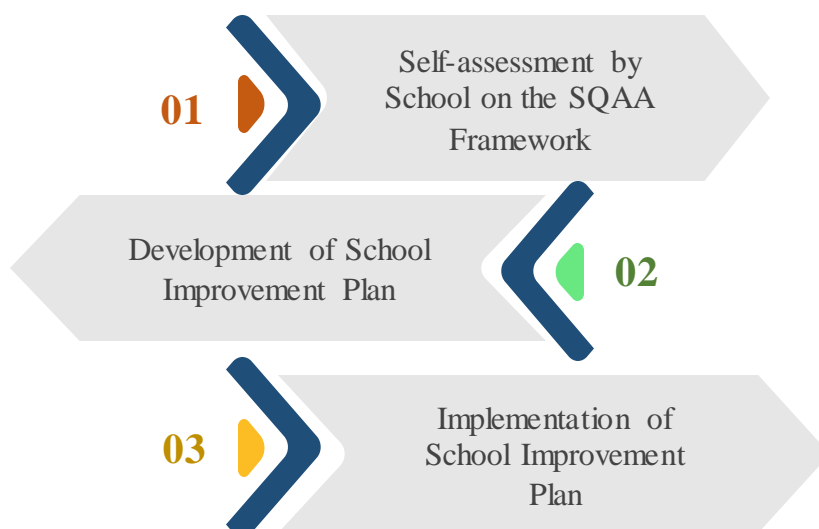
<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>	<b>Document</b>	<b>Availability Yes/No/In Progress</b>
School Beneficiary Satisfaction Policy inclusive of management Satisfaction		Criteria for management satisfaction		School Vision and Mission Statement		ACPP	
School admissions data reflecting upward trend		SMC Records and Minutes		Minutes of Annual Management Meeting		Beneficiary Satisfaction data	
Admission and Attrition data		School Calendar		Practices to conserve resources		Feedback and feedforward practices	
No. of students making a mark at intra/inter/district/national/international level		Institutional Planning in all domains		Retention of staff and prevention of attrition strategies		School Improvement Plan	

## 1.10 SQAA PROCESS



### 1.10.1 School Quality Assessment and Assurance (SQAA) Process – SELF ASSESSMENT

An overview of self-assessment process to be undertaken against SQAA Framework is depicted below:



**Note: All the CBSE affiliated schools will undertake self-assessment against the SQAA Framework every year on the CBSE SQAA Portal**

### 1.10.1.1 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.



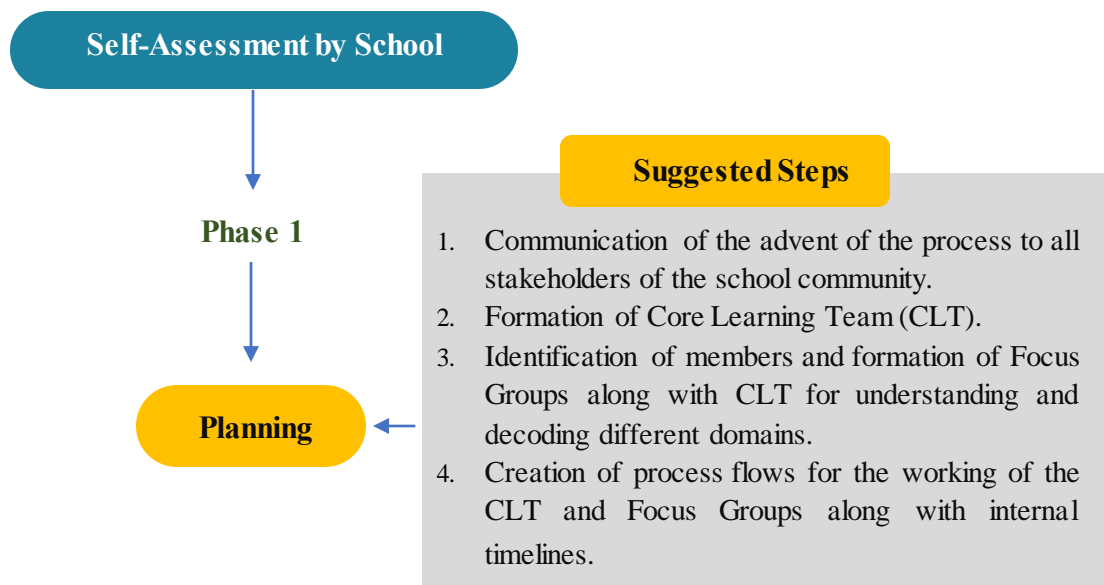
The '4R' Quality Cycle has been aligned with the phases of self-assessment in the following passages.

#### a. Stages of Self-Assessment by school

The internal process of SQAA is continuous, which involves reflection and assessment at every stage. Broadly, there are five stages of self-assessment by schools as given below. Reflection and Assessment lie at the heart of every stage of self-assessment.

### Phase-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:

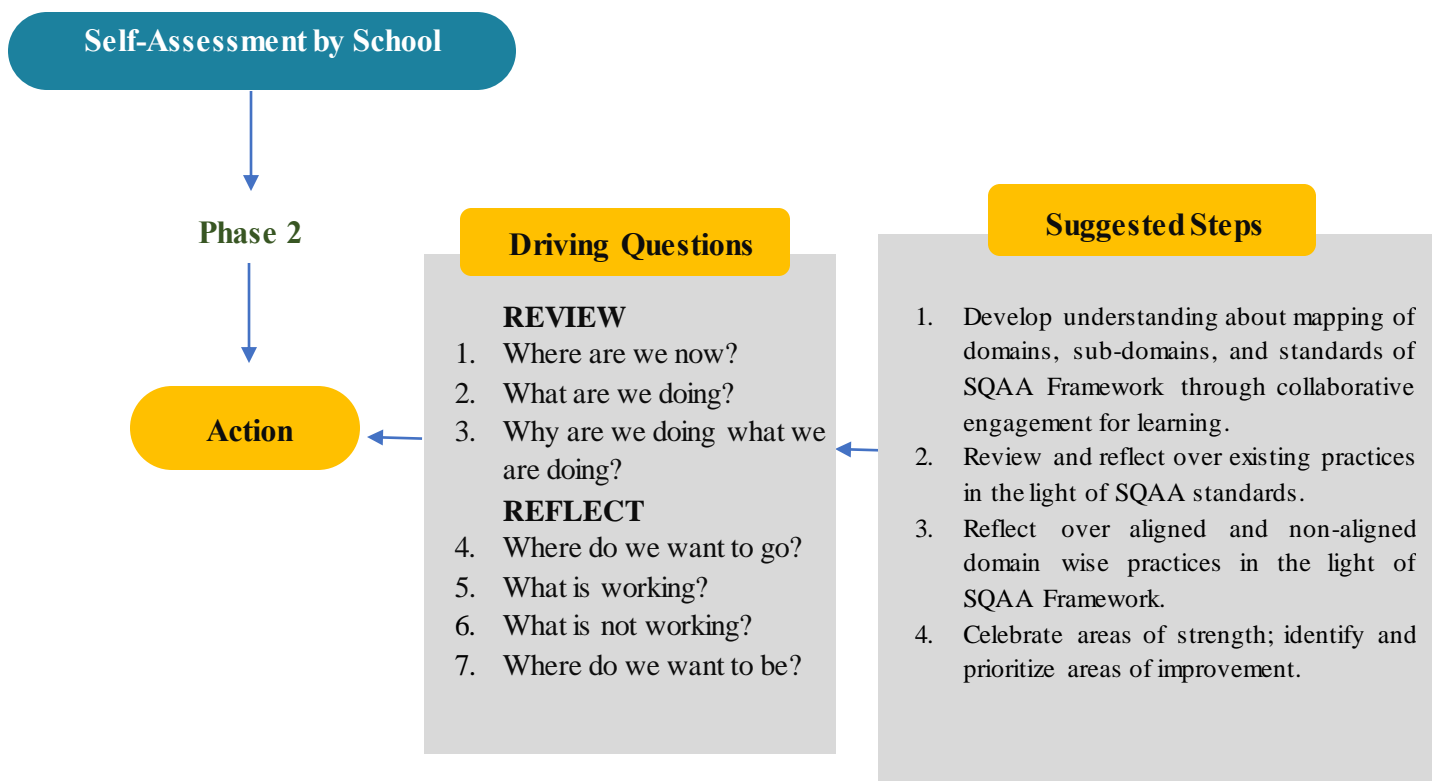
Member Representative from School Management	Principal	One Teacher from each level - pre primary, primary, middle and secondary
One student from each level - pre primary, primary, middle and secondary	Parent representatives from each level pre primary, primary, middle and secondary	One teacher from co-curricular 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 Nodal Person for ensuring the self-assessment by the school on the framework. The Nodal Person will also be the member of the Core Learning Team.
- **Focus Groups:** Focus groups would be the 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’ with time frame against each activity.

### Phase-2: Action

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



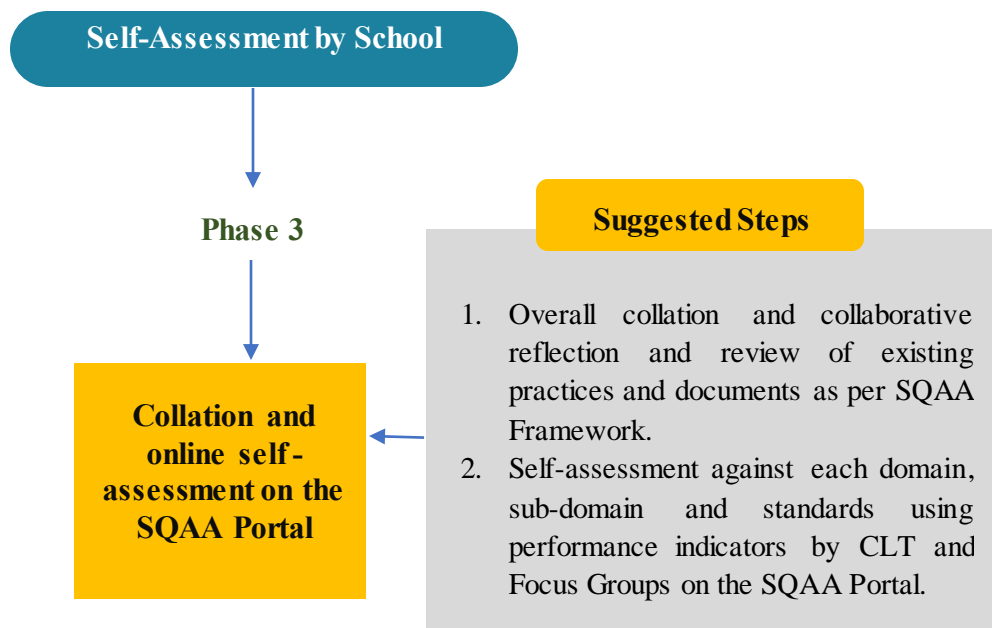
As evident from above, the process of ‘Self-Assessment’ against SQAA Framework necessitates collaborative engagements of school community members. CLT and Focus groups constituted are required to play crucial role starting from understanding and decoding domains, sub-domains, standards, performance levels and associated performance indicators and mapping alignment & non-alignment of existing school practices with the standards as defined in SQAA Framework, 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.

### **Phase-3: Collation and Online Self-Assessment**

This stage of Self-Assessment process signifies collaborative engagements in focus groups for deliberation and discussion related to standard wise supporting documents in the light of SQAA Framework, and further collation of supporting documents by CLT and Focus Groups. Once domain wise, sub domain wise and standard wise supporting documents are collated, next task would be online self-assessment on the SQAA Portal.

Major elements of this stage of self-assessment are depicted in given infographics:



### **Phase- 4: Reflection and Development of School’s Action Plan/Self-Improvement Plan**

On the basis of the reports generated online and the gaps identified by the CLT and Focus Groups 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:



## Self-Assessment by School

### Phase 4

**Reflection and Preparation of Action/Improvement Plan**

#### Driving Questions

##### RESPOND

1. How are we going to get where we want to be?

#### Suggested Steps

1. Review of the report generated online.
2. Identify and prioritize areas with scope of improvement.
3. Prepare action plan for improvement with definitive timelines and allocated roles and responsibilities.

*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 against the framework, they may also prepare domain wise self-improvement plan. A suggestive template for preparing Self Improvement Plan is given in annexure F.*

### Phase - 5: Implementation of Action Plan/Self-Improvement Plan

Once school has drafted 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:

## Self-Assessment by School

### Phase 5

**Implementation of Improvement Plan and Reflections**

#### Driving Questions

##### RATE

1. How do we evaluate our efforts?
2. Is what we are doing making a difference?

#### Suggested Steps

1. Implementation of the action points within the timeframes.
2. Review and reflect on the impact of the interventions taken.
3. Identify gap areas.
4. And the cycle for improvement continues.

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

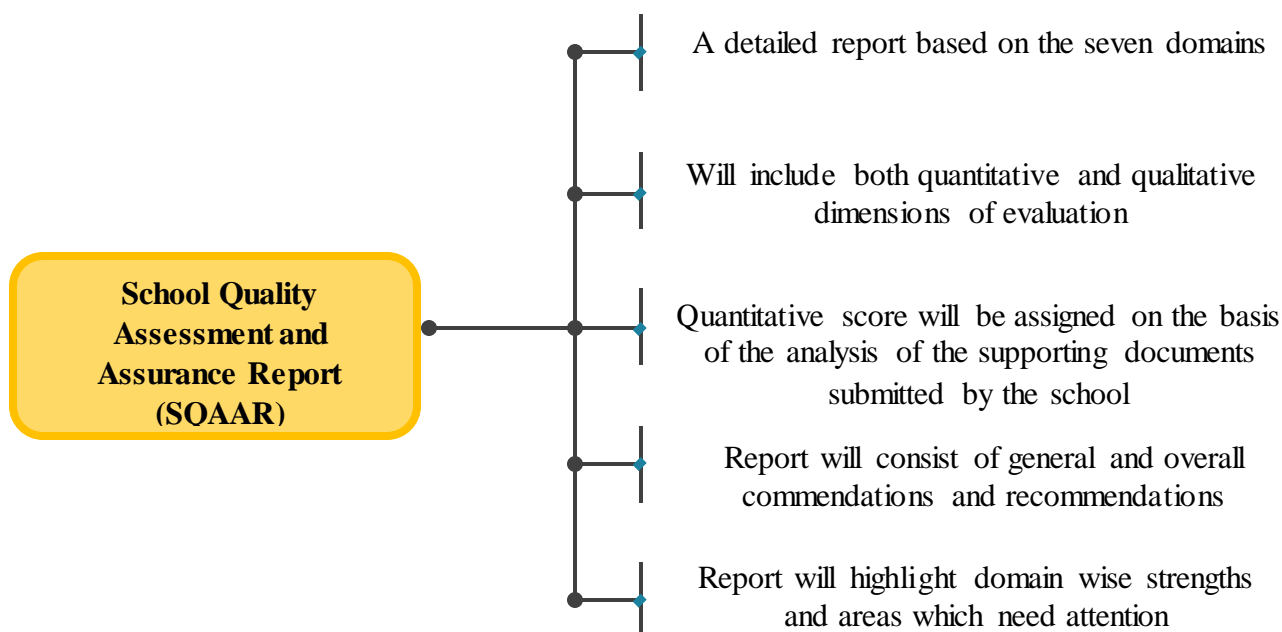
FROM	TO
Data Analysis by school leaders for reporting purposes either to the Management or to the Board	School teams proactively engaged in analysing their data and using it to enhance learner outcome
External Evaluation	Self-Assessment
Piecemeal improvement -Quick Fix Approach	Whole school transformation
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

### 1.10.2 Generation of Reports

The following report will be generated (in the case of schools which will be visited by the CBSE nominated Team) on the basis of information provided by the school:

- School Quality Assessment and Assurance Report (SQAAR)

- 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	26	104	40	
2.	Infrastructure – Adequacy, Functionality, Aesthetics and Safety	20	80	10	
3.	Human Resources	10	40	10	
4.	Inclusive Practices	7	28	10	
5.	Management and Governance	10	40	10	
6.	Leadership	5	20	10	
7.	Beneficiary Satisfaction	6	24	10	
<b>Total Score Obtained in 84 Standards (out of 336 Marks)</b>		<b>84</b>	<b>336</b>	<b>100</b>	

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

**Domain weightage score (%)**

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

**NOTE: THE NUMBER OF STANDARDS FOR NON-RESIDENTIAL SCHOOLS AND SCHOOLS WITH NO SCHOOL CANTEEN WILL BE LESS AND ACCORDINGLY THE SCORE CAN BE GENERATED.**

**A score card to record the score against each standard, sub domain and domain is given in annexure G.**

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 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.

**SECTION 2**  
**ANNEXURES AND GLOSSARY**

**MAKING SCHOOLS SAFE AND SECURE**  
**A COMPREHENSIVE CHECKLIST**

Sr. No.	Criterion	Satisfactory	Needs further Attention	Not taken up yet	NA	Remarks
<b>A School Safety and Security Program</b>						
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. <i>(Are parents and students aware of these policies?)</i>					
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>B. School Buildings, Grounds and Facilities</b>						
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 (For Adolescent)					



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?					
<b>C. Psychosocial Safety and Support</b>						
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 behaviours strictly monitored and addressed like stealing /needless writing on the walls/ harming another student physically or emotionally and displaying any antisocial behaviour					
<b>D Health and Physical Safety</b>						
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 contactlist 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?					
<b>E School Transportation</b>						
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?					
<b>F</b>	<b>Support for Divyang</b>					
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?					
<b>G</b>	<b>Cyber Safety &amp; Policy</b>					
60.	Are the School authorities aware that Schools can now report incidents of cyber bullying and abuse through POCSO e-box or email or telephone? (For Adolescent)					

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? (For Adolescent)					
<b>H Orientation and Training</b>						
63.	Have the School Staff and Teachers been sensitized on Child Protection Policy and Child related legislations such as POCSO, 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?					

## 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.

## 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:-

- a. When and why the child or her/his friends feel angry?
- b. When and why the child or her/his friends feel sad?
- c. Does the child feel happy and relaxed in the school?
- d. 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**

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

#### **Socio-emotional Safety**

- a. Have you noticed any child in your class who often gets angry?
- b. When you are feeling down, do you share our feelings with others?
- c. Does your teacher encourage students to talk about their feelings?
- d. Does your school provide access to a counsellor?



- e. Are students oriented on importance of personal safety, e.g., difference between ‘good touch’ and ‘bad touch’?
- f. Does your school have a student council/Bal Sansad that deals with students’ issues and concerns?

### **Health and Physical Safety**

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

### **Cyber Security**

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

### **Disaster response**

- a. Does your school have a disaster management plan?
- b. Have you seen and understood the disaster management plan for your classroom and school?
- c. Does your school have mock drills for disaster response?
- d. 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 behaviors. Some questions in this regard are:

- a. How to make the school more safe and secure.
- b. Consider ways to redirect negative behaviors 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

**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 her/his 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.

**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**

<b>Prioritized Area</b>
L-Low
M-Medium
H-High

<b>Maturity Levels</b>
IV-Dynamic-Evolving
III-Stable
II-Transient
I-Inceptive

## ANNEXURE G

### SCORE CARD

The score card will reflect the score of the school in each standard, sub domain, domain and overall in all the domains.

Schools will have data to track their performance and will present 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.

S. No.	Domains/Sub-domains	Score	Remarks
<b>1</b>	<b>Curriculum, Pedagogy and Assessment</b>		
<b>1.1</b>	<b>Curriculum Planning</b>		
	1.1.1 Principal and teachers are familiar with the spirit and content of NCF and recommendations of NEP		
	1.1.2 The School Leaders and Teachers are familiar with the curriculum documents and support material brought out by CBSE		
	1.1.3 The School Integrated Annual Curriculum and Pedagogical Plan (ACPP) reflects the recommendations of the Board.		
	1.1.4 Curriculum develops skills and abilities which prepare students for lifelong learning; fosters global citizenship leading to the attainment of Sustainable Development Goals (SDGs).		
<b>1.2</b>	<b>Teaching Learning Processes</b>		
	1.2.1 School follows an optimum number of teaching days and teaching hours as defined by the Appropriate Authority/State/UT Government.		
	1.2.2 The school follows Teacher – Student Ratio as per norms.		
	1.2.3 Teachers are empowered to adopt varied teaching learning approaches reflecting their understanding of the needs of the diverse students and create a conducive environment for joyful learning.		
	1.2.4 The School uses NCERT defined Learning Outcomes (LOs) for all classes as success criteria.		
<b>1.3</b>	<b>Student Enrichment, Skill based/Vocational Education Programmes embedded in the Annual Curriculum and Pedagogical Plan</b>		
	1.3.1 The school provides ample opportunities for Art Education.		

	1.3.2 The School Vocational Education Programme develops entrepreneurial and employability skills and provides opportunities for internship and apprenticeship at local industry.		
	1.3.3 The school provides facilities to the students to participate in activities which enhance Literary and Reading Skills, Creative and Critical Thinking Skills; Scientific Skills; Communication Skills, Leadership Skills, and ensures mandatory Digital, Financial, Citizenship, Information and Media, Environmental and Health Literacy.		
	1.3.4 The school has a Life Skills Development Programme focusing on Thinking, Social and Emotional skills.		
<b>1.4</b>	<b>Mainstreaming Physical Education and Sports</b>		
	1.4.1 School has a Policy & a strong leadership for promoting Healthy Physical Education in Students.		
	1.4.2 Teaching and learning of PE, Sports, Yoga and other Fitness Activities is rich and engaging.		
	1.4.3 Inclusive PE and Sport is an important aspect of school ambience		
<b>1.5</b>	<b>Values and Ethos</b>		
	1.5.1 The school nurtures values through a climate of care, compassion, and respect; welcomes diversity and creates a culture of pride for the school amongst the stakeholders.		
	1.5.2 The school inculcates pride towards Indian heritage and civilization and encourages students to be conscious of their duties towards society, living beings and nature.		
<b>1.6</b>	<b>Student Performance, Assessment of Learning Outcomes and Feedback</b>		
	1.6.1 The school ensures 75% attendance of its students and reduces drop outs.		
	1.6.2 Teachers use multiple modes of assessment to assess the performance of the students - Assessment of Learning.		
	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.		
	1.6.4 Assessment of skills and competencies (visual and performing arts, life skills, values and ethos, vocational skills, health and physical education, scientific skills, computational skills, literacy skills, digital skills, reading skills and other skills) is done on the basis of Learning Outcomes and the criteria given in the Holistic Progress Card (HPC).		
	1.6.5 The school uses the results of NAS/SLAS/Third Party Assessment/CBSE SAFAL assessment to ensure all students progress on their developmental continuum.		
<b>1.7</b>	<b>Early Childhood Care and Education and Foundational Literacy and Numeracy</b>		
	1.7.1 The school organises content and teaching learning material based on defined Learning Outcomes, principles and guidelines given in NCF for Foundational Stage along with consideration for the local context.		
	1.7.2 The school adopts an inclusive approach to pedagogy that is play based, engaging, contextual and experiential.		
	1.7.3 The schools designs and conducts age appropriate, regular and ongoing assessments that check for the achievement of the defined Learning Outcomes.		
	1.7.4 The school has created a suitable ecosystem for attaining Foundational Literacy and Numeracy (FLN) targets for all children.		
<b>Total</b>	<b>Score Obtained – ‘x’</b> _____	<b>Maximum Marks - 104</b>	<b>(x ×40)/104 =</b>
<b>2</b>	<b>Infrastructure</b>		
<b>2.1</b>	<b>Classrooms, library, laboratories, computer labs, ICT facilities and rooms for different activities</b>		
	2.1.1 The school has sufficient classrooms conducive to learning.		



	2.1.2 The School Library facilitates effective delivery/implementation of its educational programmes.		
	2.1.3 Laboratories are available to support learning activities.		
	2.1.4 Computer and other ICT facilities are available to support different administrative and educational activities in the school.		
	2.1.5 The school has adequate number of activity rooms for art, sculpture, music, dance, theatre, technology.		
<b>2.2</b>	<b>Principal's Office, Staff room and Administrative Offices</b>		
	2.2.1 The school has sufficient space for Principal, staff and administration as per requirements.		
<b>2.3</b>	<b>Infirmary and Health Management Facilities</b>		
	2.3.1 The school has effective preventive health care and health management facilities.		
<b>2.4</b>	<b>Water, Sanitation Facilities and Waste Management</b>		
	2.4.1 The school provides safe drinking water; adequate sanitation facilities and follows effective waste management practices.		
<b>2.5</b>	<b>Furniture</b>		
	2.5.1 The school has adequate, safe, comfortable, age appropriate and aesthetically designed furniture.		
<b>2.6</b>	<b>Lighting and Ventilation</b>		
	2.6.1 The school building is designed for natural lighting and ventilation in keeping with the best international norms.		
<b>2.7</b>	<b>Eco friendly orientation and integration of Organic Living in Curriculum</b>		
	2.7.1 The school follows eco-friendly/green practices to promote and inculcate organic lifestyle among students.		
<b>2.8</b>	<b>Safety Provisions</b>		
	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.		

<b>2.9</b>	<b>Playground and Sports Facilities</b>		
	2.9.1 Indoor and outdoor sport facilities are available and support divyang.		
<b>2.10</b>	<b>Hostels (Only for Residential Schools and separate for Boys and Girls)</b>		
	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.		
	2.10.2 School provides for a separate clean and hygienic Kitchen and Dining Area.		
	2.10.3 The school fosters a culture of cleanliness and hygiene.		
	2.10.4 School provides for safety and security of students.		
	2.10.5 Students' physical, mental, socio-emotional and intellectual well-being is taken care of by intensive pastoral care programmes.		
<b>2.11</b>	<b>School Canteen (For Day Schools)</b>		
	2.11.1 The school has a well-managed, clean, hygienic and safe canteen.		
<b>2.12</b>	<b>Transportation and Escort Facility</b>		
	2.12.1 School provides optional, safe and reliable transportation facility to accessible and remote areas.		
<b>Total</b>	<b>Score Obtained – 'x'</b> -----	<b>Maximum Marks - 80</b>	<b>(x X 10)/80 =</b>
<b>3</b>	<b>Human Resources</b>		
<b>3.1</b>	<b>School Staff – teaching and non-teaching</b>		
	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 Induction Programme lays strong foundations for productive relationship and high standards of performance.		

	3.1.3 The school staff appraisal is a supportive and developmental process to ensure positive outcomes for students.		
	3.1.4 The school is committed to achieving student learning outcomes by building the capacity of teachers through collaborative, reflective and experiential processes.		
	3.1.5 The school decides the salary and other allowances as per state norms/central norms.		
	3.1.6 The school creates a positive culture of engagement that strengthens employee-leader relationships.		
<b>3.2</b>	<b>Parents</b>		
	3.2.1 Parents are equal and vital partners in education.		
<b>3.3</b>	<b>Students</b>		
	3.3.1 Students engagement as fundamental to schooling outcomes.		
<b>3.4</b>	<b>Alumni</b>		
	3.4.1 Alumni act as Stakeholders in Quality Education and School Development.		
<b>3.5</b>	<b>Community</b>		
	3.5.1 The school collaborates with community for student achievement and wellbeing and facilitates volunteerism.		
<b>Total</b>	<b>Score Obtained – ‘x’</b> -----	<b>Maximum Marks - 40</b>	<b>(x X10)/40 =</b>
<b>4</b>	<b>Inclusive Practices</b>		
<b>4.1</b>	<b>Barrier free environment</b>		
	4.1.1 The school provides equitable, inclusive and accessible physical environment in which divyang and students from all socio economic backgrounds learn and thrive alongside their peers.		
	4.1.2 The school addresses equity and inclusivity by providing accessible curriculum to divyang and students from all socio economic backgrounds.		
	4.1.3 The school adopts accessible and inclusive pedagogical and assessment practices to accommodate divyang and students from diverse socio economic backgrounds.		
<b>4.2</b>	<b>Games, Sports and other Recreational Facilities</b>		

	4.2.1 Indoor and outdoor games, sports and other recreational facilities are provided to divyang and students belonging to different socio economic backgrounds to learn and thrive with their peers.		
<b>4.3</b>	<b>Transportation Facilities</b>		
	4.3.1 The school provides safe transportation facilities to divyang.		
<b>4.4</b>	<b>Overcoming Attitudinal Barriers</b>		
	4.4.1 The school fosters a culture of compassion, care and empathy towards all.		
<b>4.5</b>	<b>Self-Special Equity Projects</b>		
	4.5.1 Self Defence Training instils a sense of confidence, promotes physical fitness and enhances emotional wellbeing among the girls.		
<b>Total</b>	<b>Score Obtained – ‘x’</b> -----	<b>Maximum Marks - 28</b>	<b>(x X 10)/ 28 =</b>
<b>5</b>	<b>Management and Governance</b>		
<b>5.1</b>	<b>Vision and Mission Statement</b>		
	5.1.1 The School Management and Governance System is driven by Standard Operating Procedures (SOPs) made in alignment with its policies, vision and mission.		
<b>5.2</b>	<b>Institutional Planning Mechanism</b>		
	5.2.1 The School Institutional Plan is based on the needs of the students and community and the principle of optimum utilization of resources available in the school and community.		
<b>5.3</b>	<b>Effective Coordination</b>		
	5.3.1 The School Management and Governance System establishes effective co-ordination within the school and with outside community to achieve the desired goals.		
<b>5.4</b>	<b>Resource Management</b>		
	5.4.1 The School Resource Management System facilitates the optimal use of resources and creates a positive and supportive environment for the growth of the school.		
<b>5.5</b>	<b>Relationship Management</b>		

	5.5.1 The School Relationship Management System nurtures and sustains meaningful relationships with its stakeholders to foster increased student achievement.		
<b>5.6</b>	<b>Activity Management</b>		
	5.6.1 The School Activity Management System accelerates and manages the workflow of all the activities of the school.		
<b>5.7</b>	<b>Data and Record Maintenance</b>		
	5.7.1 The School Data and Record Maintenance System assists in making informed decisions for increased efficiency and productivity.		
<b>5.8</b>	<b>Oral/Virtual/Online and Written Communication</b>		
	5.8.1 The School Communication System facilitates the school staff to stay connected with its stakeholders and community anytime, anywhere.		
<b>5.9</b>	<b>Financial and Fee Administration</b>		
	5.9.1 The School Financial and Fee Administration System is based on rationality, admissibility and allocability.		
<b>5.10</b>	<b>Admission Process</b>		
	5.10.1 The School Admission Policy is in consonance with Board's and RTE Act norms and is inclusive of bringing OoSC (Out of School Children) and children from deprived communities in the school system.		
<b>Total</b>	<b>Score Obtained – 'x'</b> -----	<b>Maximum Marks -40</b>	<b>(x X 10)/ 40 =</b>
<b>6</b>	<b>Leadership</b>		
<b>6.1</b>	<b>Pedagogical Leadership</b>		
	6.1.1 The school leader builds an intellectual and professional capital for teachers to set the direction for school improvement and student learning.		
<b>6.2</b>	<b>Collaborative Leadership</b>		
	6.2.1 Collaborative leadership engages shared intelligence to co-create learning institutions.		
<b>6.3</b>	<b>Systems for Ongoing Quality and Change Management</b>		

	6.3.1 School Leader fosters a climate that supports achievement of learning outcomes.		
	6.3.2 The School Leader demonstrates responsibility and accountability in building a culture of equitability, inclusivity and systems thinking in school.		
	6.3.3 The school leader promotes innovation by introducing creative methods and techniques that equip students and the institution with 21 <sup>st</sup> century skills.		
<b>Total</b>	<b>Score Obtained- 'x'</b> -----	<b>Maximum Marks 20</b>	<b>(x X 10)/ 20 =</b>
<b>7</b>	<b>Beneficiary Satisfaction</b>		
<b>7.1</b>	<b>Satisfaction of Students</b>		
	7.1.1 The school tracks and assesses student satisfaction on the learning experiences provided to them at all stages of engagement, inside and outside the classroom.		
<b>7.2</b>	<b>Satisfaction of Staff</b>		
	7.2.1 The school tracks and assesses staff (teaching and non-teaching) satisfaction on the working conditions, safety, recognition, opportunities for creativity, growth and sense of belongingness at all stages of engagement.		
<b>7.3</b>	<b>Satisfaction of Principal</b>		
	7.3.1 Intrinsic and extrinsic factors influence the job satisfaction experienced by the principal.		
<b>7.4</b>	<b>Satisfaction of Parents and Alumni</b>		
	7.4.1 The school maintains a healthy relationship with parents and alumni and assesses their satisfaction through connection, engagement and interaction.		
<b>7.5</b>	<b>Satisfaction of Community</b>		
	7.5.1 The school ensures the satisfaction of the community by establishing a culture of meaningful and sustainable community engagement in school programmes.		
<b>7.6</b>	<b>Satisfaction of Management</b>		

	7.6.1 The Management Satisfaction is assessed through stakeholder's attitude and behaviour towards the institution.		
<b>Total</b>	<b>Score Obtained- 'x'</b> -----	<b>Maximum Marks 24</b>	<b>(x X 10)/24 =</b>

## Overall Score

S. No.	Domain	No. of Standards	Total Score	Weightage Assigned	Weightage Score Obtained** (%)
1.	Curriculum, Pedagogy and Assessment	26	104	40	
2.	Infrastructure – Adequacy, Functionality, Aesthetics and Safety	20	80	10	
3.	Human Resources	10	40	10	
4.	Inclusive Practices	7	28	10	
5.	Management and Governance	10	40	10	
6.	Leadership	5	20	10	
7.	Beneficiary Satisfaction	6	24	10	
<b>Total Score Obtained in 84 Standards (out of 336 Marks)</b>		<b>84</b>	<b>336</b>	<b>100</b>	

# 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. **Cross Disability:** Including all forms of disability, including but not limited to: acquired, congenital, intellectual, brain, neurologic, sensory, mobility, mental health, episodic, etc.
24. **Cross Functional Teams:** A workgroup made up of staff from different functional areas within an organization who collaborate to reach a stated objective.
25. **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.
26. **Decorum:** Dignified propriety of behavior, speech, dress, etc. orderliness; regularity.
27. **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.
28. **Diagnostic:** Serving to identify a characteristic or being a precise indication.
29. **Differently abled:** Disabled (coined by US Democratic National Committee as a more acceptable term)
30. **Disaster Management:** Preparing for any calamity beforehand.
31. **District Report Card:** The findings of the NAS at district level to help guide the education policy, planning and implementation at the District and classroom levels to improve the learning levels of children and bring about qualitative improvements.
32. **Emblem:** A sign, design or figure that identifies or represents something e.g. the emblem of a school.

33. **Emergency protocols:** Specific actions to be undertaken or guidelines to be followed in response to different emergency situations and reporting requirements.
34. **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.
35. **Event Sampling:** A strategy that involves noting and recording the occurrence of a carefully specified behavior whenever it is seen. (APA dictionary of psychology)
36. **Feedback:** A reaction or response to a particular process or activity.
37. **Feedback and Feedforward:** Feedback is focused on past actions, while feedforward targets what one should do in the future.
38. **Flatter hierarchy:** An organizational structure with few or no levels of middle management between staff and Leader.
39. **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.
40. **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.
41. **Health Promoting School:** A place where all members of the school community work together to provide students with integrated and positive experiences and structures that promote and protect their health. This includes both the formal and informal curricula in health, the creation of a safe and healthy school environment, the provision of appropriate health services and the involvement of the family and wider community in efforts to promote health. (World Health Organization, 1996)
42. **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
43. **Indicator:** Data or statistic that indicates or signals something.
44. **Induction:** Formal installation in office.
45. **Infrastructure:** Fundamental facilities and systems.
46. **Innovation:** Starting something for the first time; introducing something new, which has resulted from research and experimentation.
47. **Inter-disciplinary:** Of the inherent connections between academic subjects.
48. **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.
49. **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.
50. **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.
51. **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.
  52. **Learning Progress Map:** Represents student's progress/growth/performance.
  53. **Learning walks:** A short and informal visit to a classroom, in which senior leaders focus and observe any specific area of education and then offer detailed feedback.
  54. **Logo:** Sign or character representing a word.
  55. **Mission:** An assigned or self-imposed duty or task.
  56. **Motto:** A sentence, phrase or word expressing the spirit or purpose of an organization.
  57. **Observation schedule:** A time frame for illuminating issues based on diagnostic review of a situation.
  58. **Open Door Policy:** Policy in which the Leader leaves their office door "open" in order to encourage openness, communication, discussion and transparency with the staff and stakeholders and address their problems and concerns.
  59. **Organisational climate:** Working environment and culture.
  60. **Para professional:** A person who often works alongside a fully qualified professional and sometimes works independently.
  61. **Parent Participation Tracker:** A mechanism to track and measure parent involvement in school activities.
  62. **Pay Commission:** A legislative body created under law to set the minimum rate of pay for employees.
  63. **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.
  64. **Pedagogy:** The art or science of teaching; education; instructional methods.
  65. **Pedagogical Structure:** NEP 2020 recommended new pedagogical structure of 5+3+3+4 consisting of Foundational stage (3 to 8 years), Preparatory stage (8 to 11 years), Middle stage (11 to 14 years) and Secondary stage (14 to 18 years).
  66. **Peer:** A person who is equal to another in abilities, qualities.
  67. **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.
  68. **Policies:** A definite course of action adopted for the sake of expediency, facility etc.
  69. **Portfolio:** A collection of evidences of students work over a period of time.
  70. **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.
  71. **Process Owner:** **Persons** responsible for the management of **processes** within the organization.

72. **Project:** A task given over a period of time and generally involves collection and analysis of data. It is useful in theme based learning.
73. **PTM:** An interface between the educator and the guardian of the student for discussing his / her areas of improvement and / or achievement.
74. **Relationship Management:** Strategy by which the school maintains engagement with its stakeholders or maintenance of relationships between the school and its stakeholders.
75. **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.
76. **Remediation:** Correction of something defective or reversal/of stopping damage.
77. **Safety Measures:** Activities and precaution taken to improve safety i.e. reduce risk related to human health.
78. **Scholastic:** Includes subject specific areas.
79. **Seating arrangement:** Process of making students sit in a manner as per pedagogical requirement and that affects student learning, participation and teacher-student and student-student relationships.
80. **Shared Intelligence:** Exchange of ideas, information, data, or knowledge among persons.
81. **Staff Appraisal:** The key to effective school development by appraising / estimating the performance of the staff. An opportunity for motivation and opportunity for teachers.
82. **Staff Muster:** Record keeping of an employee's attendance.
83. **Staff Records:** Relating to gathering, storing and using information of employees.
84. **Student Tracker:** System to track or monitor the student performance, attendance, participation in different school activities throughout the year
85. **Summative Assessment:** A culminating assessment, which gives information on students' mastery of content, knowledge, or skills at the end of instruction and testing.
86. **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.
87. **Syllabus:** An outline and summary of topics to be covered in a course of study. A syllabus usually contains specific information about the course.
88. **Systems Thinking:** An approach to problem solving.
89. **Teachers log book:** A record keeping book provided to record work performed and time duration taken to perform it.
90. **Time Table:** A schedule depicting a planned order or sequence. School Time Table reflects the class, subject, teacher, time and duration and place.
91. **Vidyanjali:** An initiative taken by the Ministry of Education, Government of India with the aim to strengthen Schools through community and private sector involvement in schools across the country. <https://vidyanjali.education.gov.in/en>
92. **Vision:** The act or power of anticipating that which will or may happen.