



School Quality Assessment and Assurance

Encouraging Self Evaluation, Accountability,
Collaboration and Innovation



CENTRAL BOARD OF SECONDARY EDUCATION
Shiksha Sadan, 17, Rouse Avenue, New Delhi-110 002





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भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक सम्पूर्ण¹ प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य बनाने के लिए, तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनैतिक न्याय,
विचार, अभिव्यक्ति, विश्वास, धर्म

और उपासना की स्वतंत्रता,
प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए
तथा उन सब में व्यक्ति की गरिमा

²और राष्ट्र की एकता और अखंडता
सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई० को एतद्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

1. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से “प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य” के स्थान पर प्रतिस्थापित।
2. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से “राष्ट्र की एकता” के स्थान पर प्रतिस्थापित।

भाग 4 क

मूल कर्तव्य

51 क. मूल कर्तव्य – भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह –

- (क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;
 - (ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;
 - (ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे;
 - (घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;
 - (ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं;
 - (च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परिरक्षण करे;
 - (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणी मात्र के प्रति दयाभाव रखे;
 - (ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;
 - (झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;
 - (ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई उंचाइयों को छू ले;
- ¹(ट) यदि माता-पिता या संरक्षक है, छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, यथास्थिति, बालक या प्रतिपाल्य के लिये शिक्षा के अवसर प्रदान करे।

1. संविधान (छयासीवां संशोधन) अधिनियम, 2002 की धारा 4 द्वारा प्रतिस्थापित।

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the² [unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs, by the Constitution (Forty-Second Amendment) Act, 1976, sec. 2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs, by the Constitution (Forty-Second Amendment) Act, 1976, sec. 2, for "unity of the Nation" (w.e.f. 3.1.1977)

THE CONSTITUTION OF INDIA

Chapter IV A

FUNDAMENTAL DUTIES

ARTICLE 51A

Fundamental Duties - It shall be the duty of every citizen of India-

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- ¹(k) who is a parent or guardian to provide opportunities for education to his/her child or, as the case may be, ward between age of six and fourteen years.

1. Ins. by the constitution (Eighty - Sixth Amendment) Act, 2002 S.4 (w.e.f. 12.12.2002)

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A Note for the Users of the Manual

The School Quality Assessment and Assurance (SQAA) Manual encourages the school leaders, educationists and managements to reflect and introspect on why their schools exist and what is it that they are doing to ensure that student learning outcomes in the field of academics and personality development are being achieved.

Learning Organizations understand that school improvement is not an event but a continual process.

The SQAA empowers and enables schools to self- assess by providing them guidelines and tools and instruments to achieve a self- set target and goal.

The Manual has been prepared through extensive research in schools and interaction with leaders across the country. Thus, it aspires to reach out to schools by sharing some standards and benchmarks of quality schools and at the same time allows schools to retain their uniqueness.

Schools are encouraged to read the Manual and in case of any clarification, reach us at **cbseqaa2019@gmail.com**

Feel free to share your thoughts, ideas, practices and opinions on how to improve the learning outcomes of students using systems thinking and nurturing systems literacy, thereby creating learning organizations that are forever evolving.



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1

School Quality
Assessment
and Assurance



School Quality Assessment and Assurance

1.1. Background

Imparting quality education to the learners has always been one of the priority areas in the development plans of CBSE. With the adoption of Sustainable Development Goals 2030 by India, comprehensive approaches and strategies are being devised to address the issue of achieving student driven outcomes across the country.

CBSE recognizes and understands that the fast pace of knowledge, economic stress and social uncertainty, technological changes, worldwide interdependence, and the changing paradigms in the field of education will involve a great deal of perspective, thought and experimentation. No one really knows what the world will look like when the kindergartners graduate from schools. But all that we may know is that the world would be very different from the one we have grown up in.

Educators and school leaders, thus face a tremendous challenge which can't be ignored which is: to broaden students' perspectives, catalyze innovation, encourage the students to think differently, live in a world of interconnectedness.

Quick fixes need to give way to solutions that are implemented with care and compassion, creativity and perspective, independence and interconnectedness, aesthetics and systems thinking, and thereby infuse new life into our educational system so that we prepare our students to flourish and thrive in a post-industrial era.


1.2 Introduction

CBSE stands committed to ensuring that the students are provided with an education that prepares them for attaining the standards and benchmarks laid out by the Board. It aspires to lay down a set of standards and best practices as paradigms for attaining individual and institutional excellence.

The School Quality Assessment and Assurance (SQAA) Manual 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.

SQAA is a tool that is a possible direction to bringing quality learning to our schools. It is an exhaustive Self- Assessment tool and attempt has been made to make it implementable, feasible, transparent, objective and with an underlying measure of acceptability and credibility. It is to be viewed as a tool for a self-improvement cycle which is ongoing and although benchmarked by best global standards, is also rich in its local requirements.





SQAA would also reassure stakeholders such as employees, professional bodies, the general public that the school aspires for continual improvement and thus will benefit the student learning outcomes.

1.3 Vision and Mission of SQAA

1.3.1 VISION

CBSE SQAA aspires 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.

1.3.2 MISSION

In order to impart quality education as envisioned in the Vision Statement, CBSE SQAA strives to:

- a. Promote interconnectedness and continually draws from all stakeholders-students, parents, teachers, management, and local community members to support the school systems for ongoing research and development to improve student outcomes
- b. Inspire schools to review and reflect on their scholastic and co-scholastic processes and outcomes
- c. Promote student centric non-discriminatory curriculum which prepares students for life
- 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 the explicit purpose of improving the quality of student experiences and their standards of attainment rather than focus on examinations alone.

1.4 Objectives

Schools will be able to:

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





1.5 Eligibility for SQAA Process

- a. All schools affiliated with CBSE
- b. All schools aspiring for CBSE affiliation

Each school affiliated to the Board must undergo the process of SQAA and update its information online on the eight domains once every three years, starting from the year, 2019.

The schools aspiring to be affiliated to the Board can also undergo the process in an offline mode and prepare themselves for being a CBSE School.

1.6 Framework of SQAA

1.6.1 Value Framework

Core values kept in mind while designing the Framework: promoting the use of technology; interdependence; importance of research and innovation; enhancement in employability skills; nationalism; creating global citizens

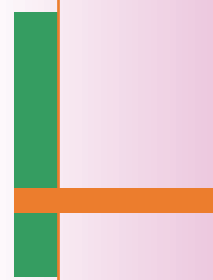
1.6.2 Domains

The eight domains on which the Framework of SQAA rests, are identified by CBSE based on extensive research into school effectiveness. While there would be a healthy argument regarding some of the aspects of the domains or the indicators, there would also be a universal consensus on the fact that an effective school shall seek to ensure the best possible academic outcomes for students while also ensuring their physical, social, emotional and intellectual health.

The eight domains are not independent of each other but interlinked and interdependent in a systematic and seamless manner. An example would be that of a 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 both scholastic and co-scholastic domains.



Domains of School Quality Assessment and Assurance (SQAA)





Courtesy :
DLF PUBLIC SCHOOL, SAHIBABAD



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Process of
School Quality
Assessment
and Assurance

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Courtesy :
DLF PUBLIC SCHOOL, SAHIBABAD

Process of School Quality Assessment and Assurance

2.1 Introduction

- 2.1.1 CBSE recognizes the importance of self- assessment as an integral part of schools' ongoing review and improvement plan. Thus, it assists schools in measuring how they are performing in different domains, leading to an overall planning for a school improvement plan.
- 2.1.2 The existing schools are provided with School Quality Assessment and Assurance Framework to move further on their developmental continuum.
- 2.1.3 Schools aspiring to become affiliated with CBSE can prepare themselves for affiliation by using School Quality Assessment and Assurance Framework.
- 2.1.4 The responsibility for overall school improvement leading to enhanced student outcomes lies with the management, school leaders and all members of the staff.
- 2.1.5 The School Quality Assessment and Assurance Framework, as a working document can also be used by school leaders to share and collaborate with management to ensure enhanced student outcomes.

2.2 Process of School Quality Assessment and Assurance

The process of School Quality Assessment and Assurance involves **two essential phases**:

Phase 1: Self-Assessment using different instruments of SQAA

Phase 2: Validation by External Peer Assessor Team by visiting the Assesse School

Phase 1	Self-Assessment	<ul style="list-style-type: none"> Ideal State: Outcome to be uploaded on CBSE Portal every year by the school Mandatory: Outcome to be uploaded on the CBSE Portal once in every three years
Phase 2	Validation by External Peer Assessor Team	<ul style="list-style-type: none"> On demand by school On random basis by the Board May be done by members of Hubs of Learning for each other CBSE identifies schools for support



2.2.1 Self-Assessment

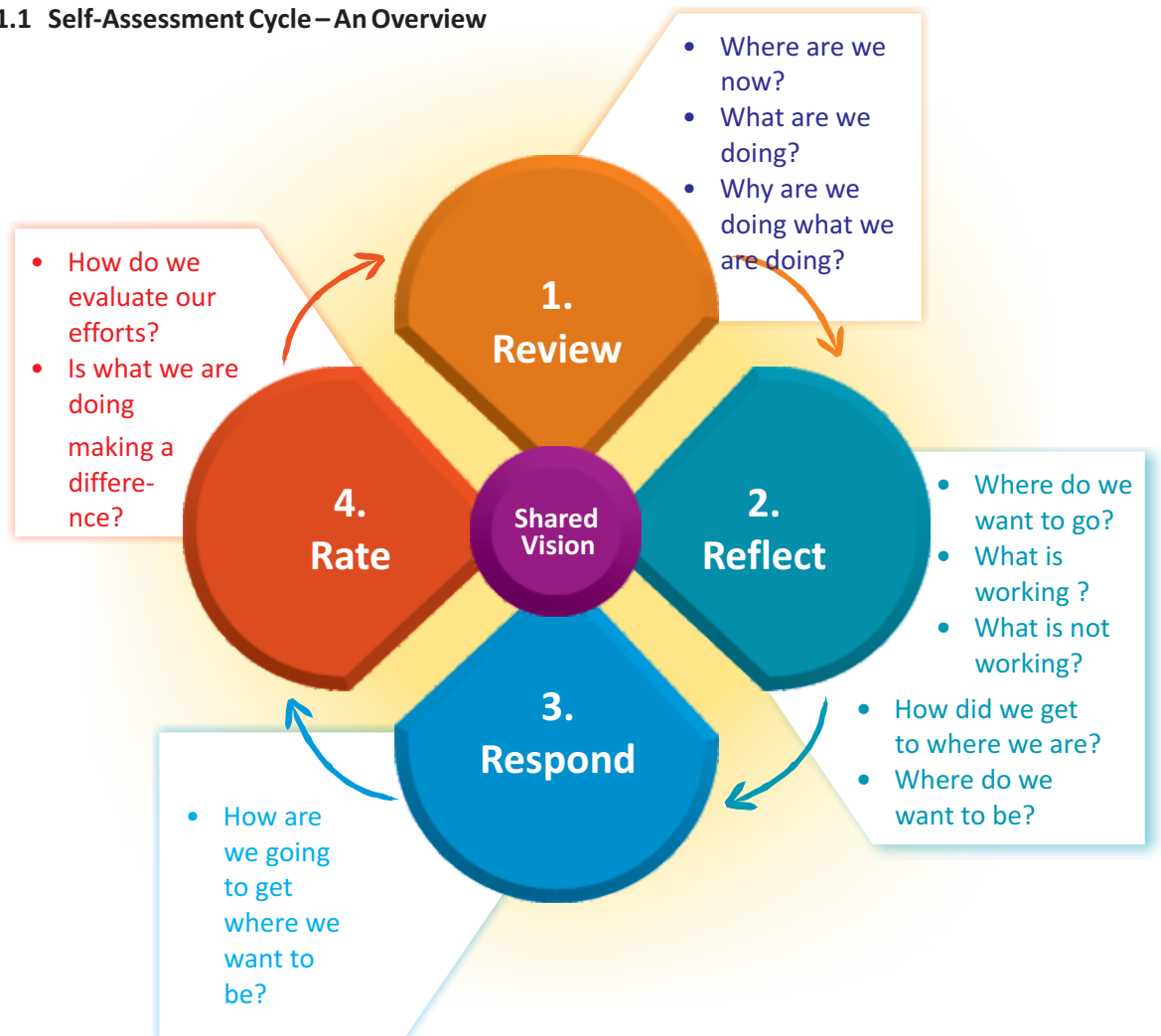
The responsibility for the overall school improvement lies itself with the school personnel especially School Management, School Principal and School Staff. Effective schools keep on reviewing their systems and processes in order to strengthen them and ensure school improvement. The schools affiliated to the Board can improve upon overall school system through School Quality Assessment and Assurance Framework (SQAAF).

The schools will update the information online on the eight domains on the platform developed by the Board. For this, they need to familiarize themselves with the complete framework of SQAA.

SQAA will help a school to	assess how well it is doing in different areas of school functioning
	review its ongoing process of improvement of the institution
	use the feedback to plan for the future.

The school conducts self-assessment using the SQAAF. The schools may make use of other SQAA instruments for self-review. This step is the most important part of the entire SQAA process; both in terms of commitment of time and effort involved and on the basis of value to be derived. The process of self-assessment includes collecting data on various indicators laid down in SQAA. It should be prepared through a collaborative and participative approach and build ownership of all stakeholders towards the goal of institutional excellence. Once self-assessment is done, it is also expected of the schools that they prepare a self-improvement plan and act accordingly. The plan may be aligned to the performance indicators/standards as detailed in the SQAA framework. 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.

2.2.1.1 Self-Assessment Cycle – An Overview



2.2.1.2 Self-Assessment Cycle: Detailed Process

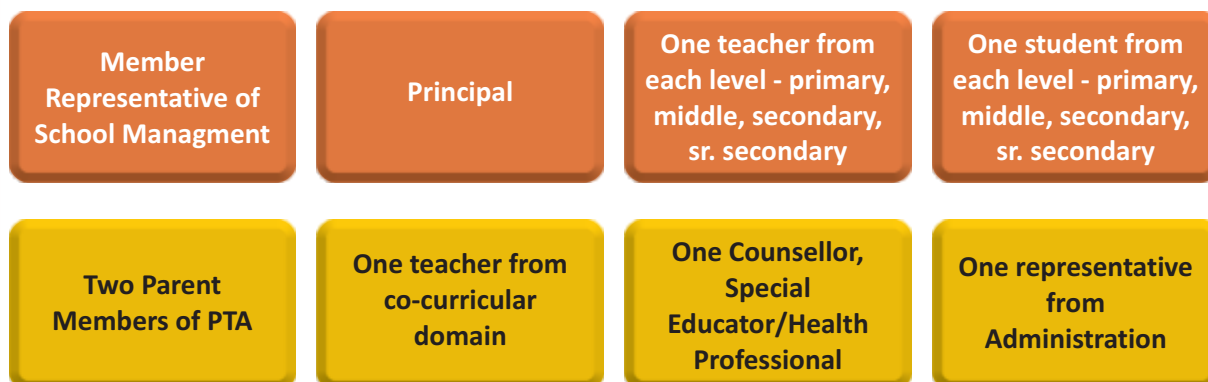
Phase	Steps	Process	Suggested Action Plan
PHASE - I	Step 1	Review <ul style="list-style-type: none"> • <i>Where are we now?</i> • <i>What are we doing?</i> • <i>Why are we doing what we are doing?</i> 	<ul style="list-style-type: none"> • Form Core Learning Team (<i>Representative of Management, teachers, students, community and the Principal</i>) • Understand SQAA Framework and policies of Board and Government • Gather data as per each domain and sub domain • Use SQAAF • Document • Engage in collaborative learning
	Step 2	Reflect <ul style="list-style-type: none"> • <i>Where do we want to go?</i> • <i>What is working?</i> • <i>What is not working?</i> • <i>How did we get to where we are?</i> • <i>Where do we want to be?</i> 	<ul style="list-style-type: none"> • Identify strengths and areas of improvement against each core standard/benchmarked statement • Use Score Card to consolidate • List the gaps in each domain • Prioritize • Document • Engage in collaborative learning • Upload status of SQAA on the link provided by CBSE
	Step 3	Respond <ul style="list-style-type: none"> • <i>How are we going to get where we want to be?</i> 	<ul style="list-style-type: none"> • Devise strategies to work upon the prioritized areas of improvement • Allocate roles and responsibilities • Implement plan of action by setting SMART goals (<i>Smart, Measurable, Achievable, Realistic, Time Bound</i>) • Monitor the implementation at regular intervals using various tools • Provide feedback • Take feedback • Document • Engage in collaborative learning
	Step 4	Rate <ul style="list-style-type: none"> • <i>How do we evaluate our efforts?</i> • <i>Is what we are doing making a difference?</i> 	<ul style="list-style-type: none"> • Monitor progress - monitoring is about ensuring accountability; all members of the learning community are responsible and accountable • Assess yourself on the developmental continuum • Provide a rating • Review strengths and areas of Improvement • Document • Improvement Cycle begins again • Engage in collaborative learning
<ul style="list-style-type: none"> • Schools to initiate Self- Assessment in the year 2019 • Mandatory: Uploading of SQAAF results on CBSE portal once in three years • Schools may take assistance from Lead Collaborator in Hubs of Learning, if comfortable 			



2.2.1.3 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. The schools may set up a Core Learning Team (School Quality Assessment and Assurance Committee) which will conduct the self-assessment of the school on the eight domains and will also coordinate with the Peer Assessor Team through the entire process of External Evaluation.

The following may be the members of this Core Learning Team:



2.2.2 External Evaluation

2.2.2.1 Peer Assessor Team

- a. A team of at least two trained and qualified Peer Assessors will conduct the assessment of the school processes and the domains.
- b. The Peer Assessors will be from the field of education; retired or serving principal and/or senior experienced teachers with rich insight into the working of quality institutions.
- c. The approach of the Peer Assessors would be non-threatening in nature and that of confidence building. The Peer Assessor is not an Inspector but a mentor and an assessor.
- d. The SQAA Peer Assessor team is perceived to be collegial in nature. The relationship of all the members is more of an 'academic equality' leading to consensus building rather than a hierarchical approach.
- e. The Peer Assessor Team believes in confidentiality.
- f. What drives the Peer Assessor Team? Objectivity, empathy, effective communication, credibility, adaptability, ability to work in a team, analytical ability, impartiality, curious but non-intrusive, receptivity.

2.2.2.2 External Evaluation Process

Phase	Steps	Process	Suggested Action Plan
PHASE - II	Step 4	Submission of School Quality Assessment and Assurance Form (SQAAP) by school	<ul style="list-style-type: none"> School will upload SQAAP on CBSE Portal Cycle of Improvement starts again : <ul style="list-style-type: none"> Review Reflect Respond Rate Document Engage in collaborative learning
	Step 5	Visit by Peer Assessor Team	<ul style="list-style-type: none"> Optional for first three years Mandatory after three years Document Engage in collaborative learning
	Step 6	Preparation and Submission of Reports by Peer Assessor Team (after the visit)	<ul style="list-style-type: none"> Preparation of Reports (SQAAR and SQER) by Peer Assessor Team Submission of Report to CBSE
	Ongoing	Request for Support by school	<ul style="list-style-type: none"> CBSE will facilitate schools in developing their school improvement plan Document Engage in collaborative learning
<ul style="list-style-type: none"> Schools are provided two-three years' time to strengthen their processes External Evaluation may be done on random basis or on school's demand and/or may be conducted at the time of granting extension of affiliation to the school 			

2.2.2.3 Reports by Peer Assessor Team

The Peer Assessor Team will prepare two reports:

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

The team will collate, analyse and interpret all data received and prepare the reports based on the following principles:

- Enabling a common frame of reference regarding school quality
- Providing recommendations for enhancement in school processes
- Assisting the school in managing and enhancing their qualitative processes

2.2.2.3.1 School Quality Assessment and Assurance Report (SQAAR)

- The SQAAR provided to the CBSE by the Peer Assessor Team will be a detailed report based on the eight domains.
- The Report will present a quantitative and a qualitative dimension.
- The quantitative score will be a final score after analysing all the instruments and classroom observation.
- The weightage assigned to each domain and sub domain will be reflected in the score card.
- The final part of the report would carry the score and weightage in the highest three domains.



2.2.2.3.2 School Quality Enhancement Report (SQER)

- School Quality Enhancement Report will focus on the unique strengths of the school across the eight domains as well as possible areas of quality enhancement.
- It will help the school to build its capacity in terms of quality assurance and meeting stakeholders' expectations.
- The report will be shared with the respective school.

2.2.2.4 Support and Assistance

- The CBSE SQAA is an affirmation of 'Quality'. It is a means of demonstrating confidence in the schools' purpose and performance. It places belief in people and their positive intent in making a difference to the lives of students. It provides public assurance and affirmation to the schools' efforts at providing quality education in their respective region. It highlights the fact that Self- Assessment as an internal accountability is intrinsically important in building a sense of responsibility and ownership.
- SQAA does not rank schools/institutions, but establishes a level of acceptable quality for all the schools affiliated with the Board.
- CBSE stands committed to providing support and assistance to schools to achieve the desired goal and work collaboratively in a mutual learning environment of trust, faith, respect and honesty.
- Based on schools' ongoing efforts at striving for quality enhancement and Feedback from the Peer Assessor Team, schools may request for assistance and support from CBSE.
- Support and mentoring may be provided either by Lead Collaborators of Learning Hubs and/or by Mentor School of the neighborhood that has exhibited high standards of quality assurance.
- CBSE will also be available for any support and assistance required in terms of organizing Capacity Building Programmes as per the need of the school.



Comparison between School Quality Assessment and Assurance Framework and Outcome Based Inspection for Affiliation

Focus Areas : Qualitative Enhancement in School Processes

S. No.	Description	SQAA	Outcome Based Inspection for Affiliation
1.	Purpose	? Self-Assessment Tool leading to an overall planning for school improvement and thus creating Learning Organizations	? Inspection on Parameters defined in the Framework for the purpose of Affiliation
2.	Focus Area	? Process driven: Schools are encouraged to reflect, collaborate, be accountable and innovate and thus meet the standards laid down by CBSE	? Outcome Driven: Defines desired outcomes as laid down in the Outcome Based Inspection Framework
3.	Duration	? Periodic and Ongoing self-assessment by schools	? At the time of Affiliation and Extension of Affiliation
4.	Target Group	? CBSE affiliated and non-affiliated schools	? Schools that have applied for affiliation and extension of affiliation
5.	Descriptors for Rating	? Clear, specific, exhaustive descriptors for self-improvement	? General rubric for the purpose of affiliation
6.	Support	? Exhaustive list of evidences and tools for self-assessment ? Capacity Building Programs for schools	? Capacity Building Programme for Inspectors
7.	Assessment	? Self-Assessment by the schools ? Assessment by Peer Assessors with special skills required for being a Peer Assessor ? Role of Assessors is as Mentors	? Inspection done by skilled Inspectors
8.	Outcome	? Schools set their targets and goals as per the benchmarks and standards and move forward on their developmental continuum ? Schools prepare themselves for affiliation/extension of affiliation	? Schools either get affiliated or rejected





A large, stylized number '3' is the central focus. It is composed of three overlapping parts: a brown '1' on the left, a green '2' in the middle, and a white '3' on the right. A grey '4' is partially visible at the bottom right. The background is a dark teal color with geometric shapes in orange and green.

**Domains and
Sub-Domains
of School Quality
Assessment and
Assurance**

Domains and Sub-Domains of School Quality Assessment and Assurance

All the eight domains are further subdivided into sub-domains and sub-sub-domains, which qualify the various aspects of that particular domain. Each sub domain has 4 statements under which benchmarks have been developed with a weightage between 1- 4. These benchmarking statements provide a clarity regarding the practices related to each sub-sub domain. Although it is expected that each school meets the best practices as depicted in these benchmarking statements, not all statements will apply to or be appropriate for each school. Each school will mark against the statement that is applicable and appropriate for the school. This will help the school to aspire for the next level.

The first statement under each sub-sub domain depicts the best practice(s) carrying a weightage of 4. In order to get a score of 4, the other three statements must stand true/appropriate for the school.

Description of the Level of the Score per sub-sub domain

There are four levels of performance of '*Dynamic-Evolving*', '*Stable*', '*Transient*' and '*Inceptive*' for rating school processes. The school can refer the following criteria to know where it stands in terms of developmental stage, and formulate appropriate and achievable plans for self-improvement and enhance accountability.

Score	Maturity Level	Guidance
4	Dynamic-Evolving	Demonstrates strong benchmarked defined and documented processes. Governance and leadership exhibits accountability, responsibility, self-evaluation and improvement planning.
3	Stable	Evidences of data based improvement processes. System is defined and documented. People are aware of their roles in the institution and practicing it. Practices are preventive and corrective in nature.
2	Transient	System is in early constructive years. Practices are generally corrective in nature.
1	Inceptive	System is at initial stage. Practices are individual based.

Note: If none of the above are true then no score need be given against the concerned sub-sub-domain.



Explanatory Chart of Domain/Sub-domain/Sub-sub domain

1. Scholastic Processes → Domain

1.1 Curriculum Planning → Sub-Domain

1.1.1 Principal and teachers are familiar with the spirit and content of NCF → Sub-sub-Domain

A statement which benchmarks practices in the school and which will help Self/Peer Assessors to place schools in the given weightage band.

Evidence/Records are documents which reflect the policies or the practices of the school. Evidence/Records can be scanned and attached with the SQAACF.

Tools are Instruments to be used for assessment

Policies are the principles behind the Domains and Sub-domains

	Statement	Score	Evidence/Records	Tools	Policy
1.1.1.1	<ul style="list-style-type: none"> There is a well-defined, structured policy for curriculum planning. The school has completely integrated the recommendations of NCF / Position Papers into all aspects of school curriculum like Course Content, Teaching Strategies, Assessment Practices, Integration of Visual & Performing Arts, Health Education, Values Education, etc. There is a mechanism of monitoring and reviewing the efficacy of implementation. 	4	<ul style="list-style-type: none"> School Policy Availability of NCF Document Records of Orientation Programmes on NCF Minutes of departmental meetings reflecting the discussion on: <ul style="list-style-type: none"> NCF Position Papers NCERT Text books of different subjects Annual Curriculum Plan 	SQAACF	<ul style="list-style-type: none"> NCF Document Position Papers NCERT CBSE Circulars
1.1.1.2	<ul style="list-style-type: none"> Teachers are encouraged to implement the recommendations of NCF document. They plan their lessons by integrating the recommendations of NCF. 	3	<ul style="list-style-type: none"> School Calendar Teacher's diary of different subjects Teacher Observation Records Student records – scholastic and co-scholastic 		
1.1.1.3	<ul style="list-style-type: none"> Orientation programmes are conducted to create awareness of NCF for the teachers. 	2	<ul style="list-style-type: none"> Monitoring and Reviewing checklists 		
1.1.1.4	<ul style="list-style-type: none"> The school Principal is aware of the NCF document. 	1			

Score ranging from 1-4 may be given depending on the practices, evidence(s) and documentation, analysis of Instruments and the evidence provided.



DOMAIN 1: SCHOLASTIC PROCESSES

The students achieve excellence through a wide range of inclusive and innovative policies, practices and well-defined outcomes that allow for 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 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; 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 scholastic policy in place.

Sub Domains and
Sub-Sub Domains

1.1 Curriculum Planning

- 1.1.1 Principal and teachers are familiar with the spirit and content of NCF.
- 1.1.2 Curriculum develops skills and abilities which prepare students for lifelong learning and fosters global citizenship.
- 1.1.3 The Principal and teachers are familiar with the curriculum documents and support material brought out by CBSE.
- 1.1.4 There is an Annual Curriculum and Pedagogical Plan for the development of Scholastic Skills.

1.2 Teaching Learning Processes

- 1.2.1 School follows an optimum number of teaching days and teaching hours.
- 1.2.2 Teacher – Student Ratio.
- 1.2.3 Teachers adopt varied teaching learning approaches reflecting their understanding of the needs of the students.

1.3 Student Performance, Assessment of Learning Outcomes and Feedback

- 1.3.1 Learning Indicators/Outcomes are used as check points to assess student's learning at different points of time.
- 1.3.2 The school has defined procedures and criteria to regularly assess the students' performance and uses the results to improve their performance.
- 1.3.3 Varied assessment tools and techniques are used to assess the performance of the students.
- 1.3.4 Teachers prepare balanced question papers to assess the performance of students.
- 1.3.5 The school ensures 75% attendance of its students.
- 13.6 The school ensures all students achieve and progress on their developmental continuum.





WE RAISE
SILENT
HANDS

WE EAT
HEALTHY
WE
WAIT FOR
OUR TURN

दुनिया
याराना
मौका
कबूतर
हिन्त
तराजू
जंगल
लगाव
वारिस
सन्नाटा
टम-टम

चाहिए
तुम्हें
सुंदर
अवश्य
खानियाँ
उन्होंने
अच्छा

THINK AND IN...
develop Higher Order...
PROJECT TIME
experiential learning...
...CH BASED CO...
...to the unknow...

DOMAIN 1: SCHOLASTIC PROCESSES

S.No.	Statement	Score	Supporting Evidence(s) / Records	Tool(s)	Policy-CBSE Circulars
1.1	Curriculum Planning				
1.1.1	Principal and teachers are familiar with the spirit and content of NCF.				
1.1.1.1	<ul style="list-style-type: none"> • There is a well-defined, structured policy for curriculum planning. • The school has completely integrated the recommendations of NCF/Position Papers into all aspects of school curriculum like Course Content, Teaching Strategies, Assessment Practices, Integration of Visual & Performing Arts, Health Education, Values Education, etc. • There is a mechanism of monitoring and reviewing the efficacy of implementation. 	4	<ul style="list-style-type: none"> • School Policy • Availability of NCF Document • Records of Orientation Programmes on NCF • Minutes of departmental meetings reflecting the discussion on: <ul style="list-style-type: none"> • NCF • Position Papers NCERT • Text books of different subjects • Annual Curriculum Plan including Annual Pedagogical Plan • School Calendar • Teacher's diary of different subjects • Teacher Observation Records • Student records- scholastic and co-scholastic • Monitoring and Reviewing checklists 	SQAAF	<ul style="list-style-type: none"> • NCF Document • Position Papers NCERT • CBSE Circulars
1.1.1.2	<ul style="list-style-type: none"> • Teachers are encouraged to implement the recommendations of NCF document. • They plan their lessons by integrating the recommendations of NCF. 	3	<ul style="list-style-type: none"> • Text books of different subjects • Annual Curriculum Plan including Annual Pedagogical Plan • School Calendar • Teacher's diary of different subjects • Teacher Observation Records • Student records- scholastic and co-scholastic • Monitoring and Reviewing checklists 		
1.1.1.3	<ul style="list-style-type: none"> • Orientation programmes are conducted to create awareness of NCF for the teachers. 	2	<ul style="list-style-type: none"> • School Calendar • Teacher's diary of different subjects • Teacher Observation Records • Student records- scholastic and co-scholastic • Monitoring and Reviewing checklists 		
1.1.1.4	<ul style="list-style-type: none"> • The school Principal is aware of the NCF document. 	1	<ul style="list-style-type: none"> • Teacher Observation Records • Student records- scholastic and co-scholastic • Monitoring and Reviewing checklists 		
1.1.2	Curriculum develops skills and abilities which prepares students for lifelong learning and fosters global citizenship				
1.1.2.1	<ul style="list-style-type: none"> • The school policy for curriculum development is in place. • The school ensures that curriculum enhances skills and abilities that prepare students for lifelong learning. • The school creates opportunities for staff and students to interact with other schools or educational institutions at Regional Level, National Level and International Level. • Monitoring and Reviewing practices are in place. 	4	<ul style="list-style-type: none"> • School Policy • Annual Curriculum and Pedagogical Plan • Life Skills Manuals • Teacher's Diary • Teacher Time Table • Consolidated Students' Time Table • Health Manuals • Performance Profiles of Students • Anecdotal Records of Students • Portfolio of students • Student Activity Tracker • Monitoring and Reviewing Practices 	SQAAF	<ul style="list-style-type: none"> • Learning The Treasure Within' - UNESCO • NCF 2005 • CBSE Circulars
1.1.2.2	<ul style="list-style-type: none"> • The school provides opportunities and support resources to students to develop and enhance their skills and abilities in the domain of cognitive, social, emotional needs of students. 	3	<ul style="list-style-type: none"> • Portfolio of students • Student Activity Tracker • Monitoring and Reviewing Practices 		

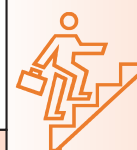


1.1.2.3	<ul style="list-style-type: none"> The school plans for implementation of a curriculum that meets the desired outcome. 	2			
1.1.2.4	<ul style="list-style-type: none"> The school has adapted the curriculum as prescribed by the Board and National or State Educational Bodies (NCERT/SCERT). 	1			
1.1.3	The Principal and teachers are familiar with the curriculum documents and support material brought out by CBSE.				
1.1.3.1	<ul style="list-style-type: none"> Policy for curriculum familiarization is in place. The school is effectively implementing the Annual Curriculum and Pedagogical Plan based on curriculum documents and other support material brought out by CBSE. Mentoring and Monitoring Practices are in place. 	4	<ul style="list-style-type: none"> School Policy CBSE Curriculum Documents Teachers' Manuals by CBSE School Calendar Annual Curriculum and Pedagogical Plan Minutes of Departmental Meetings Teachers' Diary with Lesson Plans Consolidated Time Table Mentoring, Monitoring and Reviewing Practices 	SQAAP	<ul style="list-style-type: none"> CBSE Curriculum Documents CBSE Circulars
1.1.3.2	<ul style="list-style-type: none"> Curriculum documents and other support material brought out by CBSE are used for drafting the Annual Curriculum Plan both for Scholastic and Co-Scholastic activities. An Innovative Annual Pedagogical Plan is in place. 	3			
1.1.3.3	<ul style="list-style-type: none"> All teachers are aware and have copies of syllabus documents and Teachers' Manuals. 	2			
1.1.3.4	<ul style="list-style-type: none"> There is availability of Curriculum documents in the school library. 	1			
1.1.4	There is an Annual Curriculum and Pedagogical Plan for the development of Scholastic Skills.				
1.1.4.1	<ul style="list-style-type: none"> School Policy in place for the development of Annual Curriculum and Pedagogical Plan. The Annual Curriculum and Pedagogical Plan reflects the Vision and Mission of the school. The approved Annual Curriculum and Pedagogical Plan is effectively implemented, monitored and reviewed at regular intervals and necessary changes are made accordingly to ensure that students meet the learning outcomes. 	4	<ul style="list-style-type: none"> Vision and Mission of School School Policy CBSE Curriculum and Learning Outcomes Documents Teachers' Manuals by CBSE Guidelines to prepare Annual Curriculum Plan and Annual Pedagogical Plan Annual Pedagogical Plan Annual Curriculum Plan/School Calendar Consolidated Time Table Minutes of Departmental Meetings and Staff Meetings Teachers' Diary with Lesson Plans CBPs for staff Monitoring and Reviewing Practices 	SQAAP	<ul style="list-style-type: none"> CBSE Curriculum Documents RTE Act CBSE Circulars
1.1.4.2	<ul style="list-style-type: none"> The Annual Curriculum and Pedagogical Plan is devised and implemented in collaboration with all teachers and built on previous learning experiences of students. 	3			
1.1.4.3	<ul style="list-style-type: none"> The approved Annual Curriculum and Pedagogical Plan for development of Scholastic areas is communicated to teachers, students and parents. 	2			
1.1.4.4	<ul style="list-style-type: none"> A documented draft of Annual Curriculum and Pedagogical Plan is available with the Principal and in the Library. 	1			

1.2 Teaching Learning Processes					
1.2.1 School follows an optimum number of teaching days and teaching hours.					
1.2.1.1	<ul style="list-style-type: none"> The school policy with regard to the working days is in place. The school works for 220 days or more in a year and the teachers work for 45 hours per week. Monitoring and Reviewing in place. 	4	<ul style="list-style-type: none"> School Policy Attendance Registers of: <ul style="list-style-type: none"> Teachers Students Other staff members (if available, biometric attendance record of staff) Period Allocation Record Monitoring and Reviewing Practices 	SQAAF	<ul style="list-style-type: none"> RTE Act Affiliation Bye Laws CBSE Curriculum Documents CBSE Circulars
1.2.1.2	<ul style="list-style-type: none"> The school works for 180-220 days in a year. 	3			
1.2.1.3	<ul style="list-style-type: none"> The school works for 150-200 days in a year. 	2			
1.2.1.4	<ul style="list-style-type: none"> The school works for only 100 days (50% of prescribed no. of days) and teachers work less than 1200 hours annually. 	1			
1.2.2 Teacher – Student Ratio					
1.2.2.1	<ul style="list-style-type: none"> The school policy with regard to the number of students in each class is in place. The school follows the teacher-student ratio of 1 teacher for 25-30 students. 	4	<ul style="list-style-type: none"> School Policy Admission and Withdrawal Records/Register Attendance Register of each class Teachers on Roll Consolidated Time Table List of teachers and number of sections in the school 	SQAAF	<ul style="list-style-type: none"> RTE Act Affiliation Bye Laws CBSE Curriculum Documents
1.2.2.2	<ul style="list-style-type: none"> The school follows the teacher-student ratio of 1 teacher for 31-35 students. 	3			
1.2.2.3	<ul style="list-style-type: none"> The school follows the teacher-student ratio of 1 teacher for 36-39 students. 	2			
1.2.2.4	<ul style="list-style-type: none"> The school follows teacher – student ratio of 1 teacher for 40 students. 	1			
1.2.3 Teachers adopt varied teaching learning approaches reflecting their understanding of the needs of the students.					
1.2.3.1	<ul style="list-style-type: none"> School Policy with regard to the use of teaching pedagogy/ strategies/methods by teachers in place. Teachers use multiple modes of teaching learning strategies that recognize diverse learners and learning styles including differently-abled and other categories of Inclusion. Teaching practices provide opportunities to students to reflect upon their learning experiences. Teachers integrate formative assessment in the classroom with emphasis on remediation and diagnosis of the needs of all the students. There is a mechanism for mentoring and monitoring of staff. 	4	<ul style="list-style-type: none"> School Policy List and Certificates of CBPs attended by teachers In house training programmes List of workshops conducted by teachers (In-house and external) Practices adopted by school to enable teachers to become Instructional Leaders List of Reference Books used by teachers Teacher's Diary with Lesson Plans reflecting: <ul style="list-style-type: none"> Objectives Learning Outcomes 	SQAAF Class Observation Scale Teacher Interaction Form	<ul style="list-style-type: none"> RTE Act CBSE Circulars
1.2.3.2	<ul style="list-style-type: none"> The teacher prepares lesson plans; uses activity based child centric / experiential learning methods thus creating stimulating learning environment. 	3			

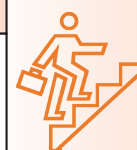


1.2.3.3	<ul style="list-style-type: none"> The teacher is clear about objectives of lesson, uses teaching methods according to the nature of the subject matter. 	2	<ul style="list-style-type: none"> Materials used Methodology Assessments for/of/in/as Learning Accommodations Mentoring, Monitoring and Reviewing Practices 		
1.2.3.4	<ul style="list-style-type: none"> The teacher adopts frontal (traditional) teaching, using the textbook with almost no activities. 	1			
1.3	Student Performance, Assessment of Learning Outcomes and Feedback				
1.3.1	Learning Indicators/Outcomes are used as check points to assess child's learning at different points of time.				
1.3.1.1	<ul style="list-style-type: none"> The school policy with regard to assessment practices and ongoing assessment is in place. Learning Outcomes are prepared in line with the minimum learning levels/Learning Outcomes laid down by NCERT or as defined in the curriculum document of CBSE. Learning Outcomes are shared with the parents and students. The student's learning is periodically assessed against these outcomes to keep a track of their progress. 	4	<ul style="list-style-type: none"> School Policy Availability of Learning Outcomes document brought out by NCERT and defined by the school Minutes of Staff Meetings and Departmental Meetings reflecting achievement of learning outcomes Assessment records of students Assessment Worksheets prepared by teachers Teacher's Diary with lesson plans Evidences of oral or written communication about the learning outcomes to the students and their parents Mentoring and Monitoring practices 	SQAAF	<ul style="list-style-type: none"> NCERT Document on Learning Outcomes CBSE Curriculum Documents CBSE Circulars
1.3.1.2	<ul style="list-style-type: none"> Teachers assess the students as per the outcomes defined for each chapter using his/her own assessment worksheets. 	3			
1.3.1.3	<ul style="list-style-type: none"> Teachers complete the syllabus as per the textbook and assess the students with the help of the questions given at the end of the chapter in the textbook. 	2			
1.3.1.4	<ul style="list-style-type: none"> The principal is aware of the learning outcomes for different classes as defined by NCERT. 	1			
1.3.2	The school has defined procedures and criteria to regularly assess the students' performance and uses the results to improve their performance.				
1.3.2.1	<ul style="list-style-type: none"> The School Policy with regard to Assessment Practices and Evaluation is in place. Teachers conduct assessments for the purpose of diagnosis and remediation leading to improvement in student performance and achievement. Teachers use assessment data for improving teaching practices. The profile of each student's achievements is maintained. The school ensures effective recording, analysis and reporting of results. 	4	<ul style="list-style-type: none"> School Policy Assessment records of students Records of analysis of results Profile of students' achievements Lesson plans of teachers Criteria and rubrics created by the teachers with the help of the students for different activities 	SQAAF	<ul style="list-style-type: none"> CBSE Circulars and Advisories



1.3.2.2	<ul style="list-style-type: none"> Teachers <ul style="list-style-type: none"> conduct different types of assessment employ different assessment tools in class assess students on the basis of pre-defined criteria made in consultation with them and communicate the same to them and their parents in advance. 	3	<ul style="list-style-type: none"> Records of remedial classes arranged for students and their outcome Monitoring and Reviewing Practices 		
1.3.2.3	<ul style="list-style-type: none"> Teachers follow up frequent testing with worksheets and assignments for homework. 	2			
1.3.2.4	<ul style="list-style-type: none"> Teachers conduct only pen paper tests. 	1			
1.3.3	Varied assessment tools and techniques are used to assess the performance of the students – Assessment for Learning				
1.3.3.1	<ul style="list-style-type: none"> The School Policy with regard to Assessment Practices and Evaluation is in place. Teachers periodically design and use different assessment tools and techniques as per the needs of different types of students. Different formative assessment techniques are integrated with the classroom teaching. Teachers analyze the results and use diagnostic and remedial measures to help students move forward on the developmental continuum. 	4	<ul style="list-style-type: none"> School Policy CBPs attended by Teachers Evidences of diagnostic and remedial measures used by teachers to enhance student performance Teachers' Diary with lesson plans Samples of: types of questions <ul style="list-style-type: none"> Quiz questions Project Work Portfolios Mind Maps Games Debate Interview Presentation, etc. Reports of activities Monitoring and Reviewing Practices 	SQAAF	<ul style="list-style-type: none"> CBSE Circulars and Advisories
1.3.3.2	<ul style="list-style-type: none"> Different tools and techniques like quizzes, debates, discussions, interviews, mind maps, games, presentations, self-evaluation, peer evaluation, project work, portfolio work, etc. are used to assess the performance of students. 	3			
1.3.3.3	<ul style="list-style-type: none"> Assignments, worksheets and projects are used to assess the performance of students. 	2			
1.3.3.4	<ul style="list-style-type: none"> Teachers make use of traditional pen paper tests to assess the performance of students. 	1			
1.3.4	Teachers prepare balanced question papers to assess the performance of students-Assessment of Learning				
1.3.4.1	<ul style="list-style-type: none"> The School Policy with regard to Assessment Practices and Evaluation is in place. HODs cross check the question papers prepared by the teachers of her/his department for their quality, reliability, authenticity and validity. Feedback from students/ involvement of students in the preparation of question papers is encouraged. 	4	<ul style="list-style-type: none"> School Policy CBPs attended by teachers Evidences of training of teachers in assessment and framing of balanced question papers Blue Print of Question Papers Sample of question 	SQAAF	<ul style="list-style-type: none"> CBSE Circulars and Advisories

1.3.4.2	<ul style="list-style-type: none"> Teachers prepare balanced question papers with clear instructions, appropriate difficulty level, clearly spelt out value points in marking scheme and by incorporating different types of questions. 	3	<ul style="list-style-type: none"> papers prepared by teachers Questions prepared by students Monitoring and Reviewing Practices 		
1.3.4.3	<ul style="list-style-type: none"> Teachers prepare question papers and the marking scheme as per the Blue Print. 	2			
1.3.4.4	<ul style="list-style-type: none"> Teachers prepare the question papers without making a Blue Print. 	1			
1.3.5	The school ensures 75% attendance of its students.				
1.3.5.1	<ul style="list-style-type: none"> The School Policy for Student Attendance is in place. The Principal, teachers and other stakeholders are aware of the child's inclination to absent himself/herself and work in unison to ensure regular attendance by providing qualitative inputs. Regular communication, counselling and follow ups are done to encourage regular attendance. 	4	<ul style="list-style-type: none"> School Policy Registration records Attendance records CBPs attended by teachers Evidences of involvement of counsellors / experts to ensure regular attendance Records of communication with parents informing them about the child's regular absenteeism either through mail, letter, or a note in the students' diary or during PTM Written records of action taken other than communication to parents by the teachers and principal 	SQAAP	<ul style="list-style-type: none"> RTE Act Affiliation Bye Laws
1.3.5.2	<ul style="list-style-type: none"> The Principal, teachers and other stakeholders have informed interactions of the child's regular absenteeism. 	3			
1.3.5.3	<ul style="list-style-type: none"> The Principal and teachers are aware of students who regularly absent themselves and parents are informed about their absenteeism. 	2			
1.3.5.4	<ul style="list-style-type: none"> The school maintains attendance records of the students. 	1			
1.3.6	The school ensures all students achieve and progress on their developmental continuum.				
1.3.6.1	<ul style="list-style-type: none"> The school policy on students' achievement in different areas is in place. Teachers are aware of the students' achievement level and accordingly plan program(s) that help(s) her/his students continue to learn and develop. Teachers promote the use of self-assessment techniques by students to enable their students to monitor their own growth and achievement. Teachers use multiple methods of assessment to monitor the growth of the students and thus, to guide them in decision making and planning their own future course of action. Teachers understand the process of growth and development of students and 	4	<ul style="list-style-type: none"> School Policy CBPs attended by teachers Records of last 3 years of Grade X and XII results along with analysis showing percentage of students in different percentile ranges Assessment Records of all students for the last three years Analysis of student performance from class IX – XII 	SQAAP	



	accordingly design or plan developmentally appropriate learning experiences.		<ul style="list-style-type: none"> • Report Cards of Class X/XII Board Examination • Students' Profiles and IEP (Individual Education Plan) for each student • Record of interactions with Counsellors/experts/p parents and subsequent action plan • Diagnostic and Remedial Records • Self-Assessment reports of students • Monitoring and Reviewing Practices 		
1.3.6.2	<ul style="list-style-type: none"> • Teachers make use of different methods of assessment to monitor the progress of the students. • Teachers tailor the teaching learning practices as per each student's needs in order to enable all students to be successful in achieving expectations for their learning and developmental progress. • The average result of Class X/XII is 100% (with reference to Board average). 	3			
1.3.6.3	<ul style="list-style-type: none"> • Teachers make use of different methods of assessment to assess the learning of the students. • Teachers identify the learning levels of the students. 	2			
1.3.6.4	<ul style="list-style-type: none"> • Teachers make use of traditional pen paper tests for assessing the learning of the students and focus on achievement of good results in the final year end exams. 	1			



DOMAIN 2: CO-SCHOLASTIC PROCESSES

The Scholastic and Co-Scholastic components make for an education that is holistic and comprehensively assesses an individual's potential, capabilities and interests. However, over the decades, educational system in our country has over emphasized scholastic over the co-scholastic. This has also shaped the social perceptions about individual worth and achievement, limiting them to a narrow sphere of academics. The co-scholastic sphere which covers the wider ambit of education remains a grey area.

Co-scholastic policies, processes and outcomes promote students' well-being in physical, social, emotional and intellectual domains. Students learn in parts but are able to make connections, be interconnected and learn to be responsible, caring, compassionate, thinking individuals in a larger world.

The Board would like to stress upon the importance of this area by giving it the second highest weightage in SQAA.

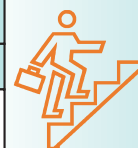
Sub Domains and Sub-Sub Domains	2.1 Curriculum and Pedagogical Planning
	2.2.1 There is an Annual Curriculum and Pedagogical Plan for the development of Co- Scholastic Skills (CSS).
	2.2 Art Education
	2.2.1 The school provides ample opportunities for Art and Visual and Performing Arts activities.
	2.3 Work Education
	2.3.1 The school implements Work Education Programme.
	2.4 Skill Enhancement
	2.4.1 The school provides facilities to the students to participate in Literary and Creative Skills; Scientific Skills; Information and Communication Technology Skills; Organizational Leadership Skills and Aesthetic Skills.
	2.5 Mainstreaming Physical Education and Sports
	2.5.1 School has a Policy for promoting Health and Physical Education in students.
	2.5.2 School has a strong leadership and management of PE and Sports.
	2.5.3 Teaching and learning of PE is rich and engaging.
	2.5.4 PE is given designated time in the curriculum.
	2.5.5 Assessment is as per the learning outcomes and the grade given in the curriculum document.
	2.5.6 PE helps in making healthy life style choices.
	2.5.7 Inclusive PE and Sports is an important aspect of school ambience.
	2.5.8 PE follows an integrated approach and all the four strands are a part of the larger curriculum.
	2.6 Life Skills Education
	2.6.1 The school has a Life Skills development programme.
	2.7 Value Education
	2.7.1 The school has a well-integrated Value Education programme.





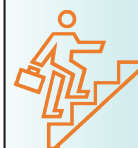
Courtesy :
N.H. GOEL WORLD SCHOOL, RAIPUR

DOMAIN 2: CO-SCHOLASTIC PROCESSES					
S.No.	Statement	Score	Supporting Evidence(s) / Records	Tool(s)	Policy-CBSE Circulars
2.1	Curriculum and Pedagogical Planning				
2.1.1	There is an Annual Curriculum and Pedagogical Plan for the development of Co- Scholastic Skills (CSS).				
2.1.1.1	<ul style="list-style-type: none"> The School Policy for the development of Co-scholastics is in place. The school Annual Co-scholastic and Pedagogical Plan for co-scholastics reflects its Vision and Mission. The school Annual Curriculum Plan reflects enhancement in life skills, values, literary skills, scientific skills, ICT skills, Health and Physical Education, Visual and Performing Arts, Work Education, Leadership Skills, Aesthetic Skills, etc. The approved Annual Curriculum and Pedagogical Plan for development of Co-scholastic Skills is effectively implemented, monitored and reviewed at regular intervals and necessary changes are made accordingly. 	4	<ul style="list-style-type: none"> School Policy Vision and Mission of School Guidelines to prepare ACP and Annual Pedagogical Plan CBSE Curriculum Documents Teachers' Manuals by CBSE ACP/School Calendar Minutes of Departmental Meetings Anecdotal records Portfolio Consolidated Time Table 	SQAAF	<ul style="list-style-type: none"> CBSE Curriculum Documents RTE Act CBSE Circulars
2.1.1.2	<ul style="list-style-type: none"> The Curriculum and Pedagogical Plan for the development co-scholastic skills is implemented in collaboration with all staff members and based on students' learning experiences. 	3	<ul style="list-style-type: none"> Staff process owner list Clubs/Activities Details Monitoring and Reviewing practices 		
2.1.1.3	<ul style="list-style-type: none"> The approved Annual Curriculum Plan for development of CSS is communicated to teachers, students and parents. 	2			
2.1.1.4	<ul style="list-style-type: none"> A documented draft of Annual Co-Scholastic Plan is available with the Principal/HM and in the Library. 	1			
2.2	Art Education				
2.2.1	The school provides ample opportunities for Art and Visual and Performing Arts activities.				
2.2.1.1	<ul style="list-style-type: none"> The School Policy with regard to mandatory Art Education is in place. Art Education is effectively implemented, monitored and reviewed at regular intervals. Art activities are integrated in the Annual School Curriculum and correlated with other subjects or school activities. Resources are provided to bring forth and nurture artistic capabilities of the students. Awareness is generated among the parents/guardians, school management about the importance of studying Art Education in school. 	4	<ul style="list-style-type: none"> School Policy CBPs attended by teachers Annual Curriculum Plan School Calendar reflecting the inclusion of activities for Visual and Performing Arts and Culinary Art for all students in the school Consolidated Time Table of all classes in school reflecting the 	SQAAF	<ul style="list-style-type: none"> RTE Act CBSE Curriculum Document (Secondary) CBSE Circulars CBSE Guidelines on Art Integration



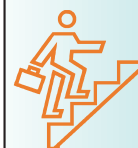
	<ul style="list-style-type: none"> • Student Outcomes are reflected in the school aesthetics and décor, in co-scholastic activities; and in scholastic activities. • Participation of students in Art forms at National and International Levels. • There is a mechanism to mentor, monitor and review processes. 		<ul style="list-style-type: none"> • periods allocated for Visual and Performing Arts and Culinary Art • Lesson plans of subject teachers reflecting integration of arts • Observation Record of Teachers • Portfolio • Records/Documents (Certificates or school magazine and website) reflecting participation of students in Visual and Performing Arts and Culinary Art at the Zonal / State/ National/ International Level • Assessment records of students for participation in these activities • Mentoring, Monitoring and Reviewing Practices 		
2.2.1.2	<ul style="list-style-type: none"> • Art Education is effectively implemented. • All the four streams of arts i.e. music, dance, visual arts and theatre are a part of arts curriculum offered by the school. • Culinary Art is a part of the curriculum in grades 6-8. • Through arts curriculum, students are introduced to the rich and varied artistic traditions of the country. • Students participate at the Zonal/State Level. 	3			
2.2.1.3	<ul style="list-style-type: none"> • The school provides more than two activities for Visual and Performing Arts and Culinary Art and maintains records. 	2			
2.2.1.4	<ul style="list-style-type: none"> • The school provides only three options for Art activities (one for Visual, one for Performing Arts and one for Culinary Art) and maintains records. 	1			
2.3	Work Education				
2.3.1	The school implements Work Education Programme.				
2.3.1.1	<ul style="list-style-type: none"> • The School Policy with regard to Work Education is in place. • Work Education has been integrated in the school curriculum from the preprimary/primary classes. • Activities appropriate with the child's age and ability and those that contribute to the child's normal growth and development have been implemented in the school. • Wherever possible, industrial exposure is provided and experts are invited to interact with the students. • The school Work Education Programme focuses on enabling children to learn values, basic scientific concepts, skills and creative expression. • The activities are effectively implemented, monitored and reviewed at regular intervals. 	4	<ul style="list-style-type: none"> • School Policy • CBPs attended by teachers • Consolidated time table of classes • Attendance record of students • Performance records of students in work education • List of activities offered to the students • Interaction programme with experts from industry • Reports of field visit • Mentoring, Monitoring and Reviewing Practices 	SQAAP	<ul style="list-style-type: none"> • RTE Act • CBSE Curriculum documents • CBSE Circulars
2.3.1.2	<ul style="list-style-type: none"> • The school provides resources (meaningful work space and other required material) for Work Education activities to all classes. • Students work under the supervision of 	3			

	<p>concerned teachers.</p> <ul style="list-style-type: none"> The outcomes of the students are analyzed to improve their performance / skills. 				
2.3.1.3	<ul style="list-style-type: none"> The school provides more than 3 Skill Based activities for work education to the students of classes VI-X; maintains records; and results are shared with students and parents. 	2			
2.3.1.4	<ul style="list-style-type: none"> The school provides only 3 activities for work education to the students of classes VI-X; maintains records and results are shared with students and parents. 	1			
2.4	Skill Enhancement				
2.4.1	The school provides facilities to the students to participate in activities related to Literary and Creative Skills; Scientific Skills; Information and Communication Technology Skills; Organizational Leadership Skills and Aesthetic Skills.				
2.4.1.1	<ul style="list-style-type: none"> There is a well laid out School Policy for participation of students in different activities that enhance their skills. There is a Class Wise Tracker for each student's participation in the activities. Teachers integrate the activities with their subjects. Each child is encouraged to participate in activities that build on their cognitive, affective and psychomotor domains. Students are encouraged to participate in such activities at National and International Levels. Regular feedback is provided to students and parents. The Policy is effectively implemented, monitored and reviewed at regular intervals. 	4	<ul style="list-style-type: none"> School Policy CBPs attended by teachers ACP reflecting provision of co-scholastic activities enhancing Literary and Creative/ Scientific/ Information and Communication Technology/ Organizational Leadership/ Aesthetic Activities Consolidated Time Table of all classes in school reflecting the periods allocated for these activities Class Wise Tracker Lesson plans of different subjects depicting integration of such activities Documents (Certificates or school magazine and website) reflecting participation of students in these activities at the Zonal / State/ National/ International Level Mentoring, Monitoring and Reviewing Practices 	SQAAP	<ul style="list-style-type: none"> RTE Act CBSE Circulars
2.4.1.2	<ul style="list-style-type: none"> Each child/student is encouraged to participate in some activity or the other so that 'No Child is Left Behind' from participation in these activities organized at class/school/ interschool level. Records of their participation and achievements are maintained. Students are encouraged to participate in Intra School/Inter school events. 	3			
2.4.1.3	<ul style="list-style-type: none"> The school provides adequate facilities to the students and maintains records. 	2			
2.4.1.4	<ul style="list-style-type: none"> The school provides facilities to selective students for participating in some activities. 	1			



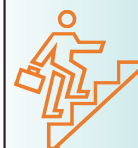
2.5 Mainstreaming Physical Education and Sports					
2.5.1 School has a Policy for promoting Health and Physical Education in Students.					
2.5.1.1	<ul style="list-style-type: none"> A clearly documented School Policy for promoting Health and Physical Education in students is in place. PE and Sports are reflected centrally in School Development Plan. Students, staff, parents and community contribute to it regularly. The Policy is monitored and reviewed regularly at periodic intervals and changes made accordingly. 	4	<ul style="list-style-type: none"> School Policy for mandatory PE and Sports Annual PE and Sports Calendar Minutes of Meetings with Stakeholders Complaint/Suggestion Management 	SQAAF	<ul style="list-style-type: none"> CBSE Document: 'Mainstreaming PE and Sports' CBSE Circulars
2.5.1.2	<ul style="list-style-type: none"> PE and Sports is implemented across the school and a plan shared with the students and parents. 	3			
2.5.1.3	<ul style="list-style-type: none"> Some attention is given to PE and Sports but there is no Policy or statement that is shared with parents or the community. 	2			
2.5.1.4	<ul style="list-style-type: none"> Limited or no attention given to PE or Sports. 	1			
2.5.2 School has a strong leadership and management of PE and Sports.					
2.5.2.1	<ul style="list-style-type: none"> Policy for MPE and Sports is in place. School Leadership and Management are committed to implementing the detailed PE development plan through PE Coordinator and a Committee comprising of staff, parents and students. There are stringent monitoring and reviewing practices to ensure enhancement in the PE and Sports Program. 	4	<ul style="list-style-type: none"> School PE Policy Document PE Development Plan Staff List along with their roles and responsibilities Student records Complaint/Suggestion Management Mentoring, Monitoring and Reviewing Practices 	SQAAF	<ul style="list-style-type: none"> CBSE Document: 'Mainstreaming PE and Sports' CBSE Circulars
2.5.2.2	<ul style="list-style-type: none"> School Coordinator is skilled and has developed core vision with staff support. Strong Planning and execution is evidenced across the Board. 	3			
2.5.2.3	<ul style="list-style-type: none"> Head of school understands the importance of PE and school sports and there is an identified PE Coordinator. 	2			
2.5.2.4	<ul style="list-style-type: none"> There is an identified Sports Period in the Time Table. 	1			
2.5.3 Teaching and learning of PE is rich and engaging.					
2.5.3.1	<ul style="list-style-type: none"> School Policy on PE is in place. All staff are competent, confident and capable of excellent delivery of PE lessons. Cross curricular approach is encouraged. The diversity of activities gives pupil confidence to try new things in a range of environments. 	4	<ul style="list-style-type: none"> School Policy Record of PE Personnel Training Time Table List of Activities List of Guests/talented Professionals 	SQAAF	<ul style="list-style-type: none"> CBSE Document: 'Mainstreaming PE and Sports' CBSE Circulars

	<ul style="list-style-type: none"> Students are exposed to talented professional and passionate sports persons in order to encourage them to pursue a healthy lifestyle. The activities are stringently monitored, and reviewed. 		<ul style="list-style-type: none"> Student Participation Records Teacher Pupil Ratio Mentoring, Monitoring and Reviewing Practices 		
2.5.3.2	<ul style="list-style-type: none"> Staff is confident and competent and uses innovative strategies to generate interest in leading a healthy life style. Children are provided with opportunities to explore their talent and build skills. 	3			
2.5.3.3	<ul style="list-style-type: none"> Staff takes the sports periods regularly and ensures that students are present. 	2			
2.5.3.4	<ul style="list-style-type: none"> Staff takes sports period. 	1			
2.5.4	PE is given designated time in the curriculum.				
2.5.4.1	<ul style="list-style-type: none"> School Policy on mainstreaming PE is in place. PE activities are carried out for at least one hour every day of the week. (five to six hours in a week) The activities are effectively implemented, monitored and reviewed at regular intervals. 	4	<ul style="list-style-type: none"> School Policy Consolidated Time Table List of PE Teachers with their roles and responsibilities Teacher wise Time Table Mentoring, Monitoring and Reviewing Practices 	SQAAP	<ul style="list-style-type: none"> CBSE Document: 'Mainstreaming PE and Sports' CBSE Circulars
2.5.4.2	<ul style="list-style-type: none"> Students participate in activities around MPE for four hours in a week. 	3			
2.5.4.3	<ul style="list-style-type: none"> Students are involved in sports and games as per their sports period. 	2			
2.5.4.4	<ul style="list-style-type: none"> Students play on their own in the designated period. 	1			
2.5.5	Assessment is as per the learning outcomes and the grade given in the curriculum document.				
2.5.5.1	<ul style="list-style-type: none"> The School Policy on mainstreaming PE is in place. All teachers are confident, competent and capable of assessing learning outcomes using prescribed assessment standards. There is a mechanism for mentoring, monitoring and reviewing the assessment process. 	4	<ul style="list-style-type: none"> School Policy Time Table Sample Lesson Plans Assessment standards Mentoring, Monitoring and Reviewing Practices 	SQAAP	<ul style="list-style-type: none"> CBSE Document: 'Mainstreaming PE and Sports' CBSE Circulars
2.5.5.2	<ul style="list-style-type: none"> Most staff are capable of and competent in the use of assessment standards across the four strands. 	3			
2.5.5.3	<ul style="list-style-type: none"> Varied level of staff competence and most teachers do not apply assessment standards. 	2			
2.5.5.4	<ul style="list-style-type: none"> Hardly any level of staff competence in assessing students. 	1			



2.5.6 PE helps in making healthy life style choices.					
2.5.6.1	<ul style="list-style-type: none"> The School Policy on MPE and Sports is in place. The School Calendar reflects ongoing activities and programmes for all stakeholders which ensure that the stakeholders are enabled to make the right choices to lead a healthy life style. Subject teachers integrate PE in their curriculum. The programme is effectively implemented, monitored and reviewed at regular intervals. Records and data are maintained to identify measurable indicators. 	4	<ul style="list-style-type: none"> School Policy CBPs for Teachers School calendar Records of Health awareness programmes for students, teachers and other community members Counsellor Records Health Records Mentoring, Monitoring and Reviewing Practices 	SQAAF	<ul style="list-style-type: none"> CBSE Document: 'Mainstreaming PE and Sports' CBSE Circulars
2.5.6.2	<ul style="list-style-type: none"> Regular Programmes are organized by the school on making Healthy Life Style Choices. Stakeholders actively participate in the programmes. 	3			
2.5.6.3	<ul style="list-style-type: none"> The teachers encourage students to lead a healthy life style. 	2			
2.5.6.4	<ul style="list-style-type: none"> The teachers encourage students to participate in the Sports Period. 	1			
2.5.7 Inclusive PE and Sport is an important aspect of school ambience.					
2.5.7.1	<ul style="list-style-type: none"> School Policy on MPE and Sports is in place. Extensive range of activities under MPE are available and opportunities for students with learning difficulties and different abilities are created; links with community clubs created and achievements celebrated and shared. The programme is effectively implemented, monitored and reviewed at regular intervals. 	4	<ul style="list-style-type: none"> School Policy CBPs for staff Record of identification of student needs Record of PE activities for inclusion of students with disabilities 	SQAAF	<ul style="list-style-type: none"> CBSE Document: 'Mainstreaming PE and Sports' CBSE Circulars
2.5.7.2	<ul style="list-style-type: none"> Focus on inclusive practices and regular competitions are held both within and between schools and most students get to participate in these programs. 	3	<ul style="list-style-type: none"> Record of student participation Counsellor Records Mentoring, Monitoring and Reviewing Practices 		
2.5.7.3	<ul style="list-style-type: none"> Limited sports opportunities are provided to the students with different abilities. 	2			
2.5.7.4	<ul style="list-style-type: none"> Basic opportunities for all pupils are available although inclusive practices are not evidenced. 	1			
2.5.8 PE follows an integrated approach and all the four strands of MPE are a part of the larger curriculum.					
2.5.8.1	<ul style="list-style-type: none"> School Policy on MPE and Sport is in place. SEWA, Games and Sports, Adventure and Health and Fitness-all these strands are interwoven in the curriculum and opportunities provided to each student to participate in each activity. Effective implementation, monitoring and reviewing is evidenced. 	4	<ul style="list-style-type: none"> School Policy CBPs for Teachers Minutes of Meetings Departmental Meetings Consolidated Time Table Class wise Time Table 	SQAAF	<ul style="list-style-type: none"> CBSE Document: 'Mainstreaming PE and Sports' CBSE Circulars

2.5.8.2	<ul style="list-style-type: none"> • Most students participate in all the strands in age appropriate ways. 	3	<ul style="list-style-type: none"> • Record of student participation and outcomes • Record of activities conducted in each strand at secondary level • Mentoring, Monitoring and Reviewing Practices 		
2.5.8.3	<ul style="list-style-type: none"> • Some students actively participate in some of the four strands of MPE. 	2			
2.5.8.4	<ul style="list-style-type: none"> • Few students participate in all the four strands. 	1			
2.6	Life Skills Education				
2.6.1	The school has a Life Skills development programme.				
2.6.1.1	<ul style="list-style-type: none"> • There is well defined policy for implementing Life Skills Education. • Teachers have created resources for equipping all students with all the desired Life Skills required to be successful in 21st century. • Life Skills Programme is well integrated in the whole school plan. • Life Skills Programme is effectively implemented, monitored and reviewed at regular intervals. 	4	<ul style="list-style-type: none"> • School Policy • CBPs for Teachers and students • Availability of Life Skills Manuals • Annual School Curriculum Plan • Teachers Diary along Lesson plans • Consolidated School Time Table • Student Outcomes • Anecdotal Records • Portfolios of students • Mentoring, Monitoring and Reviewing Practices 	SQAAF	<ul style="list-style-type: none"> • RTE-2009 (Section 29.2) • NCF 2005 • CBSE Advisories and Circulars
2.6.1.2	<ul style="list-style-type: none"> • Besides time set aside for Life Skills, capacity building programmes are organized for teachers and students. • Life Skills Education is imparted through regular classroom teaching. • The Life Skills Education Programme is planned and implemented for all the classes. 	3			
2.6.1.3	<ul style="list-style-type: none"> • The Life Skills Programme is planned and implemented for secondary classes only. • School Counsellor or class teacher is responsible for imparting Life Skills Education. • Life Skills activities are conducted using the CBSE Life Skills Manuals. 	2			
2.6.1.4	<ul style="list-style-type: none"> • The school has CBSE Life Skills Manuals in its library. There is no organized programme for the development of Life Skills but carried out in an informal way. 	4			
2.7	Value Education				
2.7.1	The school has a well-integrated Value Education Programme.				
2.7.1.1	<ul style="list-style-type: none"> • There is well defined policy for imparting Values Education which is effectively implemented, monitored and reviewed touching regularly. • Teachers have created activities for promoting values among students through integration with curriculum. • Values Education is integrated in whole school plan and implemented accordingly. 	4	<ul style="list-style-type: none"> • School Policy • CBPs for teachers • CBSE Values Education Kit • School Curriculum Plan • Teachers Diary along with lesson plans • Consolidated School Time Table 	SQAAF	<ul style="list-style-type: none"> • RTE-2009 (Section 29.2) • NCF 2005 • WHO Policy • CBSE Advisories and Circulars



2.7.1.2	<ul style="list-style-type: none"> • The school has a planned programme for inculcating values among students. • The school has CBSE Values Education Kit for the ready reference of teachers. • Capacity Building programmes are organized for teachers to enhance their skills for the effective implementation of values education programme in the school. 	3	<ul style="list-style-type: none"> • Anecdotal Records • Portfolios of students • Student outcomes • Mentoring, Monitoring and Reviewing Practices 		
2.7.1.3	<ul style="list-style-type: none"> • Varied co-curricular activities are conducted by the school to inculcate values among students but there is no plan as such. 	2			
2.7.1.4	<ul style="list-style-type: none"> • Inculcation of values in students through school assembly only. 	1			



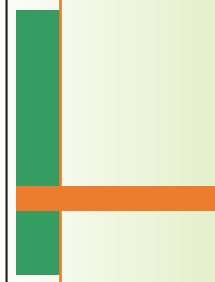
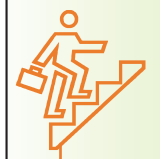
DOMAIN 3: INFRASTRUCTURE - Adequacy, Functionality, Aesthetics and Safety

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. Adequacy, functionality and Aesthetics 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.

- Sub Domains and Sub-Sub Domains
- 3.1 Classrooms, library, laboratories, computer labs and ICT facilities**
 - 3.1.1 The school has sufficient classrooms conducive to learning.
 - 3.1.2 The School Library facilitates effective delivery/implementation of its educational programmes.
 - 3.1.3 Laboratories are available to support learning activities.
 - 3.1.4 Computer and other ICT facilities are available to support different administrative and educational activities in the school.
 - 3.2 Principal's Office, Staff room and Administrative Offices**
 - 3.2.1 The school has sufficient space for Principal, staff and administration as per requirements.
 - 3.3 Infirmary and Health Management Facilities**
 - 3.3.1 The school has effective health management facilities.
 - 3.4 Water, Sanitation Facilities and Waste Management**
 - 3.4.1 The school provides safe drinking water; adequate sanitation facilities and follows effective waste management practices.
 - 3.5 Furniture**
 - 3.5.1 The school has adequate, safe, comfortable, age appropriate and aesthetically designed furniture.
 - 3.6 Lighting and Ventilation**
 - 3.6.1 The school building is designed for natural lighting and ventilation in keeping with the best international norms.
 - 3.7 Disaster Management Provisions**
 - 3.7.1 Adequate provisions/ effective measures are in place for Disaster Management.
 - 3.8 Eco friendly orientation, aesthetics, lawns and green plants**
 - 3.8.1 The school practices eco-friendly processes.
 - 3.9 Safety Provisions**
 - 3.9.1 The school ensures safety measures as per statutory requirements and as defined by the Board from time to time.
 - 3.10 Playground and Sports Facilities**
 - 3.10.1 Indoor and outdoor sport facilities are available and support differently-abled students.
 - 3.11 Rooms for Activities - Art, Sculpture, Music, Dance, Theatre, Technology**
 - 3.11.1 The school has adequate number of activity rooms for art, sculpture, music, dance, theatre and technology.



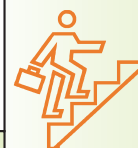




DOMAIN 3: INFRASTRUCTURE - ADEQUACY, FUNCTIONALITY, AESTHETICS AND SAFETY					
S.No.	Statement	Score	Supporting Evidence(s) / Records	Tool(s)	Policy-CBSE Circulars
3.1	Classrooms, Library, Laboratory, Computer Labs and ICT Facilities				
3.1.1	The school has sufficient classrooms conducive to learning.				
3.1.1.1	<ul style="list-style-type: none"> The School Policy with regard to infrastructure is in place. The school has integrated classrooms which have space for students: student and teacher: student interactions; have aesthetic features, ICT facilities and easy access for differently abled. There is an ongoing mechanism to assess the infrastructure needs of the students. 	4	<ul style="list-style-type: none"> School Policy Physical Verification Scanned photographs Stock register School Improvement Plan Monitoring and reviewing practices 	<ul style="list-style-type: none"> SQAAF School Visit Student Questionnaire Parent Questionnaire 	<ul style="list-style-type: none"> RTE Act CBSE Circulars
3.1.1.2	<ul style="list-style-type: none"> Classrooms are designed to provide for varied learning needs and suitable for different levels. 	3			
3.1.1.3	<ul style="list-style-type: none"> Classrooms are available as per statutory norms. 	2			
3.1.1.4	<ul style="list-style-type: none"> Classrooms are available but short of statutory norms. 	1			
3.1.2	The School Library facilitates effective delivery/implementation of its educational programmes.				
3.1.2.1	<ul style="list-style-type: none"> The School Policy with regard to the effective usage of library is in place. The school library: <ul style="list-style-type: none"> is aesthetically designed provides access to internet, e-library and various digital media to both teachers and students has separate reference facilities for teachers to facilitate learning. The books do not contain material offensive to any gender, race, religion or community. The Library is optimally and effectively used by students and teachers alike and is upgraded at regular intervals. The Librarian uses innovative techniques to encourage students to read. Student views and suggestions are taken to procure relevant and age appropriate books. The Library is accessible to parents and community also. Regular review of the needs of students and staff and appropriate action plan is evidenced. 	4	<ul style="list-style-type: none"> School Policy Budget Allocation Stock Registers Process of Procurement of books Consolidated time table Onsite verification Student, teacher and parent accession registers/e-issue data Library Log Book Mentoring, Monitoring and Reviewing Practices 	<ul style="list-style-type: none"> SQAAF School Visit Student and Teacher Questionnaire 	<ul style="list-style-type: none"> RTE Act CBSE Affiliation Bye Laws Circulars CBSE Book on Library Management
3.1.2.2	<ul style="list-style-type: none"> The school library resources are utilized by teachers and students; it has separate reference section and a Reading Room. Books are regularly updated to meet the developmental needs of learners of both the genders and all age groups. 	3			

3.1.2.3	<ul style="list-style-type: none"> The school library has adequate resources as per norms and students visit the Library as per their allotted period. 	2			
3.1.2.4	<ul style="list-style-type: none"> The school library is a room with a few books. 	1			
3.1.3	Laboratories are available to support learning activities.				
3.1.3.1	<ul style="list-style-type: none"> The School Policy with regard to the effective usage of laboratories is in place. The laboratory facilities are more than adequate, and there is optimal utilization by all students. Resources are added based on teacher and student feedback. All safety and security compliances are met with. The school has additional experiential lab(s) and mobile lab(s) for developing scientific temperament. Ongoing review of resources and subsequent action plan is evidenced. 	4	<ul style="list-style-type: none"> School Policy Budget Allocation Stock registers of different laboratories Lab usage registers Consolidated time table List of non-teaching staff members with roles and responsibilities Onsite verification of the laboratories to see for display of charts on safety measures to be adopted in the laboratory Need assessment forms Procurement procedure for lab equipment Mentoring, Monitoring and Reviewing Practices 	SQAAF	<ul style="list-style-type: none"> CBSE Affiliation Bye Laws Curriculum Documents Lab Manuals
3.1.3.2	<ul style="list-style-type: none"> Laboratories and related emergency management facilities are available. Teachers and students of both the genders are adequately trained to demonstrate safe and careful use of equipment. 	3			
3.1.3.3	<ul style="list-style-type: none"> The school has only Science and Mathematics laboratories which are sub-optimally utilized. Safety measures are not in place. 	2			
3.1.3.4	<ul style="list-style-type: none"> The school has only Science laboratory with few equipment. Resources are sub optimally utilized and without proper safety features. 	1			
3.1.4	Computer and other ICT facilities are available to support different administrative and educational activities in the school.				
3.1.4.1	<ul style="list-style-type: none"> There is a well-defined Policy for technology integration in school with a robust Blue Print. There are more than adequate computers (1:2 students per computer/laptop/tablet), high speed/strength internet facility. ICT facilities are: <ul style="list-style-type: none"> integrated with the learning design optimally utilized for appropriate instructional transaction, record keeping and other administrative work. Student outcomes are clearly visible in the school activities and in the Computer Lab. Parents are oriented towards digitalization of school processes. 	4	<ul style="list-style-type: none"> School Policy Budget Allocation Log books maintained in school for students, parents and other stakeholders Attendance Registers maintained for computer class for the students of different classes Consolidated Time Table of all classes Student Outcomes Details Teachers' Diary to see integration of ICT in 	<ul style="list-style-type: none"> SQAAF School Visit Student & Teacher Questionnaire 	<ul style="list-style-type: none"> CBSE Affiliation Bye Laws Curriculum Documents Lab Manuals Circulars ICT Policy

	<ul style="list-style-type: none"> • Computer Lab is accessible to parents and community. • Ongoing review of equipment and facilities is evidenced together with an action plan for improvement. 		<ul style="list-style-type: none"> teaching learning process related with scholastic and co-scholastic aspects • ICT content taught to students 		
3.1.4.2	<ul style="list-style-type: none"> • Computer and ICT facilities for Scholastic, Co-Scholastic activities, and School Information Management are available. • Facilities are regularly upgraded and effectively utilized. • Integration of ICT with the learning design of some subjects and a few activities is evidenced. 	3	<ul style="list-style-type: none"> • School website and SMS system or any other evidence of usage of ICT and computers for disseminating information to all its stakeholders 		
3.1.4.3	<ul style="list-style-type: none"> • Computer and ICT facilities are available which are used by teachers and students. 	2	<ul style="list-style-type: none"> • Records of orientation programmes for stakeholders 		
3.1.4.4	<ul style="list-style-type: none"> • Few computers are available in the school. 	1	<ul style="list-style-type: none"> • Mentoring, Monitoring and Reviewing Practices 		
3.2	Principal's Office, Staff Room and Administration Offices				
3.2.1	The school has sufficient space for Principal, Staff and Administration as per requirements.				
3.2.1.1	<ul style="list-style-type: none"> • The School Policy with regard to the provision of facilities for school staff and principal is in place. • The school has aesthetically designed offices, equipped with relevant ICT facilities for Principal, Teaching Staff and Administrative Staff as well as for non-teaching staff. • Review of infrastructure and aesthetics at regular intervals is evidenced. 	4	<ul style="list-style-type: none"> • School Policy • Photographs • School building plan • School budget • Onsite verification • Monitoring and reviewing practices 	<ul style="list-style-type: none"> • SQAAF • School Visit 	<ul style="list-style-type: none"> • CBSE Affiliation Bye Laws
3.2.1.2	<ul style="list-style-type: none"> • In addition to the Principal and Administrative Offices, a separate Staff Room(s) is/are available for teachers. 	3			
3.2.1.3	<ul style="list-style-type: none"> • The school has a common office for Principal, Administrative Staff and for other purposes. 	2			
3.2.1.4	<ul style="list-style-type: none"> • The school has a Principal's Office only. 	1			
3.3	Infirmiry (Medical room) and Health Management facilities				
3.3.1	The school has effective health management facilities.				
3.3.1.1	<ul style="list-style-type: none"> • The Policy for a Health Promoting School is in place. • Emergency protocols are followed. • All teachers are trained in first aid. • School has a full-time doctor and a nurse. • The school medical room is equipped to handle medical emergencies. • Equal comfort level is offered to both the genders. • Effective communication system is in place for Health Management. 	4	<ul style="list-style-type: none"> • School Policy • Onsite verification • Well equipped infirmiry • Health Cards of Students • Records of health checkup of the students and teachers 	<ul style="list-style-type: none"> • SQAAF • School Visit 	<ul style="list-style-type: none"> • CBSE Affiliation Bye Laws • CBSE Circulars and Advisories



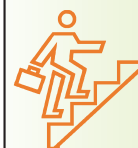
	<ul style="list-style-type: none"> • School Health and Wellness Club is the focal point of school health promotion • School health co-ordinator assists in the implementation and co-ordination of school health policies and programs. • Emergency medical care numbers are displayed at prominent places in the school. • The school health programmes are formally monitored, reviewed and appropriate actions taken. • All statutory requirements as per mandate are followed. • Regular Capacity Building Programmes for all stakeholders to encourage healthy Lifestyle. 		<ul style="list-style-type: none"> • Records of provision of female nurse along with a male doctor or vice versa • Tie up with a nearby Hospital and provision of an Ambulance • Emergency Protocols • CBPs attended by teachers • Talks by eminent personalities in the field of Health • Workshops for students and parents • Mentoring, Monitoring and Reviewing Practices 		
3.3.1.2	<ul style="list-style-type: none"> • A full-time nurse is available to attend to the needs of the students. Records are duly maintained. • Regular Health Check-ups are conducted and report is shared with the parents. • Relevant medical records of all students are updated with parental support. • Health Cards of all students are maintained with special focus on immunization. • The school has tie up with a local nearest hospital to meet emergency needs. • School is complaint with all statutory requirements. 	3			
3.3.1.3	<ul style="list-style-type: none"> • School has an infirmary/sick room but not manned by a doctor/nurse at all times. • A few teachers are trained in first aid. • Health Check-ups of students are conducted. 	2			
3.3.1.4	<ul style="list-style-type: none"> • School has a first aid kit with necessary medicines and other supplies for emergency which are within the expiry period. 	1			
3.4	Water, Sanitation Facilities and Waste Management				
3.4.1	The school provides safe drinking water; adequate sanitation facilities and follows effective waste management practices.				
3.4.1.1	<ul style="list-style-type: none"> • The School Policy for the provision of safe drinking water; clean and adequate sanitation facilities and waste management is in place. • Provision of menstrual hygiene management facilities like proper disposal facilities for menstrual waste, including an incinerator and dust bins. • Washroom/toilet doors have child-friendly latch. • Toilet(s) for Children with Special Needs (CWSN) with necessary provisions is available. • Visuals depicting key hygiene messages and use of water conserving techniques are available in all the toilets, hand washing areas and water drinking places. • Provision of Sanitary Pad dispenser in girls' toilets. 	4	<ul style="list-style-type: none"> • School Policy • Onsite verification • Standard Operating Procedures for Maintenance and Repair • Budget Provision for Sanitation and Waste Management of Solid, Liquid and e-waste • Certificate of safe drinking water from Competent Authority of the Area as per Affiliation Bye Laws of the Board 	<ul style="list-style-type: none"> • SQAAF Visit • School 	<ul style="list-style-type: none"> • CBSE Affiliation Bye Laws • Sanitation Policy • CBSE Circulars and Advisories

	<ul style="list-style-type: none"> • Regular/daily inspection of water and sanitation facilities by a committee /person appointed for the task. • Sufficient water is available at all times for different purposes in the school. • The waste generated is disposed off /recycled safely without any kind of contamination to any natural resources or endangering the health of its stakeholders and without compromising on the aesthetics in and around the school. • The school caters to a clean environment by enforcing stringent monitoring and review practices. • School is complaint with all statutory norms. 		<ul style="list-style-type: none"> • Sanitation Inspection Reports • Mentoring, Monitoring and Reviewing Practices • Adequate number of separate toilets for boys and girls 		
3.4.1.2	<ul style="list-style-type: none"> • Sufficient group hand washing facilities are available and are easily scalable. • All water, sanitation and hand washing facilities are kept clean; hygienic conditions are maintained and are regularly repaired. • There is regular supply of cleaning materials, soap, disinfectants, brooms, brushes, buckets etc. • All disinfectants and cleaning materials are kept away from the reach of the students. • There are working locks on the toilet doors. • There is provision of proper lighting, exhaust fans and dust bins in the toilets. • There is provision of separate and clean toilets for male and female staff. • Water filter/purifier is available in the school. • Water quality is tested periodically. • Dust bins are available in all the classrooms and labs and are kept clean. • School has a proper maintained drainage system and system for disposal of waste and garbage. 	3			
3.4.1.3	<ul style="list-style-type: none"> • The number of toilets is in proportion to number of students. • Toilets are kept clean. • Hand washing facility with soap dispensers and tissues. • There is provision of proper lighting in the toilets. • There is facility for safe drinking water with adequate number of water taps for all the students, located at convenient points within the building. • There is no water logging in the drinking area and in the toilets. 	2			



	<ul style="list-style-type: none"> The school has a drainage system. Dust bins are available in all the corridors in the school. 				
3.4.1.4	<ul style="list-style-type: none"> The school has separate functional toilets for boys and girls. Hand washing facility is available. There is facility for drinking water with a few number of water taps for all the students, located at a convenient point within the building. Dustbins are available at a few places in the school. 	1			
3.5	Furniture				
3.5.1	The school has adequate, safe, comfortable, age appropriate and aesthetically designed furniture.				
3.5.1.1	<ul style="list-style-type: none"> The school policy with regard to the provision of furniture is in place. Aesthetically designed, age appropriate and safe furniture is available in the school. Additional furniture is visible in order to engage students in multiple activities and enhance their skills. Special furniture is available for differently abled students. The infrastructure is periodically reviewed and changes made as per requirements 	4	<ul style="list-style-type: none"> School Policy Onsite verification Photographs List of classrooms, activity rooms, learning spaces Review practices for school improvement 	<ul style="list-style-type: none"> SQAAF School Visit Student Questionnaire 	<ul style="list-style-type: none"> CBSE Affiliation Bye Laws
3.5.1.2	<ul style="list-style-type: none"> Furniture is safe, adequate, comfortable and age appropriate. 	3			
3.5.1.3	<ul style="list-style-type: none"> Adequate furniture is available as per the number of students and teaching learning demands. 	2			
3.5.1.4	<ul style="list-style-type: none"> Very minimal furniture is available as per the teaching learning requirements. 	1			
3.6	Lighting and Ventilation				
3.6.1	The school building is designed for natural lighting and ventilation in keeping with the best international norms.				
3.6.1.1	<ul style="list-style-type: none"> The School Policy with regard to the provision of conducive environment to students is in place. The entire school building is well lit and ventilated with temperatures conducive for learning and working as per norms. Review mechanism to ensure a well-lit school is evidenced. 	4	<ul style="list-style-type: none"> School Policy School Building Plan Onsite verification Monitoring and reviewing practices 	<ul style="list-style-type: none"> SQAAF School Visit Student Questionnaire 	<ul style="list-style-type: none"> CBSE Affiliation Bye Laws Recommendations for Basic Requirements of School Building, 2006
3.6.1.2	<ul style="list-style-type: none"> Enough attention being paid to natural lighting and cross ventilation in building design. 	3			
3.6.1.3	<ul style="list-style-type: none"> There is illumination and cross ventilation in most of the classrooms. 	2			
3.6.1.4	<ul style="list-style-type: none"> The school has no proper lighting and ventilation in the classrooms and other rooms. 	1			

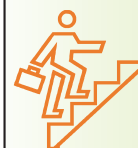
3.7 Disaster Management Provisions					
3.7.1 Adequate provisions/ effective measures are in place for Disaster Management.					
3.7.1.1	<ul style="list-style-type: none"> The School Policy on Disaster Management is in place. All students, teachers, non-teaching staff are well trained to manage all kinds of disasters and conduct evacuation drills in minimum time. Stringent provisions for emergency management are in place in terms of infrastructure and behaviour patterns. Evacuation Plans and Emergency Protocols are displayed all over the school. The Policy is monitored and reviewed at regular intervals. 	4	<ul style="list-style-type: none"> School Policy Availability of: <ul style="list-style-type: none"> fire extinguishers along with anti-fire gel at each floor, first aid kits in all classrooms, Principal's room, medical room and school vehicles blankets stretches fire sprinklers fire buckets filled with sand Action plan or annual calendar for conducting mock drills throughout the year Emergency protocols Records of mock evacuation drills Communication Tree Mentoring, Monitoring and Reviewing Practices 	<ul style="list-style-type: none"> SQAAF School Visit School Safety Check-list 	<ul style="list-style-type: none"> CBSE Affiliation Bye Laws CBSE Circulars CBSE Disaster Management Books School Safety Checklist
3.7.1.2	<ul style="list-style-type: none"> The school stakeholders of both the genders are trained to manage emergencies and disasters with enough practice in conducting mock drills and evacuation drills. 	3			
3.7.1.3	<ul style="list-style-type: none"> The school has some disaster management equipment and school stakeholders are aware of the drills. 	2			
3.7.1.4	<ul style="list-style-type: none"> There is only first aid kit available in the school and school stakeholders are not aware of emergency drills. 	1			
3.8 Eco-friendly Orientation, Aesthetics, Lawns and Green Plants					
3.8.1 The school practices eco-friendly processes.					
3.8.1.1	<ul style="list-style-type: none"> The School Policy on eco-friendly practices is in place. The school practices eco-friendly activities like vermi composting, rain water harvesting, use of solar energy, segregation of waste at source, recycling of waste, safe disposal of e-waste, effective water conservation activities and/or other activities which help in reducing the carbon footprint. Energy audit and audit of rubbish created by school is conducted regularly. Eco-friendly practices are integrated in the school Calendar. "lights-off" hour once per week is observed. The eco-friendly practices in the school are a role model for students, parents, teachers and the wider community. The Eco-friendly practices are monitored and reviewed at regular intervals. 	4	<ul style="list-style-type: none"> School Policy Budget Allocation List of human resources responsible for keeping the surroundings clean Records of community outreach programmes to create awareness related to environment issues in the community Photographs of eco-friendly practices in the school Scanned photographs of the surroundings of the school School Calendar with list of activities that promote eco-friendly values Mentoring, Monitoring and Reviewing Practices 	<ul style="list-style-type: none"> SQAAF School Visit 	<ul style="list-style-type: none"> RTE Act CBSE Affiliation Bye Laws CBSE Environment Manuals CBSE Guidelines and Advisories
3.8.1.2	<ul style="list-style-type: none"> The school displays neat and clean surroundings around it and creates awareness on environmental issues in the community through a number of activities. Use of energy saving and energy efficient 	3			



	<p>electrical equipment.</p> <ul style="list-style-type: none"> • School has compost pits. • Students of all levels - primary to secondary and senior secondary participate in eco-club activities. 				
3.8.1.3	<ul style="list-style-type: none"> • The school premises are aesthetically maintained with lawns and green plants. • School has an eco-club and only a few students of senior classes participate in it. 	2			
3.8.1.4	<ul style="list-style-type: none"> • The school premises are neat and clean. 	1			
3.9	Safety Provisions				
3.9.1	The school ensures safety measures as per statutory requirements and as defined by the Board from time to time.				
3.9.1.1	<ul style="list-style-type: none"> • Policy for a Safe and Secure School is in place. • The school has Committees for Child Protection and Safety as per norms. • All Statutory Compliances are in place. • The Committees prepare plan of action for ensuring overall safety of children. • Awareness programmes are conducted for the school staff and other stakeholders to sensitize them on safety measures. • The Plan is implemented, monitored and reviewed at regular intervals. 	4	<ul style="list-style-type: none"> • School Policy • Action plan for dealing with emergency • Emergency Protocols and statutory Guidelines for transport, classrooms, corridors, washrooms, transition time, routing time, one day trips, excursions, functions, events etc. 	SQAAF Safety Check-list	<ul style="list-style-type: none"> • CBSE affiliation Bye Laws • CBSE Circulars and Guidelines • Disaster Management Books by CBSE • Safety Checklist
3.9.1.2	<ul style="list-style-type: none"> • School does not have a policy; but safety related duties are assigned to the staff. • School has tie up with local agencies for handling emergency situations. • School ensures the presence of personnel to regulate traffic during peak hours outside the school. • Safety of the students is ensured when taken for field trips and excursions. • School ensures safe transport facilities for the students and follows all the guidelines as prescribed by the Board with regard to it from time to time. 	3	<ul style="list-style-type: none"> • Evidences of training sessions for school staff and other stakeholders on safety related matters • School visit • Infrastructural requirements • Safety certificates • Evidences of tie up with local agencies for handling emergencies • CPC 		
3.9.1.3	<ul style="list-style-type: none"> • School does not have a policy but ensures necessary safety provisions eg. display of necessary information, safety equipment, emergency contact numbers, emergency exits, first aid kits, etc. inside the school premises and its surroundings. • Proper records of movement of vendors and visitors in the school are maintained. 	2	<ul style="list-style-type: none"> • Anti Bullying • Sexual Harassment Policy • POCSO Act Awareness • Mentoring, Monitoring and Reviewing Practices 		
3.9.1.4	<ul style="list-style-type: none"> • School has no policy or plan or action except certificates of inspection for safety of school building, fire safety and safe drinking water certificate on file. 	1			



3.10		Playground and Sports Facilities			
3.10.1		Indoor and outdoor sport facilities are available and support differently-abled students.			
3.10.1.1	<ul style="list-style-type: none"> • School Sports policy is in place. • Aesthetically designed and regularly maintained playgrounds. • Provision of multi courts and diverse sports and games facilities . • Optimal utilization of school playground. • Facility for coaching or special training for sports is available. • Provision of sports facilities for children with special needs. • Yoga is part of the outdoor activities. • Intra and Inter school events are organized in the school playground. • Regular monitoring and reviewing practices are evidenced. 	4	<ul style="list-style-type: none"> • School Policy • School Building Plan • Budget Allocation • CBPs for Teachers • Annual Calendar of MPE and Sports • List of staff members with roles and responsibilities • Stock Register for sports and games • Consolidated time table of all classes • Student Year Book • School Website • Physical verification • Mentoring, Monitoring and Reviewing Practices 	<ul style="list-style-type: none"> •SQAAF •School Visit 	<ul style="list-style-type: none"> •CBSE Affiliation Bye Laws •CBSE Circulars and Advisories
3.10.1.2	<ul style="list-style-type: none"> • School has a playground meeting minimum statutory requirements and is optimally used for multiple sports and other activities including yoga. • Inter school and intra school sports events are organized and conducted in the school. • Provision of equal sports and games facilities to all students regardless of gender. 	3			
3.10.1.3	<ul style="list-style-type: none"> • School has a playground meeting minimum statutory requirements and is used for only one/two sports and other activities. • Equipment is maintained and made available as and when required. • Playground activities are supervised. • Records and inventories are maintained. 	2			
3.10.1.4	<ul style="list-style-type: none"> • School does not have its own playground but has an alternate arrangement like use of playground of a neighbourhood school or a community space. • School has limited sports material / equipment. 	1			
3.11		Activity Rooms			
3.11.1		The school has adequate number of activity rooms for art, sculpture, music, dance, theatre & technology.			
3.11.1.1	<ul style="list-style-type: none"> • The School Policy for development of Aesthetics, Art and Culture in students is well in place. • Activity rooms are well designed and equipped to meet the diverse interests of students. • Open spaces are well utilized to develop a culture of art and aesthetics. • Age appropriate equipment are available in more than adequate number. 	4	<ul style="list-style-type: none"> • School Policy • Budget Allocation • List of Activity Rooms • List of equipment • Log Book • Maintenance Record • Display of Learning Outcomes • Physical Verification • Photographs 	SQAAF	<ul style="list-style-type: none"> • RTE Act • CBSE Circulars



	<ul style="list-style-type: none"> • Equipment is effectively utilized and well maintained. 		<ul style="list-style-type: none"> • Website • Newsletters • Mentoring, Monitoring and Reviewing Practices 		
3.11.1.2	<ul style="list-style-type: none"> • School has adequate number of activity rooms for both primary and senior school students and they are optimally utilized. 	3			
3.11.1.3	<ul style="list-style-type: none"> • School has one or two rooms together with a multi-purpose space which is utilized for activities. 	2			
3.11.1.4	<ul style="list-style-type: none"> • School has one or two rooms which are used as activity rooms. 	1			



DOMAIN 4: HUMAN RESOURCES

Staff forms an integral part of any school and is responsible for ensuring student outcomes in both scholastic and co-scholastic aspects 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.

Policies and practices for staff that are conducive to a working environment, are nurturing in nature, promote and encourage innovation and collaboration - are the hall marks of a learning organization.

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.

Sub Domains and Sub-Sub Domains	4.1 School Staff – teaching and non-teaching <ul style="list-style-type: none">4.1.1 The school recruits qualified and competent staff (teaching and non- teaching) that is sufficient in number to support fulfillment of school mission and objectives.4.1.2 The school has an induction policy in place for the new employees.4.1.3 The school conducts staff appraisal.4.1.4 The school carries out staff development programmes and capacity building of teachers.4.1.5 The school decides the salary and other allowances as per state norms/central norms.4.1.6 The school provides staff incentives and appreciation.4.1.7 The school has a well-developed mechanism of mentoring of teachers.
	4.2 Parents <ul style="list-style-type: none">4.2.1 Parents interface with school.
	4.3 Students <ul style="list-style-type: none">4.3.1 Students as Resources.
	4.4 Alumni <ul style="list-style-type: none">4.4.1 The school interacts with Alumni.
	4.5 Community <ul style="list-style-type: none">4.5.1 The school is committed to fostering effective school community partnership for providing enriching opportunities to enhance students' achievement and wellbeing.

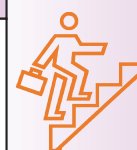




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DOMAIN 4: HUMAN RESOURCES

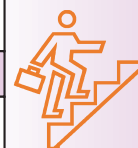
S.No.	Statement	Score	Supporting Evidence(s) / Records	Tool(s)	Policy-CBSE Circulars
4.1	School Staff				
4.1.1	The school recruits qualified and competent staff (teaching and non-teaching) that is sufficient in number to support fulfillment of school mission and objectives.				
4.1.1.1	<ul style="list-style-type: none"> The School Recruitment Policy is in place. The school employs sufficient number of staff for scholastic and co-scholastic activities; administrative; housekeeping; security etc. The school complies with all recruitment norms including background checks. The school also appoints full time counselor(s) and special educator(s) depending upon the number of students. The school maximizes each Human Resource. The school employs teaching staff on the basis of written test; face to face interview and demonstration of competency in a 'real' class. Monitoring and reviewing practices are in place. 	4	<ul style="list-style-type: none"> School Policy SOP for recruitment of employees Criteria with proper rubrics for the selection of candidates List of members in the interview panel HR Manual or Employees Handbook Minutes of Staff Selection Panel Staff Records and Staff Personal Files (The Assessing Team may also see the advertisements for recruitment of staff; list of applicants) 	SQAAF	<ul style="list-style-type: none"> RTE Act RTE Model Rules CBSE Affiliation Bye Laws
4.1.1.2	<ul style="list-style-type: none"> The school employs sufficient number of staff (teaching and non-teaching). The school employs staff; assigns duties and other responsibilities as per their professional competence. 	3	<ul style="list-style-type: none"> Work Load of all staff (Teaching and Non-Teaching) Mentoring, Monitoring and Reviewing Practices 		
4.1.1.3	<ul style="list-style-type: none"> The school employs staff as per affiliation bye laws. 	2			
4.1.1.4	<ul style="list-style-type: none"> The school employs staff without any defined recruitment rules and screening process. 	1			
4.1.2	The school has an Induction Policy in place for the new employees.				
4.1.2.1	<ul style="list-style-type: none"> The School Induction Policy for its new employees is in place. The school assigns a mentor to each new member recruited for a certain period of time. The new entrant is coached and mentored at regular intervals. The principal assigns work/ responsibilities to the staff as per their knowledge, competencies and skills. A road map for the personal and professional growth of the employee is generated with mutual consensus. Monitoring and reviewing at regular intervals is demonstrated. 	4	<ul style="list-style-type: none"> School Induction Policy Staff Handbook Written records or minutes of orientation or induction meetings of new teaching staff with the HOD/ Principal / Manager Service Rules for the non-teaching staff List of staff members along with the duties assigned to them Mentoring and Coaching Record 	SQAAF	<ul style="list-style-type: none"> CBSE Affiliation Bye Laws Circulars



4.1.2.2	<ul style="list-style-type: none"> The school conducts an orientation programme which is mandatory for all staff to attend where new staff members are introduced to the school staff, familiarized with their roles, duties, responsibilities and value system of the school. 	3	<ul style="list-style-type: none"> Mentoring, Monitoring and Reviewing Practices 		
4.1.2.3	<ul style="list-style-type: none"> New staff are briefed by the concerned H.O.D./Principal/Manager regarding their duties, activities, etc. 	2			
4.1.2.4	<ul style="list-style-type: none"> New staff takes up their duties right after they sign their attendance on the first day. 	1			
4.1.3	The school conducts staff appraisal.				
4.1.3.1	<ul style="list-style-type: none"> The school has a clear Policy for Staff Appraisal which includes Professional Development Measures and Motivation and Retention of employees. The criteria for staff appraisal are developed in collaboration with staff members. The Principal/HR Head encourages one to one discussion with staff at regular intervals over a period of a year wherein a SWOT analysis is done and coaching and mentoring provided if needed. The teaching staff is also encouraged to do self-assessment using PINDICS (Performance Indicators) published by NCERT. The staff shares their satisfaction or concern areas and the school provides support and assistance wherever required. Opportunity is given to the staff to discuss the result of their appraisal. The school authorities also take appropriate action after analyzing the results of the appraisal of the staff. 	4	<ul style="list-style-type: none"> School Policy Staff Appraisal Policy Staff Manual or Teacher's Handbook Process of Staff Appraisal Evaluation forms or feedback report Self-Evaluated Forms of Teachers (PINDICS) Minutes of Meetings- conducted to apprise staff of the various criteria for appraisal 	<ul style="list-style-type: none"> SQAAF School Visit 	<ul style="list-style-type: none"> RTE Act CBSE Circulars
4.1.3.2	<ul style="list-style-type: none"> The school conducts 360-degree appraisal of its staff on the pre-defined criteria made in consultation with the staff. The staff is mentored and coached over a period of time. 	3			
4.1.3.3	<ul style="list-style-type: none"> The school conducts a one-time appraisal of all categories of staff on pre-defined criteria known to the staff. 	2			
4.1.3.4	<ul style="list-style-type: none"> Appraisal of the teaching staff is done on random basis and on such parameters not known to the staff. 	1			

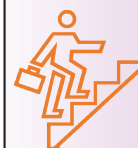


4.1.4 The school carries out staff development programmes and capacity building of teachers.					
4.1.4.1	<ul style="list-style-type: none"> The school has proper written/ documented plan/policy for the capacity building of its principal, teachers and other staff members as per their need. The school ensures that all teachers have gone through Knowledge, Skill and Competencies based workshops over a period of one year. The school ensures that the staff implements the takeaways of the CBPs attended. The staff is mentored and reviewed at regular intervals. The school collaborates with the schools in its hub and/or other partners to enhance capacity building of its teachers. Other than identifying training needs in scholastic and co-scholastics, the school also encourages self-upgradation in those domains or areas which go beyond the classroom. There is provision for teacher development in the Annual Budget. 	4	<ul style="list-style-type: none"> School Policy School Annual Budget Income and Expenditure statement of school Action Plan/Policy for the professional development of Principals and Teachers Certificates of participation of the Principal and all the teachers in the Professional Development Programmes Annual Training Calendar for each teacher Need Analysis Reports of Self-upgradation done by staff members Mentoring, Monitoring and Reviewing Practices 	SQAAF	<ul style="list-style-type: none"> RTE Act CBSE Affiliation Bye Laws RTE Model Rules National Council Framework on Teacher Education Circular(s) CBSE Training Calendar
4.1.4.2	<ul style="list-style-type: none"> The Principal along with the teaching staff are periodically involved in self and team-development and management programmes. Equal opportunities are provided to all the staff members. 	3			
4.1.4.3	<ul style="list-style-type: none"> Some teachers are sent for CBPs organized by CBSE Centres of Excellence. There is Teachers' Development Report including their involvement in activities other than teaching. 	2			
4.1.4.4	<ul style="list-style-type: none"> Only a few senior teachers are given the opportunity for attending some Capacity Building Programmes. 	1			
4.1.5 The school decides the salary and other allowances as per state norms/central norms.					
4.1.5.1	<ul style="list-style-type: none"> The school policy with regard to payment of salary and other allowances to the staff is in place. The school gives salary according to the latest Pay Commission. The school also provides staff allowances, incentives and appreciation for additional work including rewards like sponsoring training etc. 	4	<ul style="list-style-type: none"> School Policy Evidence regarding payment of salary through bank, Pay slips Bank Certificate HR Manual or Service Rules or Teacher's Handbook Staff salary records Pass Books of salary account of teachers Increments Policy of the Central /State / Pay Commission 	SQAAF	<ul style="list-style-type: none"> RTE Act CBSE Affiliation Bye Laws
4.1.5.2	<ul style="list-style-type: none"> DA and other admissible allowances as per Central or respective State Govt. rates are paid to the staff. 	3			
4.1.5.3	<ul style="list-style-type: none"> Salary is paid to the staff members as per individual negotiations based on school's terms and conditions of service. 	2			



4.1.5.4	<ul style="list-style-type: none"> Salary is not paid to the school staff as stated in the affiliation bye laws of the Board. 	1	<ul style="list-style-type: none"> Records of additional benefits to teachers and certificates of teachers' participation in training programmes Income and Expenditure statement of school 		
4.1.6	The school provides staff incentives and appreciation.				
4.1.6.1	<ul style="list-style-type: none"> Effective implementation of plan or policy for provision of incentives and appreciation to teaching and non-teaching staff is in place. There is regular interaction of Leadership with staff. Innovative practices to motivate staff for good performance are embedded in the system. Feedback mechanism to gauge satisfaction of employees is in place. 	4	<ul style="list-style-type: none"> School Policy Records of incentives and appreciations awarded to the teaching and non-teaching staff Staff Salary Records Staff Personal Files HR Manual /Teachers Manual Feedback forms Mentoring, Monitoring and Reviewing Practices 	SQAAF	<ul style="list-style-type: none"> RTE - 2009 (Section 23.3) RTE Model Rules CBSE Affiliation Bye Laws
4.1.6.2	<ul style="list-style-type: none"> The school has a policy or plan of action for providing incentives and appreciation to all its staff members. The number of staff members who receive appreciation or incentives during the year is high. 	3			
4.1.6.3	<ul style="list-style-type: none"> Number of staff members (teaching and admin) appreciated or provided incentives in some form or the other is negligible. 	2			
4.1.6.4	<ul style="list-style-type: none"> The school has no written policy for providing incentives or appreciation to its staff but once in a while the teaching staff is appreciated either verbally or through letters of appreciation. 	1			
4.1.7	The school has a well-developed mechanism of mentoring of teachers.				
4.1.7.1	<ul style="list-style-type: none"> The School Policy for the mentoring of teachers is in place. There is a mentoring schedule and programme in place. The mentor-mentee meetings are held every week with an agenda to discuss improvement in various school processes and any issues faced by the teachers. Action Plan for improvement is made with mutual consensus. The Plan is monitored and reviewed at regular intervals. 	4	<ul style="list-style-type: none"> School Policy Records of Departmental and Staff Meetings HR Manual Staff Mentoring Meetings Checklists for mentoring and reviewing Feedback reports 	SQAAF	

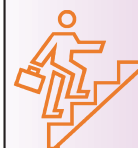
4.1.7.2	<ul style="list-style-type: none"> • There is a mentoring programme with proper agenda scheduled every month in which issues or problems of teachers related with teaching learning process are discussed and solutions are found through a collaborative approach. 	3			
4.1.7.3	<ul style="list-style-type: none"> • The mentoring is just restricted to the weekly/fortnightly reports to the Head of Department. 	2			
4.1.7.4	<ul style="list-style-type: none"> • The mentoring is just restricted to reporting of teachers to the head of the department as and when called for. 	1			
4.2	Parents				
4.2.1	Parents interface with school.				
4.2.1.1	<ul style="list-style-type: none"> • Policy for Parental Involvement in place. • Parents are partners in growth of the children and thus school has an open-door policy for parents. • Structured, formal and informal interventions of parents in school activities are evident in the school calendar. • Communication is two-ways. School takes feedback from parents constructively and has an immediate response system in place. • PTMs are regular and attended by most parents. • Parents are involved in developing and implementing school policies like School Development Plan, Safety and Security Measures in school etc. • Facilities like Library, Computer Labs and Playgrounds are accessible for the parents. • 'No Parent Left Behind' Policy is evidenced. • Communication Tree is in place. • Effective Complaint/Suggestion Management System is in place. • Effective Feedback Mechanism is in place. 	4	<ul style="list-style-type: none"> • School Policy • Directory of parents • PTM records • List of names of parents who are members of the PTA • Minutes of PTA Meetings • 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 in school activities such as assisting teachers in classrooms, helping in organizing excursions, camps, sports carnival and other extracurricular activities • Almanac • Records of parent participation other than PTA members • Parent Participation Tracker • Suggestion/Complaint Management System • Feedback Mechanism • Poll Surveys 	SQAAF	RTE Act
4.2.1.2	<ul style="list-style-type: none"> • Interaction of school with parents through different modes throughout the year. • All parents are encouraged to participate in school activities in an informal manner. 	3			
4.2.1.3	<ul style="list-style-type: none"> • The school has a Parent Teacher Association and the members meet once in a year other than PTMs. 	2			
4.2.1.4	<ul style="list-style-type: none"> • The school has very few interactions with the parents and that too through Parent Teacher meetings only. 	1			



4.3	Students				
4.3.1	Students as Resources.				
4.3.1.1	<ul style="list-style-type: none"> • Policy for student involvement in school improvement plans is in place. • Participation and involvement of students in the school improvement plan is encouraged across the board (pre-primary - XII). • The school has a well-integrated calendar to ensure that students have a voice in the target setting of a school improvement plan and are a part of the Aware Responsible and Empowered Program. • The feedback from students is used for Action Research and to set SMART goals for setting up specific quality processes. • The students become positive enablers for others. • The abilities and competencies of students are used effectively to provide meaningful inputs to their juniors. • Students are used as resource persons for sharing insights into their world which can help schools formulate Health Promoting School Policy. • Students assist in peer and buddy learning in scholastic and co-scholastic domains. • Students are provided opportunities to exhibit their leadership skills and take on responsibility and accountability of age appropriate processes in the school. • Regular mentoring, monitoring and reviewing of the policy and its implementation is evidenced. 	4	<ul style="list-style-type: none"> • School Policy • Student Handbook/School Almanac • School Calendar • Anecdotal Records • Portfolio • Counselling Records • Record of activities that develop Life skills, Values and those that prepare a student for the 21st century • Record of students as resource persons for workshops and conferences • Record of students as peer educators • Record of student responsibilities • Records of students as leaders • Record of inputs from suggestion boxes • Complaint/suggestion management • School Magazine or Photo Gallery on the school website • Mentoring, Monitoring and Reviewing Practices 	SQAAF	RTE Act
4.3.1.2	<ul style="list-style-type: none"> • The school has a well-documented process for selection of student council. • The student council is engaged effectively in formulating school improvement plans. • Selective students are provided with an opportunity to become leaders. • Buddy programmes and students as enablers are evidenced in selective classes. • Feedback mechanism from students is in place and complaints and suggestions are addressed. 	3			
4.3.1.3	<ul style="list-style-type: none"> • The school has a process for selection of student council and there is clarity in the roles of the members of the student council. 	2			
4.3.1.4	<ul style="list-style-type: none"> • The school has the student council selected from the senior school who takes care of their designated roles. 	1			



4.4 Alumni					
4.4.1 The school interacts with Alumni.					
4.4.1.1	<ul style="list-style-type: none"> The school policy for Interface with Alumni is in place. The school has structured tracking mechanisms regarding alumni and involves them in frequent interface leading to further development. The Alumni is regularly involved in the School Improvement Programmes. The Alumni are the Brand Ambassadors for the school. 	4	<ul style="list-style-type: none"> School Policy School Alumni directory List of members of Alumni Association Minutes of Alumni Association meeting of previous year Records of Communication with Alumni either electronic communication or telephonically 	SQAAF	
4.4.1.2	<ul style="list-style-type: none"> The school has structured platform for alumni to participate in school activities regularly like Annual Meet or Annual Function, Sports Day, Farewell Parties, Social Nights, etc. 	3	<ul style="list-style-type: none"> Placement records Alumni Tracking Mechanism 		
4.4.1.3	<ul style="list-style-type: none"> The school has an Alumni Association that meets once a year. 	2	<ul style="list-style-type: none"> Blue print or action plan for the involvement of Alumni in school activities 		
4.4.1.4	<ul style="list-style-type: none"> The school has random interaction with its alumni. 	1	<ul style="list-style-type: none"> School improvement Plan 		
4.5 Community					
4.5.1 The school is committed to fostering effective school community partnership for providing enriching opportunities to enhance students' achievement and wellbeing.					
4.5.1.1	<ul style="list-style-type: none"> The school policy for fostering effective relationship with community is in place. School leadership and teachers identify and draw on community resources to enrich their students' learning. School and community collaborate to provide interventions for enhancing student achievement and wellbeing. School maintains and sustains fruitful school community partnership. Community plays an active, meaningful and purposeful role in school decision making. 	4	<ul style="list-style-type: none"> School Policy School Improvement Plan List of members of SMC List of Community resources identified and used for enhancing student achievement Feedback Mechanisms Evidence of Community Members as goodwill ambassadors 	SQAAF	
4.5.1.2	<ul style="list-style-type: none"> School is aware of the value and importance of school community partnerships for the good of students and overall growth of the school. School Improvement Plan clearly outlines the role of the community representatives or partners in achieving the desired goals. The school building is open and accessible for community beyond school hours. 	3	<ul style="list-style-type: none"> Minutes of Meetings attended by Community Members 		



4.5.1.3	<ul style="list-style-type: none"> • School invites community representatives for different activities at special occasions. • Community representative members of the SMC are involved in School Improvement Planning. 	2			
4.5.1.4	<ul style="list-style-type: none"> • Community representatives are the members of the School Managing Committee (SMC). 	1			



DOMAIN 5: INCLUSIVE PRACTICES

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.

Sub Domains and **5.1 Barrier free environment**

Sub-Sub Domains

5.1.1 The school provides barrier free access in terms of physical environment to the students with disabilities.

5.1.2 The school provides barrier free access in terms of curriculum to students with special needs.

5.1.3 The school provides barrier free access in terms of teaching and assessment to the children with disabilities.

5.2 Games, Sports and other Recreational Facilities

5.2.1 Adequate and appropriate indoor and outdoor games, sports and other recreational facilities are provided to students with disabilities.

5.3 Transportation Facilities

5.3.1 The school provides adequate transportation facilities to students with disabilities.

5.4 Overcoming Attitudinal Barriers

5.4.1 Training and sensitization programmes are conducted for all staff members by the school with respect to students with disabilities.

5.5 Other Support Services

5.5.1 The school provides support services or resources for its students with disabilities along with the support resources for the teachers.





Courtesy :
N.H. GOELWORLD SCHOOL, RAIPUR

Domain 5: Inclusive Practices					
S.No.	Statement	Score	Supporting Evidence(s) / Records	Tool(s)	Policy-CBSE Circulars
5.1	Barrier free Environment				
5.1.1	The school provides barrier free access in terms of physical environment to the students with disabilities.				
5.1.1.1	<ul style="list-style-type: none"> School Policy for Inclusion and Inclusive practices is in place. All the parts of the school building are accessible either by ramp or by lifts; all the surfaces are non-slippery; handrails have been provided in the walkways and the walkways are clear of any hung and protruding obstructions. There is a regular and ongoing mechanism to review the safety procedures and infrastructure. 	4	<ul style="list-style-type: none"> School Policy CBPs for Teachers Onsite verification Scanned photographs Monitoring and Reviewing Practices 	SQAAF	<ul style="list-style-type: none"> CBSE Affiliation Bye Laws Inclusion Policy RTE Act
5.1.1.2	<ul style="list-style-type: none"> Appropriate visual signage and signage in Braille have been placed at readable height for the use of students with disabilities. Suitable arrangements as per the needs of the students are made in the classrooms. 	3			
5.1.1.3	<ul style="list-style-type: none"> The school has accessible toilets and drinking water outlets for students with disabilities; the path from the gate to the school building and playground is clear and leveled. 	2			
5.1.1.4	<ul style="list-style-type: none"> The school has a ramp. 	1			
5.1.2	The school provides barrier free access in terms of curriculum to students with special needs.				
5.1.2.1	<ul style="list-style-type: none"> The school has written policy and procedure(s) for identifying the abilities/ learning needs/styles of the students at the time of admission in order to determine the educational needs of the child. School has an Inclusion Committee and a resource cell that plans the scholastic and co-scholastic needs of each child. Curriculum is made flexible in terms of time, teaching/learning resources, methodology, mode of access, and presentation in order to meet the identified needs of children with disabilities in both cognitive and non-cognitive areas aiming at their holistic development. Counsellors and trained staff to handle children with Special Needs are appointed in the school. The counselors, teachers and parents work in collaboration to formulate Individual Education Plans for the children. The student outcomes are regularly monitored and reviewed and action plan made based on the analysis. 	4	<ul style="list-style-type: none"> School Policy CBPs for Teachers List of members of School Inclusion Committee List of recommendations by the School Inclusion Committee Teacher's Diary Curriculum plan Policy document and procedure for identifying the abilities/learning needs/styles of these children List of vocational courses or skill based activities offered to the children Mentoring, Monitoring and Reviewing Practices 	SQAAF	<ul style="list-style-type: none"> CBSE Affiliation Bye Laws Inclusion Policy RTE Act



5.1.2.2	<ul style="list-style-type: none"> The school has Inclusion Committee which assists in setting learning goals and suggests changes in teaching processes, assessment procedures, etc. and its recommendations are implemented. Vocational courses or skill based activities are offered as per need for each child. 	3			
5.1.2.3	<ul style="list-style-type: none"> Teachers are instructed to give extra time to children with special needs for finishing their classwork/assignments. 	2			
5.1.2.4	<ul style="list-style-type: none"> Same curriculum is transacted to students with disabilities as to other students within the regular classroom. 	1			
5.1.3	The school provides barrier free access in terms of teaching and assessment to the children with disabilities.				
5.1.3.1	<ul style="list-style-type: none"> The school policy for Inclusive Practices is in place. Teachers make use of need based assistive devices in the classroom as per the disability of students. The teachers work in close collaboration with special educators, parents/guardians, other teachers, therapists, counselors and administrators. Teachers evaluate the academic, social, emotional and physical development (progress) of the children, not in comparison to others but on the basis of their individual learning plans. If need be, students with disabilities are 	4	<ul style="list-style-type: none"> School Policy CBPs for Teachers Teacher's Dairy Records of remedial classes List of referred cases Record of working in collaboration with other teachers, special educators, parents, therapists Onsite verification Performance records of CWSN Assessment worksheets or other tests or assessment 	SQAAF	<ul style="list-style-type: none"> CBSE Affiliation Bye Laws Inclusion Policy RTE Act



	<p>taught on one to one basis or in small groups with the help of special educators in collaboration with parents.</p> <ul style="list-style-type: none"> • There is a regular and ongoing program for mentoring, monitoring and reviewing the process. 		<p>assignments</p> <ul style="list-style-type: none"> • Mentoring, Monitoring and Reviewing Practices 		
5.1.3.2	<ul style="list-style-type: none"> • Teachers attach a buddy to help a child with special needs in scholastic and co-scholastic activities. • Teachers make use of a range of teaching approaches including thematic and cross curricular approaches. • Teachers use formative and diagnostic assessments to recognize the teaching learning needs of these students and accordingly organize special remedial classes for them. • The teachers refer children with complex needs (whose progress is inadequate despite planned interventions) to 	3			
5.1.3.3	<ul style="list-style-type: none"> • Teachers work in collaboration with special educators/counsellors to identify the learning needs of special children. • Teachers make use of differentiated instruction (in terms of teaching methodologies and assessment procedures). • Teachers organize the classroom and seat the children to optimize opportunities for communication, interaction and learning. • The teachers give extra time to students to complete their class work and assessments as per their ability and organize remedial classes as per their needs. 	2			
5.1.3.4	<ul style="list-style-type: none"> • Teachers teach students with special needs along with other students and same assessment procedures are followed. 	1			
5.2	Games, Sports and other Recreational Facilities				
5.2.1	Adequate and appropriate indoor and outdoor games, sports and other recreational facilities are provided to students with disabilities.				
5.2.1.1	<ul style="list-style-type: none"> • Policy for Inclusive Practices is in place. • The school appoints special coaches for students with disabilities. • PE teachers are sensitized about the needs of students with disabilities and make participation in sports a safe and healthy experience for them. 	4	<ul style="list-style-type: none"> • School Policy • CBPs for teachers • Stock Register of games and sports • List of special coaches 	SQAAF	<ul style="list-style-type: none"> • CBSE Affiliation Bye Laws • Inclusion Policy • RTE Act



	<ul style="list-style-type: none"> Teachers use special devices or mechanisms to keep them safe in the playground. Teachers have a procedure to know the abilities of the child and accordingly the games and sports facilities or other recreational facilities are provided. Mechanism to mentor, monitor and review the process is in place. 		<ul style="list-style-type: none"> Record of orientation programme for PE teacher(s) Records of physical examination of students with disabilities Records of counselling of parents of these children encouraging them to allow their children to participate in games and sports Student growth chart Mentoring, Monitoring and Reviewing Practices 	SQAAF	<ul style="list-style-type: none"> RTE Act CBSE Circulars
5.2.1.2	<ul style="list-style-type: none"> Parents of children with disabilities are counselled to encourage and allow their children to participate in games and sports activities. Medical Report and consent is taken from the parents to ascertain if the child is medically fit enough to play the desired game(s) or sport. 	3			
5.2.1.3	<ul style="list-style-type: none"> Indoor and outdoor games and sports facilities are available for students with disabilities and are modified to suit their needs, if required. 	2			
5.2.1.4	<ul style="list-style-type: none"> Students with disabilities are encouraged to participate in only music, play or drama. 	1			
5.3	Transportation Facilities				
5.3.1	The school provides adequate transportation facilities to students with disabilities.				
5.3.1.1	<ul style="list-style-type: none"> The School Policy for Inclusive Practices is in place. Drivers and attendants are trained in meeting the needs of students with disabilities. Transportation related training is given to CWSN, peers and teachers. School Buses are CWSN friendly. Regular monitoring and reviewing of the process is evidenced. 	4	<ul style="list-style-type: none"> School Policy CBPs for teachers Onsite verification / photographs Record of orientation or sensitization programme for drivers, attendants and students with disabilities Mentoring, Monitoring and Reviewing Practices 	SQAAF	<ul style="list-style-type: none"> CBSE Affiliation Bye Laws Inclusion Policy RTE Act
5.3.1.2	<ul style="list-style-type: none"> School buses have almost all the 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. 	3			
5.3.1.3	<ul style="list-style-type: none"> Attendants accompany CWSN in the school bus. 	2			
5.3.1.4	<ul style="list-style-type: none"> Same transportation facilities as provided to the other children in school are provided to the students with disabilities. 	1			



5.4		Overcoming Attitudinal Barriers			
5.4.1		Training and sensitization programmes are conducted for all staff members by the school with respect to students with disabilities.			
5.4.1.1	<ul style="list-style-type: none"> The School Policy for Inclusive Practices is in place. Students, teachers, school support staff, drivers and bus attendants are sensitized about the needs of students with disabilities. Special orientation programmes are also organized by the school for parents. Stakeholders are involved in programmes that build empathy for students with special needs and they plan activities that empower and enable the students. Statutory compliances are met with. The Policy is stringently monitored and 	4	<ul style="list-style-type: none"> School Policy CBPs for teachers Records of orientation or sensitization programmes for all the concerned with students with disabilities Statutory Compliances Mentoring, Monitoring and Reviewing Practices 	SQAAP	<ul style="list-style-type: none"> CBSE Affiliation Bye Laws Inclusion Policy RTE Act
5.4.1.2	<ul style="list-style-type: none"> The school managers and the head of the school have laid out clear cut policies in context to dealing with children with special needs. All stakeholders have undergone an orientation to understand children with special needs. 	3			
5.4.1.3	<ul style="list-style-type: none"> All teachers and heads are oriented on the issues related to disabilities and inclusive education. 	2			
5.4.1.4	<ul style="list-style-type: none"> Teachers dealing with students with disabilities in their classrooms undergo capacity building programmes on inclusion and inclusive strategies. 	1			
5.5		Other Support Services			
5.5.1		The school provides support services or resources for its students with disabilities along with the support resources for the teachers.			
5.5.1.1	<ul style="list-style-type: none"> The School Policy for Inclusive Practices is in place. Health care, personal support and care and specialist support staff are provided to children with complex needs. Special Educators and rehabilitation professionals are available. Learning aids; ICT facilities; specialist furniture, fittings and equipment and other assistive technologies are available in the school for the students with disabilities. Mentoring, monitoring and reviewing the 	4	<ul style="list-style-type: none"> School Policy Onsite verification List of support services and resources made available to students with disabilities Scanned photographs of furniture List of special educators Student growth chart Mentoring, Monitoring and Reviewing Practices 	SQAAP	<ul style="list-style-type: none"> CBSE Affiliation Bye Laws Inclusion Policy RTE Act
5.5.1.2	<ul style="list-style-type: none"> Staff is trained to identify CWSN. Drama, art, music and other therapy programmes are provided to the students with disabilities. Teachers interact with each other to formulate an IEP for students. 	3			



5.5.1.3	• The school has a few strategies in place to help CWSN.	2			
5.5.1.4	• Teachers take up the role of counselors.	1			



DOMAIN 6: MANAGEMENT AND GOVERNANCE

Leadership starts with a vision which has been made collaboratively 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 the school to ensure efficiency etc. are made but tempered with human values of care and compassion.

- Sub Domains and Sub-Sub Domains
- 6.1 Vision and Mission Statement**
 - 6.1.1 The school is guided by clear vision and mission statements.
 - 6.2 Institutional Planning Mechanism**
 - 6.2.1 The school has both long term and short term plans commensurate with its vision and mission statement for institutional planning.
 - 6.3 Effective Coordination**
 - 6.3.1 The management ensures effective co-ordination within the school and with outside community.
 - 6.4 Resource Management**
 - 6.4.1 There is a rationale for resource management and mechanisms are in place.
 - 6.5 Relationship Management**
 - 6.5.1 There is a formal mechanism for relationship management (staff, parents, community, alumni, etc.)
 - 6.6 Activity Management**
 - 6.6.1 There is complete activity management mechanism available in the school.
 - 6.7 Data and Record Maintenance**
 - 6.7.1 There is complete data and record maintenance.
 - 6.8 Oral and Written Communication**
 - 6.8.1 Effective oral and written communication systems are in place.
 - 6.9 Standard Operating Procedures**
 - 6.9.1 The administration follows Standard Operating Procedures.
 - 6.10 Financial Administration**
 - 6.10.1 There is a mechanism for financial administration including record keeping, budget, audit, etc.
 - 6.11 Fee Structure**
 - 6.11.1 Judicious fee is charged commensurate with the facilities provided by the school.
 - 6.12 Admission Process**
 - 6.12.1 The school has a provision for Free and Compulsory Education under the RTE Act 2010.
 - 6.12.2 The school admission policy is in consonance with CBSE guidelines and norms.





Courtesy :
DLF PUBLIC SCHOOL, SAHIBABAD

Domain 6: Management and Governance					
S.No.	Statement	Score	Supporting Evidence(s) / Records	Tool(s)	Policy-CBSE Circulars
6.1	Vision and Mission Statement				
6.1.1	The school is guided by clear vision and mission statements.				
6.1.1.1	<ul style="list-style-type: none"> The School Vision and Mission Statement is in place. The school management and leadership team ensures that the Vision is the guiding force behind planning for all academic and non-academic processes and the Mission Statement outlines the process by which the objectives are met. All Policies reflect the Vision and Mission of the School. Effective implementation of the school processes is evidenced. Stringent Monitoring and Reviewing Practices are in place. Gap analysis is done at regular intervals to identify the gaps between planning and execution. Feedback is taken from the stakeholders. Corrective and Preventive measures are in place. Continual Improvement Plan and Action is evidenced. 	4	<ul style="list-style-type: none"> School Vision and Mission Statement Record of Vision Building exercise School Almanac School Flag School Stationery Minutes of SMC Staff meetings and Departmental meetings Minutes of Review meetings Vision and Mission Statement displayed in the school ACP for Scholastic and Co-Scholastic Pedagogical Plan Policies for all domains 	SQAAF	CBSE Circulars
6.1.1.2	<ul style="list-style-type: none"> The school's Vision and Mission statement is developed after getting inputs from its stakeholders. Monitoring system is in place to ensure that the guiding statements are supported by its stakeholders. Some Action Plans as corrective actions are evidenced. 	3	<ul style="list-style-type: none"> Mentoring, Monitoring and Reviewing Practices School Improvement Plan 		
6.1.1.3	<ul style="list-style-type: none"> The school's Vision and Mission statement is communicated widely to its stakeholders. The Vision and Mission is evidenced in few processes. 	2			
6.1.1.4	<ul style="list-style-type: none"> The school has written Vision and Mission statements framed by its Management or Governing body encompassing values and opportunities for the cognitive and social development of the students. 	1			
6.2	Institutional Planning				
6.2.1	The school has both long term and short term plans commensurate with its vision and mission statement for institutional planning.				
6.2.1.1	<ul style="list-style-type: none"> The school policy with regard to the achievement of its vision and mission statements is in place. The school has designed and developed short term and long term goals through a collective process (management, staff, alumni, parents and other stakeholders). 	4	<ul style="list-style-type: none"> School Policy Vision and Mission Statement List of Goals set Minutes of SMC ACP School Calendar 	SQAAF	<ul style="list-style-type: none"> RTE Act CBSE Circulars



	<ul style="list-style-type: none"> Goals/Plans commensurate with the school's vision and mission statements are defined in terms of utility after analyzing its financial and other resources. Specific targets are set, strategies planned, support material listed, roles assigned to different stakeholders to achieve the goals. The implementation process reviewed at regular intervals against the indicators of success and necessary changes made. Action Plans for improvement are evidenced. 		<ul style="list-style-type: none"> Review Meetings Records Feedback forms School Improvement Plan Mentoring, Monitoring and Reviewing Practices 		
6.2.1.2	<ul style="list-style-type: none"> Short term and long term goals are developed and designed by the management and the staff. The documented policies and procedures are shared amongst the management and the staff. Specific targets are set and roles assigned. 	3			
6.2.1.3	<ul style="list-style-type: none"> The school has written /documented long term plans defined by its Management or Governing Body. 	2			
6.2.1.4	<ul style="list-style-type: none"> Daily basis planning by the teachers under the guidance of HODs / Coordinators / Principal without any focus on the future development or vision of the school. 	1			
6.3	Effective Coordination				
6.3.1	The management ensures effective co-ordination within the school and with outside community.				
6.3.1.1	<ul style="list-style-type: none"> The School Policy for establishing effective coordination within the school and with community is in place. The school management works in close collaboration or ensures effective coordination of the school personnel with the parents, students, alumni and other community stakeholders for the realization of its goals or activities enlisted under the school improvement plan. Dedicated time is provided to teachers for collaborative planning and reflection for the realization of its goals. Interconnectedness is clearly visible. Hubs of Learning assist in collaborative Learning. Mentoring, Monitoring and Reviewing practices are evidenced. 	4	<ul style="list-style-type: none"> School Policy School Organization Chart Minutes of SMC meetings Minutes of Staff Meetings Records of collaboration with outside agencies Benchmarking Procedures Communication Records Record of participation in Hubs of Learning Record of Outcomes Mentoring, Monitoring and Reviewing Practices 	SQAAP	<ul style="list-style-type: none"> RTE Act CBSE Circulars
6.3.1.2	<ul style="list-style-type: none"> The school management bench marks and works in close collaboration with other educational institutions for the realization of its goals. Group/Team/Individual goals are set within the school to ensure the teams work in tandem to ensure results. 	3			

6.3.1.3	<ul style="list-style-type: none"> The school management ensures working relationship with the school head and staff; has clearly defined their roles and responsibilities in the realization of its objectives. 	2			
6.3.1.4	<ul style="list-style-type: none"> There is cooperative and effective working relationship between the Management/Governing Body and Head of the school. The Head of the School is responsible for ensuring realization of objectives stated in the vision and mission statement. 	1			
6.4	Resource Management				
6.4.1	There is a rationale for resource management and mechanisms are in place.				
6.4.1.1	<ul style="list-style-type: none"> The School Policy for Conservation of Resources is in place. School resources are optimally utilized and augmented on the basis of need analysis. Steps to reduce, reuse and recycle are taken by the school leadership team as well as by the staff and students. Monitoring practices are in place to avoid misuse and wastage of resources. Activities to bring about awareness on Conservation of Resources are embedded in the Annual Curriculum and Pedagogical Plan and in the Annual Calendar of Co-scholastic activities. 	4	<ul style="list-style-type: none"> School Policy Stock registers Annual budget Audited budget report Record of photocopier machine Steps taken to reduce bills of electricity, water stationery, diesel and petrol etc. Equipment analysis Samples of ACP and Annual Pedagogical Plan and ACP for Co-Scholastic Activities 	SQAAF	<ul style="list-style-type: none"> RTE - Model Rules CBSE Affiliation Bye Laws
6.4.1.2	<ul style="list-style-type: none"> The existing resources in the form of infrastructure and equipment are utilized and need analysis done before procuring new resources. 	3	<ul style="list-style-type: none"> Innovative Practices to conserve resources Mentoring, Monitoring and Reviewing Practices 		
6.4.1.3	<ul style="list-style-type: none"> Resource mobilization is the responsibility of the Principal and is restricted to fee collection. 	2			
6.4.1.4	<ul style="list-style-type: none"> The school has corrective measures in place to conserve resources. 	1			
6.5	Relationship Management				
6.5.1	There is a formal mechanism for relationship management (staff, parents, community, alumni, etc.)				
6.5.1.1	<ul style="list-style-type: none"> The School Policy on Relationship Management is in place. Guidelines for dealing with stakeholders are in place and reviewed regularly by leadership team. All dealings and queries with and from stakeholders are documented, analysed, followed up and satisfaction report generated. Strong Feedback Mechanism, Quick Response Time and the Open-Door Policy support the school in maintaining a healthy relationship with stakeholders. 	4	<ul style="list-style-type: none"> School Policy Communication Records from stakeholders-parents, community, staff (telephonic, SMS, website, online, whatsapp, face to face, school diary, e-mail etc.) PTM Records Structured Feedback from staff and parents 	SQAAF	



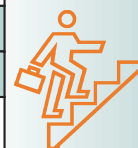
6.5.1.2	<ul style="list-style-type: none"> • A record of communication with parents and staff is maintained. • Follow ups are done and corrective actions are taken immediately. • All dealings by the school are marked with politeness and within time. 	3	<ul style="list-style-type: none"> • and record of interactions with staff and parents • Complaint/Suggestion Management • Mentoring, Monitoring and Reviewing Practices 		
6.5.1.3	<ul style="list-style-type: none"> • The school staff deals with routine and challenging queries of the parents either telephonically or face to face as and when a situation arises. 	2			
6.5.1.4	<ul style="list-style-type: none"> • The school staff deals with routine queries of the parents either telephonically or face to face. 	1			
6.6	Activity Management				
6.6.1	There is complete activity management mechanism available in the school.				
6.6.1.1	<ul style="list-style-type: none"> • The School Policy with regard to the management of different school activities is in place. • Guidelines for planning, implementation, monitoring and reviewing are well documented. • There is active participation of students, teachers, alumni, parents and community in planning, implementation, monitoring and reviewing of school activities. • Activities cater to Cognitive, Affective and Psychomotor Domains of students, parents, teachers and community. • All safety and security norms are in place before, during and after the activities. 	4	<ul style="list-style-type: none"> • School Policy • Budget Allocation • Minutes of SMC and Staff meetings • Duty lists • Roles and Responsibilities of the staff • School Activities list • Safety and Security Policy • Portfolio of Students • Anecdotal record • Student outcomes • Student activity tracker 	SQAAF	Safety and Security Norms by Board
6.6.1.2	<ul style="list-style-type: none"> • The responsibilities for execution of school activities are widely decentralized after meticulous planning and are systematically executed. • Responsibilities are given to all the staff members. 	3	<ul style="list-style-type: none"> • Mentoring, Monitoring and Reviewing Practices 		
6.6.1.3	<ul style="list-style-type: none"> • School activities and annual calendar prepared in consultation with the school staff. 	2			
6.6.1.4	<ul style="list-style-type: none"> • School activities and annual calendar prepared by the Principal / HODs / Coordinators only. 	1			
6.7	Data and Record Management				
6.7.1	There is complete data and record maintenance.				
6.7.1.1	<ul style="list-style-type: none"> • The School Policy for data and record maintenance and usage is in place. • The school computerizes the data of all types of records (students, teachers, finances, resources, curricular and co-curricular activities, facilities, community involvement, etc.). 	4	<ul style="list-style-type: none"> • Standard Operating Procedure for database management • Computerized or manual records of registration, 	SQAAF	CBSE Affiliation Bye Laws

	<ul style="list-style-type: none"> All SOPs are also documented electronically. Process Owners/ Concerned Staff are responsible for recording, storing, updating and retrieving information. The process of data and record maintenance is monitored and reviewed at periodic intervals to ensure its efficacy. Action Plan to improve the school processes is evidenced after assessing the usage of data. 		<ul style="list-style-type: none"> attendance, finances, results, etc. Mentoring, Monitoring and Reviewing Practices 		
6.7.1.2	<ul style="list-style-type: none"> All types of data and records are maintained and available either in electronic form or in traditional form. The data is accessible to the staff and is utilized to enhance school processes and systems. 	3			
6.7.1.3	<ul style="list-style-type: none"> The school computerizes the data of admissions and student assessment records only. 	2			
6.7.1.4	<ul style="list-style-type: none"> Traditional methods (in the form of registers) are used to store data. 	1			
6.8	Oral and Written Communication				
6.8.1	Effective oral and written communication systems are in place.				
6.8.1.1	<ul style="list-style-type: none"> The School Policy for effective communication with stakeholders is in place. The school has a complete automated system or an online school management system which manages student information, engages parents, communicates important information to its stakeholders, manages school administration etc. The school has an effective horizontal and vertical communication system among its various sections. The school has multiple modes to communicate with its stakeholders at regular intervals. The school uses the feedback provided by stakeholders to enhance efficacy of its processes as part of its continual improvement plan. 	4	<ul style="list-style-type: none"> School Policy CBPs for teachers/staff Electronic/ Manual data related to students' admissions and examinations Student time table Attendance records of students Home work for students Major announcements made Website-communication with staff, parents, students and SMS circulars 	SQAAP	<ul style="list-style-type: none"> RTE Act CBSE Affiliation Bye Laws
6.8.1.2	<ul style="list-style-type: none"> The school has formal channels/modes to communicate with its stakeholders. The communication is two ways. The school has a mechanism to take feedback from stakeholders two-three times in a year which is considered while preparing annual improvement plan for the next year. 	3	<ul style="list-style-type: none"> Time table to see the frequency or number of PTMs or Open Houses Newsletters or Magazines Communication Tree Complaint Management System 		



6.8.1.3	<ul style="list-style-type: none"> The school has formal channels/modes to communicate with its stakeholders. The communication is one way through written circulars, newsletters, SMS system, school website, PTM, school magazine, etc. 	2	<ul style="list-style-type: none"> Feedback Forms Improvement Plans Mentoring, Monitoring and Reviewing Practices 	SQAAF	<ul style="list-style-type: none"> RTE Act CBSE Circulars
6.8.1.4	<ul style="list-style-type: none"> The mode of communication is oral along with some written documents provided to stakeholders from time to time. 	1			
6.9	Standard Operating Procedures				
6.9.1	The administration follows Standard Operating Procedures.				
6.9.1.1	<ul style="list-style-type: none"> The School Policy with regard to the administration of different school activities is in place. Standard Operating Procedures (SOPs) are designed by the Leadership Team in collaboration with the staff which includes all the Policies for each Process. The school effectively implements the SOPs. The Leadership team monitors and reviews the Standard Operating Procedures (SOPs) regularly and upgrades them in collaboration with the staff. 	4	<ul style="list-style-type: none"> School Policy Written SOPs of different school processes Review Committee Reports Mentoring, Monitoring and Reviewing Practices School Improvement Plan 	SQAAF	RTE Act 2009
6.9.1.2	<ul style="list-style-type: none"> All the school functionaries are involved in the documentation of SOPs School has SOPs for different processes like recruitment, accounting, purchasing, material management, record keeping, management of activities, etc. which are implemented. 	3			
6.9.1.3	<ul style="list-style-type: none"> Some of the Operating Procedures are standardized but are not being followed in totality. 	2			
6.9.1.4	<ul style="list-style-type: none"> The school has only a few documented SOPs prepared or developed by the school management and principal. 	1			
6.10	Financial Administration				
6.10.1	There is a mechanism for financial administration including record keeping, budget, audit, etc.				
6.10.1.1	<ul style="list-style-type: none"> The School Policy for the administration of school finances is in place. Accounts are internally and externally audited and no mismanagement/deficiency is noted. 	4	<ul style="list-style-type: none"> School Policy School Annual Budget of at least two previous years Income expenditure statement of at least two previous years Internally and Externally Audited Accounts reports of at least last two years 	SQAAF	<ul style="list-style-type: none"> RTE Act CBSE Affiliation Bye Laws
6.10.1.2	<ul style="list-style-type: none"> The responsibility of overseeing and managing the finances is entrusted to a person with appropriate qualifications. Appropriate opportunities are provided to the staff members to participate in determining financial priorities or preparing the budget. 	3			

	<ul style="list-style-type: none"> Sufficient financial powers are given to the Head of the School. 				
6.10.1.3	<ul style="list-style-type: none"> Sales and purchase procedures are followed; appropriate balance is maintained between Income and Expenditure. 	2			
6.10.1.4	<ul style="list-style-type: none"> Financial transactions are made but partial records are maintained. 	1			
6.11	Fee Structure				
6.11.1	Judicious fee is charged commensurate with the facilities provided by the school.				
6.11.1.1	<ul style="list-style-type: none"> The School Fee Policy is in place. There is judicious fee charged commensurate with the facilities provided under the approved heads of the concerned state govt./policy. The school has disclosed its fee structure, infrastructure details and other services provided on its website. The school consults parents (either through their representatives or all parents) before revising fee. Statutory norms are followed. 	4	<ul style="list-style-type: none"> School Policy Fee Structure of the school School website 	SQAAF	<ul style="list-style-type: none"> CBSE Affiliation Bye Laws State/Govt. Bye-Laws
6.11.1.2	<ul style="list-style-type: none"> The school has disclosed its fee structure on the website and the heads are as per norms. No capitation fee is charged or voluntary donations accepted by the school. 	3			
6.11.1.3	<ul style="list-style-type: none"> The school has disclosed its fee structure on the website. 	2			
6.11.1.4	<ul style="list-style-type: none"> Fee is not charged as per the approved heads of the concerned state govt./policy. 	1			
6.12	Admission Process				
6.12.1	The school has a provision for Free and Compulsory Education under the RTE Act 2010.				
6.12.1.1	<ul style="list-style-type: none"> The School Admission Policy is in place. Admission of students is as per norms. Teachers and school heads treat students, of both the genders, admitted under RTE Act 2010/ Inclusion Policy equally so that they benefit equally from all the social, cultural, intellectual opportunities offered by the school. Special remedial classes are arranged to mainstream EWS students before they join school. Orientation of parents is part of the Admission Process. Documentation is complete. Monitoring and Reviewing Practices are evidenced. 	4	<ul style="list-style-type: none"> School Admission Policy Admission register or the register providing details of such students admitted in school Records (Participation certificates) of training of teachers in Inclusive Education Regular and ongoing Orientation of parents Diagnostic and Remedial records Anecdotal records 	SQAAF	RTE Act



6.12.1.2	<ul style="list-style-type: none"> The school admits students as per norms and as per their Policy. The school admits students under the RTE Act 2010/ EWS / Sponsored category or special category as per guidelines. Documentation is complete. 	3	<ul style="list-style-type: none"> Portfolios Assessment Records Monitoring and Reviewing Practices 		
6.12.1.3	<ul style="list-style-type: none"> The school admits students as per norms and as per their Policy. The school admits students under the RTE Act 2010/ EWS / Sponsored category or special category as per guidelines. Documentation is complete. 	2			
6.12.1.4	<ul style="list-style-type: none"> Some Admission Records are available. The school has not yet admitted students under the RTE Act 2010/ EWS / Sponsored category or special category as per guidelines. 	1			
6.12.2	The school admission policy is in consonance with the CBSE guidelines and norms.				
6.12.2.1	<ul style="list-style-type: none"> The School Admission Policy is non-discriminatory, rational, transparent and in consonance with CBSE guidelines and norms. Adequate information is available on the Website/promotional material to ensure transparency. Information obtained from the parents regarding the child is evaluated and accordingly programmes/activities are offered to the child. Documentation is complete. 	4	<ul style="list-style-type: none"> Admission Policy of the school Admission records School promotional material School Website 	SQAAF	<ul style="list-style-type: none"> RTE Act Affiliation Bye Laws of the Board
6.12.2.2	<ul style="list-style-type: none"> The school admission policy is in place. The school's promotional material and activities present a realistic picture of the school and convey its objectives and programmes offered thus, apprising the parents about the school's suitability for their children. Records are maintained. 	3			
6.12.2.3	<ul style="list-style-type: none"> Admissions are made without any distinction of religion, race, caste, creed, place of birth or any of them. Records are maintained. The admission for SC/ST students is governed by the Education Act/Rules applicable to the concerned State /UT. 	2			
6.12.2.4	<ul style="list-style-type: none"> Admissions are made without any distinction of religion, race, caste, creed, place of birth or any of them. 	1			

DOMAIN 7: LEADERSHIP

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 academic pedagogical 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 through art education 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.

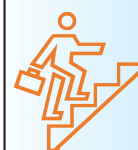
Sub Domains and Sub-Sub Domains	7.1 Scholastic and Pedagogical Leadership 7.1.1 The school leader has a clear Vision and Direction to take the school forward.
	7.2 Collaborative Leadership 7.2.1 The school leaders demonstrate effective communication, cross-functional collaborations and build relationships.
	7.3 Systems for Ongoing Quality and Change Management 7.3.1 The school leaders strive for continual improvement in the learning outcomes of students. 7.3.2 The school leaders demonstrate capacity to improve systems in the school and ensure an ethos of responsibility and accountability. 7.3.3 The school leaders promote innovation by introducing creative methods and techniques that equip students and the institution with 21st century skills.





Courtesy :
DLF PUBLIC SCHOOL, SAHIBABAD

Domain 7: Leadership					
S.No.	Statement	Score	Supporting Evidence(s) / Records	Tool(s)	Policy-CBSE Circulares
7.1	Scholastic and Pedagogical Leadership				
7.1.1	The school leader has a clear Vision and Direction to take the school forward.				
7.1.1.1	<ul style="list-style-type: none"> The principal inspires people to become leaders in their own roles. There is an Empowerment Policy for staff and students. All people in the organization share a common vision and are committed to achieve the vision through a well-designed strategic direction. The community is well aware of the Vision and Mission of the school. All Leaders are committed to the National Government Policies on Education. The school processes are clear, transparent. They highlight the alignment of the vision and mission of the school and these are shared with the stakeholders. The school has a well-designed Improvement Plan. Each member of the staff shares the responsibility of taking the school forward. 	4	<ul style="list-style-type: none"> Vision and Mission statements Records of Sessions between the principal and the school employees Empowerment Policy All Scholastic and co-scholastic records of students and staff Records of interactions with stakeholders Task allocations to each staff member 	SQAAF	<ul style="list-style-type: none"> CBSE Circulares and Policies National Education Policy
7.1.1.2	<ul style="list-style-type: none"> Senior leaders set a direction and vision that demonstrates compliance to the National norms. They are committed to Inclusive practices. They ensure that the vision and mission of the school and the framework of National Education Policy is in alignment and embedded in the school's processes. 	3			
7.1.1.3	<ul style="list-style-type: none"> Selected teachers are given responsibility of managing routine tasks. Principal oversees all tasks. Some processes are in place. 	2			
7.1.1.4	<ul style="list-style-type: none"> There is a Vision and Mission Statement . All decisions are taken by the principal. Limited direction to the school employees. 	1			
7.2	Collaborative Leadership				
7.2.1	The school leaders demonstrate effective communication, cross-functional collaborations and build relationships.				
7.2.1.1	<ul style="list-style-type: none"> Relationships and communication with all stakeholders are consistent, professional and effective. Leaders and teams at all levels (staff/ students/parents/community) are empowered to take on responsibilities. There is a culture of respect for each other and all stakeholders feel valued. HR Policies for staff are staff friendly. There is a culture of learning, positivity, 	4	<ul style="list-style-type: none"> Policy on Relationship Management Process Owner List HR Policies Communication Tree Feedback mechanisms Modes of connecting with students, staff, parents and community 	SQAAF	



	<p>trust, creativity and a sense of high morale in the school.</p> <ul style="list-style-type: none"> • The school leaders invest in cultivating strong relationships in order to build teams and a strong connect with all stakeholders using innovative strategies. • School is a positive influencer in the community. • The leaders reflect, review, respond and rate their school in order to build a school improvement plan. 		<ul style="list-style-type: none"> • Visible outcomes of relationship management • Circulars, SMS, Website, Apps, mails etc. • Formal and informal feedback from stakeholders • Participation of school in community events • School's participation in community outreach programmes and making a difference • List of team leaders-staff/students/parents • Empowerment Programme for stakeholders • School Improvement Plan based on Reflect, Review, Respond and Rate 		
7.2.1.2	<ul style="list-style-type: none"> • Relationship Management and communication with stakeholders is consistent, professional and effective. • Senior Leaders are empowered to take on responsibilities. • HR Policies for staff are staff friendly. • Students are exposed to Empowerment programs. • There is a culture of positivity in the school. • The senior leaders invest in cultivating strong relationships with other staff members and students to build a sense of belonging. • School is a positive influencer in the community. 	3			
7.2.1.3	<ul style="list-style-type: none"> • Some senior leaders are entrusted with responsibility of talking to parents and community as corrective measures. • The entrusted leaders are clear of their expectations. • There is evidence of one way communication with stakeholders. 	2			
7.2.1.4	<ul style="list-style-type: none"> • Relationships Management and Communication is restricted. • The responsibility of interacting with stakeholders lies with the Principal. 	1			
7.3	Systems for Ongoing Quality and Change Management				
7.3.1	The school leaders strive for continual improvement in the achievement of learning outcomes of students.				
7.3.1.1	<p>The leaders at all levels:</p> <ul style="list-style-type: none"> • demonstrate comprehensive and thorough knowledge of the curriculum • are aware of the latest practices in teaching and assessment • focus on maximizing student achievement • establish an inclusive environment • ensure that there is a learning environment in the school and are open to feedback • are effective in achieving high standards of student learning and personal development • ensure that all staff members (academic and non-academic) go through rigorous 	4	<ul style="list-style-type: none"> • Availability of Curriculum of all classes • National Education Policy • Learning Outcomes for all classes • Policy on Pedagogical Leadership • Assessment Policy • CBPs on Latest pedagogical and assessment practices 	SQAAF	RTE ACT

	<p>training programmes to build Knowledge, Competencies and Skills.</p> <ul style="list-style-type: none"> • The leaders reflect, review, respond and rate processes in order to continually look for excellence. • The School policy with regard to the achievement of its vision and mission statements is in place. 		<ul style="list-style-type: none"> • ACP/Pedagogical Plan - scholastic and co-scholastic • Time Table • Teacher Diary • Classroom Observation Records • Performance Analysis of students' performance and remedial plans • IEP record • Class wise tracker of co-scholastic activities • Evidences of inclusivity - differentiated teaching, accommodation and modifications in lesson plan • Feedback mechanisms • Reflect, review, respond and rate data • School improvement plan 		
7.3.1.2	<p>The leaders ensure that:</p> <ul style="list-style-type: none"> • there is an inclusive environment • there is an ethos of learning and a focus on student development and student achievement • latest pedagogical and assessment practices are implemented • teacher competencies are optimized. 	3			
7.3.1.3	<ul style="list-style-type: none"> • The school leader demonstrates limited information on curriculum. • Most teachers follow traditional pattern of teaching and assessments. • Few Capacity Building Programmes are organized for the teachers. 	2			
7.3.1.4	<ul style="list-style-type: none"> • The school leader demonstrates limited information on curriculum. • Teachers follow traditional pattern of teaching and assessments. 	1			
7.3.2	The school leaders demonstrate capacity to improve systems in the school and ensure an ethos of responsibility and accountability.				
7.3.2.1	<p>Leaders at all levels:</p> <ul style="list-style-type: none"> • demonstrate clear and accurate understanding of where they are on their developmental continuum • contribute to analyzing their strengths and areas of improvement • assess the challenges to learning and growing • devise mentoring and monitoring practices • design action plan to improve, sustain and innovate • ensure that the school is compliant with all regulatory and statutory compliances • take responsibility for their actions. 	4	<ul style="list-style-type: none"> • School Improvement Policy • Records of School Improvement: <ul style="list-style-type: none"> • Gap Analysis • Identification of problems • Strategies and timelines • Measurable indicators of performance • Mentoring and Monitoring practices • Action Plans • Participative and collaborative team learning • Process Owner List 	SQA AF	
7.3.2.2	<p>The leaders at senior levels demonstrate the ability to:</p> <ul style="list-style-type: none"> • identify barriers to growth • take feedback from stakeholders • plan school improvement plan • devise strategies for implementation • ensure that the school is compliant with regulatory and statutory compliances • take responsibility for their actions. 	3			



7.3.2.3	<ul style="list-style-type: none"> The school leader demonstrates ability to identify barriers to improvement and bring about minor changes in the system based on some feedback. 	2			
7.3.2.4	<ul style="list-style-type: none"> The school leader demonstrates ability to manage the school. 	1			
7.3.3	The school leaders promote innovation by introducing creative methods and techniques that equip students and the institution with 21st century skills.				
7.3.3.1	<p>School leaders at all levels:</p> <ul style="list-style-type: none"> show a clear commitment to the culture of a learning organization that promotes innovation promote innovation through meaningful learning opportunities which include elements of research, social enterprise and responsibility, critical thinking, range of learning opportunities and the use of learning technologies in all the domains encourage participation of stakeholders to introduce path breaking, creative and original approaches to different aspects in the school processes that result in creative outcomes. 	4	<ul style="list-style-type: none"> School Policy for Promoting Innovation in all the domains Creative, innovative and meaningful processes and their outcomes in all the eight domains (Eg. Innovations in Infrastructure, Scholastic and Co-scholastic domains) Physical verification School Improvement Plan 	SQAAF	
7.3.3.2	<p>Senior leadership team:</p> <ul style="list-style-type: none"> shows commitment to a culture that promotes innovation promotes innovation through meaningful learning opportunities and the use of learning technologies in all the domains encourages participation of stakeholders to introduce original approaches to different aspects in the school processes. 	3			
7.3.3.3	<ul style="list-style-type: none"> The School leader promotes strengthening of existing school processes and shares new ideas with teachers. 	2			
7.3.3.4	<ul style="list-style-type: none"> The School leader manages and ensures smooth running of existing practices. 	1			

Domain 8: Beneficiary Satisfaction

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.

Sub Domains and Sub-Sub Domains **8.1 Satisfaction of Students**

8.1.1 The school allows students to express their opinions, views and suggestions on policies and develops a mechanism to involve them in the decision-making process.

8.2 Satisfaction of Teachers

8.2.1 The school creates a non-threatening and caring environment for the teachers to voice their feedback and develops a mechanism to review this feedback periodically and use it for improvement, planning and assessing teacher satisfaction.

8.3 Satisfaction of Office Staff

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

8.4 Satisfaction of Principal

8.4.1 The Management/Society provides a mechanism to the Principal to voice his/her suggestions, views and concerns and periodically reviews the same for continual improvement and also uses it to assess the Principal's satisfaction.

8.5 Satisfaction of Parents and Alumni

8.5.1 The school provides a platform to the parents and the alumni to share their feedback on the ongoing processes of the school and review the same for improving performance of the school and for assessing their satisfaction.

8.6 Satisfaction of Community

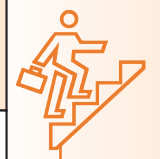
8.6.1 The school principal charts relevant community outreach programmes (viz, preserving the heritage, working with old age homes, preserving environment) and integrates them in the annual curriculum plan for all age groups.

8.7 Satisfaction of Management

8.7.1 The management develops a mechanism for reviewing the vision and mission statement of the school and assesses it and uses it for developing a process of continual improvement.





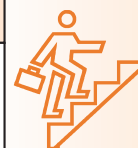


Domain 8: Beneficiary Satisfaction					
S.No.	Statement	Score	Supporting Evidence(s) / Records	Tool(s)	Policy-CBSE Circulars
8.1	Student Satisfaction				
8.1.1	The school allows students to express their opinions, views and suggestions on policies and develops a mechanism to involve them in the decision-making process.				
8.1.1.1	<ul style="list-style-type: none"> • There is well defined and implemented policy for ensuring the satisfaction of students. • Strategic action planning and goal setting is demonstrated in terms of improvement on the basis of regular feedback received from students. • Students are involved in decision making process and encouraged to give their opinion/views/suggestions on the policies or the programmes/activities of the school. 	4	<ul style="list-style-type: none"> • School Policy • Analysis of Student's Questionnaire • List of members of student council • Student handbook • Student resource centre • Monitoring and reviewing practices 	<ul style="list-style-type: none"> • SQA-AF • Student Questionnaire 	
8.1.1.2	<ul style="list-style-type: none"> • There is a documented method or process to assess the satisfaction of students with respect to the services and programmes being offered to them. 	3			
8.1.1.3	<ul style="list-style-type: none"> • There is an informal method of assessing the satisfaction of students i.e. teachers verbally assess the satisfaction of students in their respective classrooms or the head of the school assesses the satisfaction of the students during assembly or during any other interaction programme or meeting. 	2			
8.1.1.4	<ul style="list-style-type: none"> • The satisfaction of the students is being inquired about from the members of the Student Council. 	1			
8.2	Teacher Satisfaction				
8.2.1	The school creates a non-threatening and caring environment for the teachers to voice their feedback and develops a mechanism to review this feedback periodically and use it for improvement, planning and assessing teacher satisfaction.				
8.2.1.1	<ul style="list-style-type: none"> • There is well defined and implemented policy for ensuring the satisfaction of teachers. • Review of the feedback received from teachers regarding their professional satisfaction and appropriate action taken need analysis done. • Need based training programmes are organized or opportunities provided to them. • Teachers are involved in school improvement planning or school development planning or are encouraged to give their opinion/views/suggestions on the policies/activities/programmes of the school. 	4	<ul style="list-style-type: none"> • School Policy • Staff Survey • Minutes of Staff meetings • Staff Handbook • Staff Appraisal Records • Records of Teacher's professional development activities • Mentoring and reviewing practices • School Improvement Plan 	<ul style="list-style-type: none"> • Teachers' Questionnaire • SQA AF 	

	<ul style="list-style-type: none"> • Culture of mutual respect for each other is visible. 				
8.2.1.2	<ul style="list-style-type: none"> • There is a documented process or method to assess the professional satisfaction of teachers. • Teachers' work being appreciated and certificates or appreciation letters, monetary or other rewards are given to them. • Teachers are given opportunities for their professional development. 	3			
8.2.1.3	<ul style="list-style-type: none"> • Informal method of assessing overall satisfaction of teachers i.e. inquiring from the HODs or Coordinators. • There is substantial level of attrition (about 10%). 	2			
8.2.1.4	<ul style="list-style-type: none"> • Majority of teachers are recruited on adhoc basis and their attrition level is high. 	1			
8.3	Satisfaction of Office Staff				
8.3.1	School provides opportunities to the Office Staff to express their opinion, views and suggestions regarding the policies and uses this feedback for improvement.				
8.3.1.1	<ul style="list-style-type: none"> • There is well defined and implemented policy for ensuring the satisfaction of School Office Staff. Management and the Principal interact periodically with the administrative staff to understand their level of job satisfaction. • Views/suggestions to improve the school are solicited from the staff and incorporated. • Concerns and issues are resolved promptly. • Culture of mutual respect for each other is visible. • Mentoring, monitoring and reviewing of the implementation at regular intervals. 	4	<ul style="list-style-type: none"> • School Policy • Staff survey • Minutes of Office Staff meetings • Office Staff Handbook • Office staff appraisals • Feedback mechanisms • Mentoring, monitoring and reviewing practices 	<ul style="list-style-type: none"> • Office Staff Questionnaire • SQAAP 	
8.3.1.2	<ul style="list-style-type: none"> • Satisfaction of the office staff is assessed through informal and formal channels. 	3			
8.3.1.3	<ul style="list-style-type: none"> • The Office Manager oversees and coordinates all areas of administration. 	2			
8.3.1.4	<ul style="list-style-type: none"> • The office staff interacts only with its supervisor. 	1			



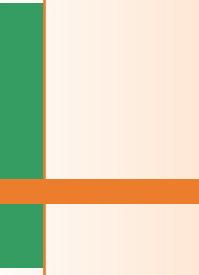
8.4		Satisfaction of Principal			
8.4.1		The Management/Society provides a mechanism to the Principal to voice his/her suggestions, views and concerns and periodically reviews the same for continual improvement and also uses it to assess the Principal's satisfaction.			
8.4.1.1	<ul style="list-style-type: none"> • There is well defined and implemented policy for ensuring the satisfaction of School Principal. • Management has a formal mechanism to measure the level of job satisfaction of the Principal. • The Principal is free to give suggestions / views on important school issues. Feedback is received, reviewed and appropriate action taken in a culture of collaboration and mutual respect. • The Principal has an ownership for the school and feels accountable and responsible for the well-being of the school. 	4	<ul style="list-style-type: none"> • School Policy • SMC Review Meetings • Roadmap for school development • Record of CBPs attended by the Principal 	SQAAP	RTE Act
8.4.1.2	<ul style="list-style-type: none"> • The Principal feels that her/his efforts are recognized and acknowledged by the Management • The Principal is sent for leadership programmes and national/ international exchange programmes. 	3			
8.4.1.3	<ul style="list-style-type: none"> • The Principal provides limited feedback to the Management. 	2			
8.4.1.4	<ul style="list-style-type: none"> • Major decisions with regard to the functioning of the school are taken by the Management/Governing Body of the school. 	1			
8.5		Satisfaction of Parents and Alumni			
8.5.1		The school provides a platform to the parents and the alumni to share their feedback on the ongoing processes of the school and review the same for improving performance of the school and for assessing their satisfaction.			
8.5.1.1	<ul style="list-style-type: none"> • There is well defined and implemented policy for ensuring the satisfaction of Parents and Alumni. • The meetings with the Parents and Alumni Association are recorded. • The existing school practices are reviewed in the light of the feedback/suggestions received from the Parents and Alumni and further course of action is determined accordingly. • Parents and alumni play a constructive role in the overall growth of the school. 	4	<ul style="list-style-type: none"> • School Policy • Minutes of Parent Teacher Association, Alumni Association and SMC meetings • School website • Sample of school diaries 	<ul style="list-style-type: none"> • SQAAP • Questionnaire for Parents 	
8.5.1.2	<ul style="list-style-type: none"> • There is an active and structured Parents and Alumni Association that meets with school management and Principal periodically to find ways and means to contribute to the school's growth. 	3			



8.5.1.3	<ul style="list-style-type: none"> School has a Parent Teacher Association / Council which meets once in a year. Few Alumni members meet once a year. Suggestions are given by the parents and alumni which are sometimes incorporated. 	2			
8.5.1.4	<ul style="list-style-type: none"> Parents do not have a platform to express themselves or be heard other than a PTM. The school rarely responds to the concerns and issues of parents. 	1			
8.6	Satisfaction of Community				
8.6.1	The school principal charts relevant community outreach programmes (viz, preserving the heritage, working with old age homes, preserving environment) and integrates them in the annual curriculum plan for all age groups.				
8.6.1.1	<ul style="list-style-type: none"> There is well defined and implemented policy for ensuring the satisfaction of Community. Community outreach programmes are conducted to address different social issues. Relevant contextualized community outreach programmes are well integrated in the school curriculum and conducted on regular basis. Teachers, parents and the community are constructively involved in conducting Community Outreach programs. Monitoring and reviewing practices at regular intervals are evidenced. 	4	<ul style="list-style-type: none"> School Policy ACP of all classes Time Table of all the classes in the school Details of community outreach programmes being conducted by the school Monitoring and reviewing practices 	SQAAF	RTE Act
8.6.1.2	<ul style="list-style-type: none"> School has adopted one sustainable project related to either Conservation of a Heritage Monument, cleanliness of a specific area, literacy drive, environmental beautification, adopting a school with special needs, preserving Indian art forms and/or any other. 	3			
8.6.1.3	<ul style="list-style-type: none"> Community outreach programmes are conducted on regular basis but those are not uniformly integrated in the Annual Curriculum Plan of all the classes. 	2			
8.6.1.4	<ul style="list-style-type: none"> Community outreach programmes are minimal and not sufficiently integrated. 	1			
8.7	Satisfaction of Management				
8.7.1	The management develops a mechanism for reviewing the vision and mission statement of the school and assesses it and uses it for developing a process of continual improvement.				
8.7.1.1	<ul style="list-style-type: none"> Management thrives on fulfilling satisfaction for both itself and other stakeholders with effective system of feedback and follow up. 	4	<ul style="list-style-type: none"> SMC Records SMC Minutes Minutes of Strategy Planning Meetings 	SQAAF	RTE Act (Sections 21 to 29)



8.7.1.2	<ul style="list-style-type: none">• The management convenes periodic meetings with various stakeholders to meet their expectation through a formal system.	3	<ul style="list-style-type: none">• Minutes of Annual Management Meeting• School Improvement Plan		
8.7.1.3	<ul style="list-style-type: none">• The management is concerned about community expectation and tries to fulfill through informal means.	2			
8.7.1.4	<ul style="list-style-type: none">• The management does not respond to community expectations.	1			





A large, stylized number '4' is the central focus of the image. It is composed of several overlapping geometric shapes: a light blue triangle at the top, a dark green trapezoid in the middle, and an orange trapezoid at the bottom. The number '4' is rendered in a white, bold, sans-serif font. The background is a light blue gradient with a white diagonal line that creates a layered, paper-like effect.

1
2
3
4

SQAA
Instruments

SQAA INSTRUMENTS



SQAA Instruments will help the School Core Leadership Team and the Peer Assessor Team to carry out the whole process of assessment in a more objective and holistic manner.



SCHOOL QUALITY ASSESSMENT AND ASSURANCE FORM (SQAAF)

SQAAF is a detailed and comprehensive instrument meant for the compilation of data about the school. It is divided into eight parts in correlation to the eight domains of Quality Assurance and Assessment.

Part	Domains	Items
1	Scholastic Processes	13
2	Co-Scholastic Processes	14
3	Infrastructure	14
4	Human Resources	11
5	Inclusive Practices	07
6	Management and Governance	13
7	Leadership	05
8	Beneficiary Satisfaction	07
Total Items		84

- There is no direct weightage given to the different sections. The applicants respond by factually ticking the most appropriate observation/statement by writing Yes or leaving it blank.
- The SQAAF will be available online and the schools are expected to fill in the form online and attach scanned copies of relevant supporting documents.
- The SQAAF should present an honest and comprehensive view of the school. It is the basic document for assessment of the school and validation by the Peer Assessor Team, who will verify the responses received against documented evidences presented by the school before making a visit to the school for external validation of the claim of the school.
- As part of SQAAF, school evaluation dashboard will be developed to provide bird's eye view of the strengths of a particular school in a city/district/state as well as a self enhancement report.

DOMAIN 1: SCHOLASTIC PROCESSES

The students achieve excellence through a wide range of inclusive and innovative policies, practices and well-defined outcomes that allow for 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 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; 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 scholastic policy in place.

Sub Domains and 1.1 Curriculum Planning

Sub-Sub Domains

- 1.1.1 Principal and teachers are familiar with the spirit and content of NCF.
- 1.1.2 Curriculum develops skills and abilities which prepare students for lifelong learning and fosters global citizenship.
- 1.1.3 The Principal and teachers are familiar with the curriculum documents and support material brought out by CBSE.
- 1.1.4 There is an Annual Curriculum and Pedagogical Plan for the development of Scholastic Skills.

1.2 Teaching Learning Processes

- 1.2.1 School follows an optimum number of teaching days and teaching hours.
- 1.2.2 Teacher - Student Ratio.
- 1.2.3 Teachers adopt varied teaching learning approaches reflecting their understanding of the needs of the students.

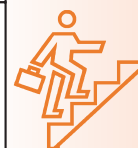
1.3 Student Performance, Assessment of Learning Outcomes and Feedback

- 1.3.1 Learning Indicators/Outcomes are used as check points to assess student's learning at different points of time.
- 1.3.2 The school has defined procedures and criteria to regularly assess the students' performance and uses the results to improve their performance.
- 1.3.3 Varied assessment tools and techniques are used to assess the performance of the students.
- 1.3.4 Teachers prepare balanced question papers to assess the performance of students.
- 1.3.5 The school ensures 75% attendance of its students.
- 1.3.6 The school ensures all students achieve and progress on their developmental continuum.





S.No.	Statement	Yes/ Leave Blank	Supporting Evidence (s) / Records	Annexure No.
1.1	Curriculum Planning			
1.1.1	Principal and teachers are familiar with the spirit and content of NCF			
1.1.1.1	<ul style="list-style-type: none"> • There is a well-defined, structured policy for curriculum planning. • The school has completely integrated the recommendations of NCF/Position Papers into all aspects of school curriculum like Course Content, Teaching Strategies, Assessment Practices, Integration of Visual & Performing Arts, Health Education, Values Education, etc. • There is a mechanism of monitoring and reviewing the efficacy of implementation. 			
1.1.1.2	<ul style="list-style-type: none"> • Teachers are encouraged to implement the recommendations of NCF document. • They plan their lessons by integrating the recommendations of NCF. 			
1.1.1.3	<ul style="list-style-type: none"> • Orientation programmes are conducted to create awareness of NCF for the teachers. 			
1.1.1.4	<ul style="list-style-type: none"> • The school Principal is aware of the NCF document. 			
1.1.2	Curriculum develops skills and abilities which prepares students for lifelong learning and fosters global citizenship			
1.1.2.1	<ul style="list-style-type: none"> • The School Policy for curriculum development is in place. • The school ensures that curriculum enhances skills and abilities that prepare students for lifelong learning. • The school creates opportunities for staff and students to interact with other schools or educational institutions at Regional Level, National Level and International Level. • Monitoring and Reviewing practices are in place. 			
1.1.2.2	<ul style="list-style-type: none"> • The school provides opportunities and support resources to students to develop and enhance their skills and abilities in the domain of cognitive, social, emotional needs of students. 			
1.1.2.3	<ul style="list-style-type: none"> • The school plans for implementation of a curriculum that meets the desired outcome. 			
1.1.2.4	<ul style="list-style-type: none"> • The school has adapted the curriculum as prescribed by the Board and National or State Educational Bodies (NCERT/SCERT). 			
1.1.3	The Principal and teachers are familiar with the curriculum documents and support material brought out by CBSE.			
1.1.3.1	<ul style="list-style-type: none"> • Policy for curriculum familiarization is in place. • The school is effectively implementing the Annual Curriculum Plan based on curriculum documents and other support material brought out by CBSE. • Mentoring and Monitoring Practices are in place. 			



1.1.3.2	<ul style="list-style-type: none"> Curriculum documents and other support material brought out by CBSE are used for drafting the Annual Curriculum Plan both for Scholastic and Co-Scholastic activities. 			
1.1.3.3	<ul style="list-style-type: none"> All teachers are aware and have copies of syllabus documents and Teachers' Manuals. 			
1.1.3.4	<ul style="list-style-type: none"> There is availability of Curriculum documents in the school library. 			
1.1.4	There is an Annual Curriculum and Pedagogical Plan for the development of Scholastic Skills.			
1.1.4.1	<ul style="list-style-type: none"> School Policy in place for the development of Annual Curriculum and Pedagogical Plan. The Annual Curriculum and Pedagogical Plan reflects the Vision and Mission of the school. The approved Annual Curriculum and Pedagogical Plan is effectively implemented, monitored and reviewed at regular intervals and necessary changes are made accordingly to ensure that students meet the learning outcomes. 			
1.1.4.2	<ul style="list-style-type: none"> The Annual Curriculum and Pedagogical Plan is devised and implemented in collaboration with all teachers and built on previous learning experiences of students. 			
1.1.4.3	<ul style="list-style-type: none"> The approved Annual Curriculum and Pedagogical Plan for development of Scholastic areas is communicated to teachers, students and parents. 			
1.1.4.4	<ul style="list-style-type: none"> A documented draft of Annual Curriculum and Pedagogical Plan is available with the Principal and in the Library. 			
1.2	Teaching Learning Processes			
1.2.1	School follows an optimum number of teaching days and teaching hours.			
1.2.1.1	<ul style="list-style-type: none"> The school policy with regard to the working days is in place. The school works for 220 days or more in a year and the teachers work for 45 hours per week. Monitoring and Reviewing in place. 			
1.2.1.2	<ul style="list-style-type: none"> The school works for 180-220 days in a year. 			
1.2.1.3	<ul style="list-style-type: none"> The school works for 150-200 days in a year 			
1.2.1.4	<ul style="list-style-type: none"> The school works for only 100 days (50% of prescribed no. of days) and teachers work less than 1200 hours annually. 			
1.2.2	Teacher – Student Ratio			
1.2.2.1	<ul style="list-style-type: none"> The school policy with regard to the number of students in each class is in place. The school follows the teacher-student ratio of 1 teacher for 25-30 students 			



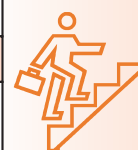
1.2.2.2	<ul style="list-style-type: none"> The school follows the teacher-student ratio of 1 teacher for 31-35 students. 			
1.2.2.3	<ul style="list-style-type: none"> The school follows the teacher-student ratio of 1 teacher for 36-39 students. 			
1.2.2.4	<ul style="list-style-type: none"> The school follows teacher - student ratio of 1 teacher for 40 students. 			
1.2.3	Teachers adopt varied teaching learning approaches reflecting their understanding of the needs of the students.			
1.2.3.1	<ul style="list-style-type: none"> School Policy with regard to the use of teaching pedagogy/ strategies/methods by teachers in place Teachers use multiple modes of teaching learning strategies that recognize diverse learners and learning styles including differently-abled and other categories of Inclusion. Teaching practices provide opportunities to students to reflect upon their learning experiences. Teachers integrate formative assessment in the classroom with emphasis on remediation and diagnosis of the needs of all the students. 			
1.2.3.2	<ul style="list-style-type: none"> The teacher prepares lesson plans; uses activity based child centric / experiential learning methods thus creating stimulating learning environment. 			
1.2.3.3	<ul style="list-style-type: none"> The teacher is clear about objectives of lesson, uses teaching methods according to the nature of the subject matter. 			
1.2.3.4	<ul style="list-style-type: none"> The teacher adopts frontal (traditional) teaching, using the textbook with almost no activities. 			
1.3	Student Performance, Assessment of Learning Outcomes and Feedback			
1.3.1	Learning Indicators/Outcomes are used as check points to assess child's learning at different points of time.			
1.3.1.1	<ul style="list-style-type: none"> The school policy with regard to assessment practices and ongoing assessment is in place. Learning Outcomes are prepared in line with the minimum learning levels/Learning Outcomes laid down by NCERT or as defined in the curriculum document of CBSE. Learning Outcomes are shared with the parents and students. The student's learning is periodically assessed against these outcomes to keep a track of their progress. 			
1.3.1.2	<ul style="list-style-type: none"> Teachers assess the students as per the outcomes defined for each chapter using his/her own assessment worksheets. 			
1.3.1.3	<ul style="list-style-type: none"> Teachers complete the syllabus as per the textbook and assess the students with the help of the questions given at the end of the chapter in the textbook. 			
1.3.1.4	<ul style="list-style-type: none"> The principal is aware of the learning outcomes for different classes as defined by NCERT. 			



1.3.2	The school has defined procedures and criteria to regularly assess the students' performance and uses the results to improve their performance.			
1.3.2.1	<ul style="list-style-type: none"> • The School Policy with regard to Assessment Practices and Evaluation is in place. • Teachers conduct assessments for the purpose of diagnosis and remediation leading to improvement in student performance and achievement. • Teachers use assessment data for improving teaching practices. • The profile of each student's achievements is maintained. • The school ensures effective recording, analysis and reporting of results. 			
1.3.2.2	<ul style="list-style-type: none"> • Teachers <ul style="list-style-type: none"> o conduct different types of assessment o employ different assessment tools in class o assess students on the basis of pre-defined criteria made in consultation with them and communicate the same to them and their parents in advance. 			
1.3.2.3	<ul style="list-style-type: none"> • Teachers follow up frequent testing with worksheets and assignments for homework. 			
1.3.2.4	<ul style="list-style-type: none"> • Teachers conduct only pen paper tests. 			
1.3.3	Varied assessment tools and techniques are used to assess the performance of the students – Assessment for Learning			
1.3.3.1	<ul style="list-style-type: none"> • The School Policy with regard to Assessment Practices and Evaluation is in place. • Teachers periodically design and use different assessment tools and techniques as per the needs of different types of students. • Different formative assessment techniques are integrated with the classroom teaching. • Teachers analyze the results and use diagnostic and remedial measures to help students move forward on the developmental continuum. 			
1.3.3.2	<ul style="list-style-type: none"> • Different tools and techniques like quizzes, debates, discussions, interviews, mind maps, games, presentations, etc. are used to assess the performance of students. 			
1.3.3.3	<ul style="list-style-type: none"> • Assignments, worksheets and projects are used to assess the performance of students. 			
1.3.3.4	<ul style="list-style-type: none"> • Teachers make use of traditional pen paper tests to assess the performance of students. 			



1.3.4	Teachers prepare balanced question papers to assess the performance of students-Assessment of Learning			
1.3.4.1	<ul style="list-style-type: none"> The School Policy with regard to Assessment Practices and Evaluation is in place. HODs cross check the question papers prepared by the teachers of her/his department for their quality, reliability, authenticity and validity. Feedback from students/ involvement of students in the preparation of question papers is encouraged. 			
1.3.4.2	<ul style="list-style-type: none"> Teachers prepare balanced question papers with clear instructions, appropriate difficulty level, clearly spelt out value points in marking scheme and by incorporating different types of questions. 			
1.3.4.3	<ul style="list-style-type: none"> Teachers prepare question papers and the marking scheme as per the Blue Print. 			
1.3.4.4	<ul style="list-style-type: none"> Teachers prepare the question papers without making a Blue Print. 			
1.3.5	The school ensures 75% attendance of its students.			
1.3.5.1	<ul style="list-style-type: none"> The School Policy for Student Attendance is in place. The Principal, teachers and other stakeholders are aware of the child's inclination to absent himself/herself and work in unison to ensure regular attendance by providing qualitative inputs. Regular communication, counselling and follow ups are done to encourage regular attendance. 			
1.3.5.2	<ul style="list-style-type: none"> The Principal, teachers and other stakeholders have informed interactions of the child's regular absenteeism. 			
1.3.5.3	<ul style="list-style-type: none"> The Principal and teachers are aware of students who regularly absent themselves and parents are informed about their absenteeism. 			
1.3.5.4	<ul style="list-style-type: none"> The school maintains attendance records of the students. 			
1.3.6	The school ensures all students achieve and progress on their developmental continuum.			
1.3.6.1	<ul style="list-style-type: none"> The school policy on students' achievement in different areas is in place. Teachers are aware of the students' achievement level and accordingly plan program(s) that help(s) her/his students continue to learn and develop. Teachers promote the use of self-assessment techniques by students to enable their students to monitor their own growth and achievement. Teachers use multiple methods of assessment to monitor the growth of the students and thus, to guide them in decision making and planning their own future course of action. Teachers understand the process of growth and development of students and accordingly design or plan developmentally appropriate learning experiences. 			



1.3.6.2	<ul style="list-style-type: none"> • Teachers make use of different methods of assessment to monitor the progress of the students. • Teachers tailor the teaching learning practices as per each student's needs in order to enable all students to be successful in achieving expectations for their learning and developmental progress. • The average result of Class X/XII is 100% (with reference to Board average). 			
1.3.6.3	<ul style="list-style-type: none"> • Teachers make use of different methods of assessment to assess the learning of the students. • Teachers identify the learning levels of the students. 			
1.3.6.4	<ul style="list-style-type: none"> • Teachers make use of traditional pen paper tests for assessing the learning of the students and focus on achievement of good results in the final year end exams. 			



DOMAIN 2: CO-SCHOLASTIC PROCESSES

The Scholastic and Co-Scholastic components make for an education that is holistic and comprehensively assesses an individual's potential, capabilities and interests. However, over the decades, educational system in our country has over emphasized scholastic over the co-scholastic. This has also shaped the social perceptions about individual worth and achievement, limiting them to a narrow sphere of academics. The co-scholastic sphere which covers the wider ambit of education remains a grey area.

Co-scholastic policies, processes and outcomes promote students' well-being in physical, social, emotional and intellectual domains. Students learn in parts but are able to make connections, be interconnected and learn to be responsible, caring, compassionate, thinking individuals in a larger world.

The Board would like to stress upon the importance of the area by giving it the second highest weightage in SQAA.

Sub Domains and Sub-Sub Domains	2.1 Curriculum and Pedagogical Planning 2.1.1 There is an Annual Curriculum and Pedagogical Plan for the development of Co-Scholastic Skills (CSS).
	2.2 Art Education 2.2.1 The school provides ample opportunities for Art and Visual and Performing Arts activities.
	2.3 Work Education 2.3.1 The school implements Work Education Programme.
	2.4 Skill Enhancement 2.4.1 The school provides facilities to the students to participate in Literary and Creative Skills; Scientific Skills; Information and Communication Technology Skills; Organizational Leadership Skills and Aesthetic Skills.
	2.5 Mainstreaming Physical Education and Sports 2.5.1 School has a Policy for promoting Health and Physical Education in students. 2.5.2 School has a strong leadership and management of PE and Sports. 2.5.3 Teaching and learning of PE is rich and engaging. 2.5.4 PE is given designated time in the curriculum. 2.5.5 Assessment is as per the learning outcomes and the grade given in the curriculum document. 2.5.6 PE helps in making healthy life style choices. 2.5.7 Inclusive PE and Sports is an important aspect of school ambience. 2.5.8 PE follows an integrated approach and all the four strands are a part of the larger curriculum.
	2.6 Life Skills Education 2.6.1 The school has a Life Skills development programme
	2.7 Value Education 2.7.1 The school has a well-integrated Value Education Programme.





Courtesy :
DLF PUBLIC SCHOOL, SAHIBABAD

S.No.	Statement	Yes/ Leave Blank	Supporting Evidence (s) / Records	Annexure No.
2.1	Curriculum and Pedagogical Planning			
2.1.1	There is an Annual Curriculum and Pedagogical Plan for the development of Co- Scholastic Skills (CSS).			
2.1.1.1	<ul style="list-style-type: none"> The School Policy for the development of Co-Scholastics is in place. The school Annual Co-scholastic and Pedagogical Plan for co-scholastics reflects its Vision and Mission. The school Annual Curriculum Plan reflects enhancement in life skills, values, literary skills, scientific skills, ICT skills, Health and Physical Education, Visual and Performing Arts, Work Education, Leadership Skills, Aesthetic Skills, etc. The approved Annual Curriculum and Pedagogical Plan for development of Co-Scholastic Skills is effectively implemented, monitored and reviewed at regular intervals and necessary changes are made accordingly. 			
2.1.1.2	<ul style="list-style-type: none"> The Curriculum and Pedagogical Plan for the development co-scholastic skills is implemented in collaboration with all staff members and based on students' learning experiences 			
2.1.1.3	<ul style="list-style-type: none"> The approved Annual Curriculum Plan for development of CSS is communicated to teachers, students and parents. 			
2.1.1.4	<ul style="list-style-type: none"> A documented draft of Annual Co-Scholastic Plan is available with the Principal/HM and in the Library. 			
2.2	Art Education			
2.2.1	The school provides ample opportunities for Art and Visual and Performing Arts activities.			
2.2.1.1	<ul style="list-style-type: none"> The School Policy with regard to Art Education is in place. Art Education is effectively implemented, monitored and reviewed at regular intervals. Art activities are integrated in the Annual School Curriculum and correlated with other subjects or school activities. Resources are provided to bring forth and nurture artistic capabilities of the students Awareness is generated among the parents / guardians, school management about the importance of studying Art Education in school. Student Outcomes are reflected in the school aesthetics and décor, in co-scholastic activities; and in scholastic activities. Participation of students in Art forms at National and International Levels. There is a mechanism to mentor, monitor and review processes. 			



2.2.1.2	<ul style="list-style-type: none"> • Art Education is effectively implemented. • All the four streams of arts i.e. music, dance, visual arts and theatre are a part of arts curriculum offered by the school. • Culinary Art is a part of the curriculum in grades 6-8. • Through arts curriculum, students are introduced to the rich and varied artistic traditions of the country. • Students participate at the Zonal/State Level. 			
2.2.1.3	<ul style="list-style-type: none"> • The school provides more than two activities for Visual and Performing Arts and Culinary Art and maintains records. 			
2.2.1.4	<ul style="list-style-type: none"> • The school provides only three options for Art activities (one for Visual, one for Performing Arts and one for Culinary Art) and maintains records. 			
2.3	Work Education			
2.3.1	The school implements Work Education Programme.			
2.3.1.1	<ul style="list-style-type: none"> • The School Policy with regard to Work Education is in place. • Work Education has been integrated in the school curriculum from the preprimary/primary classes. • Activities appropriate with the child's age and ability and those that contribute to the child's normal growth and development have been implemented in the school. • Wherever possible, industrial exposure is provided and experts are invited to interact with the students. • The school Work Education Programme focuses on enabling children to learn values, basic scientific concepts, skills and creative expression. • The activities are effectively implemented, monitored and reviewed at regular intervals. 			
2.3.1.2	<ul style="list-style-type: none"> • The school provides resources (meaningful work space and other required material) for Work Education activities to all classes. • Students work under the supervision of concerned teachers. • The outcomes of the students are analyzed to improve their performance / skills. 			
2.3.1.3	<ul style="list-style-type: none"> • The school provides more than 3 Skill Based activities for work education to the students of classes VI-X; maintains records; and results are shared with students and parents. 			
2.3.1.4	<ul style="list-style-type: none"> • The school provides only 3 activities for work education to the students of classes VI-X; maintains records and results are shared with students and parents. 			



2.4	Skill Enhancement			
2.4.1	The school provides facilities to the students to participate in activities related to Literary and Creative Skills; Scientific Skills; Information and Communication Technology Skills; Organizational Leadership Skills and Aesthetic Skills.			
2.4.1.1	<ul style="list-style-type: none"> • There is a well laid out School Policy for participation of students in different activities that enhance their skills. • There is a Class Wise Tracker for each student's participation in the activities. • Teachers integrate the activities with their subjects. • Each child is encouraged to participate in activities that build on their cognitive, affective and psychomotor domains. • Students are encouraged to participate in such activities at National and International Levels. • Regular feedback is provided to students and parents. • The Policy is effectively implemented, monitored and reviewed at regular intervals. 			
2.4.1.2	<ul style="list-style-type: none"> • Each child/student is encouraged to participate in some activity or the other so that 'No Child is Left Behind' from participation in these activities organized at class/school/ interschool level. • Records of their participation and achievements are maintained. • Students are encouraged to participate in Intra School/Inter school events. 			
2.4.1.3	<ul style="list-style-type: none"> • The school provides adequate facilities to the students and maintains records. 			
2.4.1.4	<ul style="list-style-type: none"> • The school provides facilities to selective students for participating in some activities. 			
2.5	Mainstreaming Physical Education and Sports			
2.5.1	School has a Policy for promoting Health and Physical Education in Students.			
2.5.1.1	<ul style="list-style-type: none"> • A clearly documented School Policy for promoting Health and Physical Education in students is in place. • PE and Sports are reflected centrally in School Development Plan. • Students, staff, parents and community contribute to it regularly. • The Policy is monitored and reviewed regularly at periodic intervals and changes made accordingly. 			
2.5.1.2	<ul style="list-style-type: none"> • PE and Sports is implemented across the school and shared with the students and parents. 			
2.5.1.3	<ul style="list-style-type: none"> • Some attention is given to PE and Sports but there is no Policy or statement that is shared with parents or the community. 			
2.5.1.4	<ul style="list-style-type: none"> • Limited or no attention given to PE or Sports. 			



2.5.2 School has a strong leadership and management of PE and Sport.				
2.5.2.1	<ul style="list-style-type: none"> • Policy for MPE and Sports is in place. • School Leadership and Management are committed to implementing the detailed PE development plan through PE Coordinator and a Committee comprising of staff, parents and students. • There are stringent monitoring and reviewing practices to ensure enhancement in the PE and Sport Program. 			
2.5.2.2	<ul style="list-style-type: none"> • School Coordinator is skilled and has developed core vision with staff support. • Strong Planning and execution is evidenced across the Board. 			
2.5.2.3	<ul style="list-style-type: none"> • Head of school understands the importance of PE and school sport and there is an identified PE Coordinator. 			
2.5.2.3	<ul style="list-style-type: none"> • There is an identified Sports Period in the Time Table. 			
2.5.3 Teaching and learning of PE is rich and engaging.				
2.5.3.1	<ul style="list-style-type: none"> • School Policy on PE is in place. • All staff are competent, confident and capable of excellent delivery of PE lessons. • Cross curricular approach is encouraged. • The diversity of activities gives pupil confidence to try new things in a range of environments. • Students are exposed to talented professional and passionate sports persons in order to encourage them to pursue a healthy life style. • The activities are stringently monitored, and reviewed. 			
2.5.3.2	<ul style="list-style-type: none"> • Staff is confident and competent and uses innovative strategies to generate interest in leading a healthy life style. • Children are provided with opportunities to explore their talent and build skills. 			
2.5.3.3	<ul style="list-style-type: none"> • Staff takes the sports periods regularly and ensures that students are present. 			
2.5.3.4	<ul style="list-style-type: none"> • Staff takes sports period. 			
2.5.4 PE is given designated time in the curriculum.				
2.5.4.1	<ul style="list-style-type: none"> • School Policy on mainstreaming PE is in place. • PE activities are carried out for at least one hour every day of the week. (five to six hours in a week) • The activities are effectively implemented, monitored and reviewed at regular intervals. 			
2.5.4.2	<ul style="list-style-type: none"> • Students participate in activities around MPE for four hours in a week. 			
2.5.4.3	<ul style="list-style-type: none"> • Students are involved in sports and games as per their sports period. 			
2.5.4.4	<ul style="list-style-type: none"> • Students play on their own in the designated period. 			



2.5.5		Assessment is as per the learning outcomes and the grade given in the curriculum document.		
2.5.5.1	<ul style="list-style-type: none"> • The School Policy on mainstreaming PE is in place. • All teachers are confident, competent and capable of assessing learning outcomes using prescribed assessment standards. • There is a mechanism for mentoring, monitoring and reviewing the assessment process. 			
2.5.5.2	<ul style="list-style-type: none"> • Most staff are capable of and competent in the use of assessment standards across the four strands. 			
2.5.5.3	<ul style="list-style-type: none"> • Varied level of staff competence and most teachers do not apply assessment standards. 			
2.5.5.4	<ul style="list-style-type: none"> • Hardly any level of staff competence in assessing students. 			
2.5.6		PE helps in making healthy life style choices.		
2.5.6.1	<ul style="list-style-type: none"> • The School Policy on MPE and Sports is in place. • The School Calendar reflects ongoing activities and programmes for all stakeholders which ensure that the stakeholders are enabled to make the right choices to lead a healthy life style. • Subject teachers integrate PE in their curriculum. • The programme is effectively implemented, monitored and reviewed at regular intervals. • Records and data are maintained to identify measurable indicators. 			
2.5.6.2	<ul style="list-style-type: none"> • Regular Programmes are organized by the school on making Healthy Life Style Choices. • Stakeholders actively participate in the programmes. 			
2.5.6.3	<ul style="list-style-type: none"> • The teachers encourage students to lead a healthy life style. 			
2.5.6.4	<ul style="list-style-type: none"> • The teachers encourage students to participate in the Sports Period. 			
2.5.7		Inclusive PE and Sports is an important aspect of school ambience.		
2.5.7.1	<ul style="list-style-type: none"> • School Policy on MPE and Sports is in place. • Extensive range of activities under MPE are available and opportunities for students with learning difficulties and different abilities are created, links with community clubs created and achievements celebrated and shared. • The programme is effectively implemented, monitored and reviewed at regular intervals. 			
2.5.7.2	<ul style="list-style-type: none"> • Focus on inclusive practices and regular competitions are held both within and between schools and most students get to participate in these programs. 			
2.5.7.3	<ul style="list-style-type: none"> • Limited sports opportunities are provided to the students with different abilities. 			
2.5.7.4	<ul style="list-style-type: none"> • Basic opportunities for all pupils are available although inclusive practices are not evidenced. 			



2.5.8	PE follows an integrated approach and all the four strands of MPE are a part of the larger curriculum.			
2.5.8.1	<ul style="list-style-type: none"> • School Policy on MPE and Sport is in place. • SEWA, Games and Sports, Health and Fitness-all these strands are interwoven in the curriculum and opportunities provided to each student to participate in each activity. • Effective implementation, monitoring and reviewing is evidenced. 			
2.5.8.2	<ul style="list-style-type: none"> • Most students participate in all the strands in age appropriate ways. 			
2.5.8.3	<ul style="list-style-type: none"> • Some students actively participate in some of the four strands of MPE. 			
2.5.8.4	<ul style="list-style-type: none"> • Few students participate in all the four strands. 			
2.6	Life Skills Education			
2.6.1	The school has a Life Skills development programme.			
2.6.1.1	<ul style="list-style-type: none"> • There is well defined policy for implementing Life Skills Education which is effectively implemented, monitored and reviewed. • Teachers have created resources for equipping all students with all the desired Life Skills required to be successful in 21st century. • Life Skills Programme is well integrated in the whole school plan. • Life Skills Programme is effectively implemented, monitored and reviewed at regular intervals. 			
2.6.1.2	<ul style="list-style-type: none"> • Besides time set aside for Life Skills, capacity building programmes are organized for teachers and students. • Life Skills Education is imparted through regular classroom teaching. • The Life Skills Education programme is planned and implemented for all the classes. 			
2.6.1.3	<ul style="list-style-type: none"> • The Life Skills programme is planned and implemented for secondary classes only. • School Counsellor or class teacher is responsible for imparting Life Skills Education. • Life Skills activities are conducted using the CBSE Life Skills Manuals. 			
2.6.1.4	<ul style="list-style-type: none"> • The school has CBSE Life Skills Manuals in its library. There is no organized programme for the development of Life Skills but carried out in an informal way. 			

2.7	Value Education			
2.7.1	The school has a well-integrated Value Education Programme.			
2.7.1.1	<ul style="list-style-type: none"> • There is well defined policy for imparting Values Education which is effectively implemented, monitored and reviewed regularly. • Teachers have created activities for promoting values among students. • Values Education is integrated in whole school plan. 			
2.7.1.2	<ul style="list-style-type: none"> • The school has a planned programme for inculcating values among students. • The school has CBSE Values Education Kit for the ready reference of teachers. • Capacity Building programmes are organized for teachers to enhance their skills for the effective implementation of values education programme in the school. 			
2.7.1.3	<ul style="list-style-type: none"> • Varied co-curricular activities are conducted by the school to inculcate values among students. 			
2.7.1.4	<ul style="list-style-type: none"> • Inculcation of values in students through school assembly only. 			



DOMAIN 3: INFRASTRUCTURE - Adequacy, Functionality, Aesthetics and Safety

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. Adequacy, functionality and Aesthetics 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.

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| Sub Domains and Sub-Sub Domains | <ul style="list-style-type: none">3.1 Classrooms, library, laboratories, computer labs and ICT facilities<ul style="list-style-type: none">3.1.1 The school has sufficient classrooms conducive to learning.3.1.2 The School Library facilitates effective delivery/implementation of its educational programmes.3.1.3 Laboratories are available to support learning activities.3.1.4 Computer and other ICT facilities are available to support different administrative and educational activities in the school.3.2 Principal's Office, Staff room and Administrative Offices<ul style="list-style-type: none">3.2.1 The school has sufficient space for Principal, staff and administration as per requirements.3.3 Infirmary and Health Management Facilities<ul style="list-style-type: none">3.3.1 The school has effective health management facilities.3.4 Water, Sanitation Facilities and Waste Management<ul style="list-style-type: none">3.4.1 The school provides safe drinking water; adequate sanitation facilities and follows effective waste management practices.3.5 Furniture<ul style="list-style-type: none">3.5.1 The school has adequate, safe, comfortable, age appropriate and aesthetically designed furniture.3.6 Lighting and Ventilation<ul style="list-style-type: none">3.6.1 The school building is designed for natural lighting and ventilation in keeping with the best international norms.3.7 Disaster Management Provisions<ul style="list-style-type: none">3.7.1 Adequate provisions/ effective measures are in place for Disaster Management.3.8 Eco friendly orientation, aesthetics, lawns and green plants<ul style="list-style-type: none">3.8.1 The school practices eco-friendly processes.3.9 Safety Provisions<ul style="list-style-type: none">3.9.1 The school ensures safety measures as per statutory requirements and as defined by the Board from time to time.3.10 Playground and Sports Facilities<ul style="list-style-type: none">3.10.1 Indoor and outdoor sport facilities are available and support differently-abled students.3.11 Rooms for Activities - Art, Sculpture, Music, Dance, Theatre, Technology<ul style="list-style-type: none">3.11.1 The school has adequate number of activity rooms for art, sculpture, music, dance, theatre and technology. |
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S.No.	Statement	Yes/ Leave Blank	Supporting Evidence (s) / Records	Annexure No.
3.1	Classrooms, Library, Laboratory, Computer Labs and ICT Facilities			
3.1.1	The school has sufficient classrooms conducive to learning.			
3.1.1.1	<ul style="list-style-type: none"> The School Policy with regard to infrastructure is in place. The school has integrated classrooms which have space for students: student and teacher: student interactions; have aesthetic features, ICT facilities and easy access for differently abled. There is an ongoing mechanism to assess the infrastructure needs of the students. 			
3.1.1.2	<ul style="list-style-type: none"> Classrooms are designed to provide for varied learning needs and suitable for different levels. 			
3.1.1.3	<ul style="list-style-type: none"> Classrooms are available as per statutory norms. 			
3.1.1.4	<ul style="list-style-type: none"> Classrooms are available but short of statutory norms. 			
3.1.2	The School Library facilitates effective delivery/implementation of its educational programmes.			
3.1.2.1	<ul style="list-style-type: none"> The School Policy with regard to the effective usage of library is in place. The school library: <ul style="list-style-type: none"> is aesthetically designed provides access to internet, e-library and various digital media to both teachers and students has separate reference facilities for teachers to facilitate learning. The books do not contain material offensive to any gender, race, religion or community. The Library is optimally and effectively used by students and teachers alike and is upgraded at regular intervals. The Librarian uses innovative techniques to encourage students to read. Student views and suggestions are taken to procure relevant and age appropriate books. The Library is accessible to parents and community also. Regular review of the needs of students and staff and appropriate action plan is evidenced. 			
3.1.2.2	<ul style="list-style-type: none"> The school library resources are utilized by teachers and students; it has separate reference section and a Reading Room. Books are regularly updated to meet the developmental needs of learners of both the genders and all age groups. 			
3.1.2.3	<ul style="list-style-type: none"> The school library has adequate resources as per norms and students visit the Library as per their allotted period. 			
3.1.2.4	<ul style="list-style-type: none"> The school library is a room with a few books. 			

3.1.3 Laboratories are available to support learning activities.				
3.1.3.1	<ul style="list-style-type: none"> • The School Policy with regard to the effective usage of laboratories is in place. • The laboratory facilities are more than adequate, and there is optimal utilization by all students. • Resources are added based on teacher and student feedback. • All safety and security compliances are met with. • The school has additional experiential lab(s) and mobile lab(s) for developing scientific temperament. • Ongoing review of resources and subsequent action plan is evidenced. 			
3.1.3.2	<ul style="list-style-type: none"> • Laboratories and related emergency management facilities are available. • Teachers and students of both the genders are adequately trained to demonstrate safe and careful use of equipment. 			
3.1.3.3	<ul style="list-style-type: none"> • The school has only Science and Mathematics laboratories which are sub-optimally utilized. • Safety measures are not in place. 			
3.1.3.4	<ul style="list-style-type: none"> • The school has only Science laboratory with few equipment. • Resources are sub optimally utilized and without proper safety features. 			
3.1.4 Computer and other ICT facilities are available to support different administrative and educational activities in the school.				
3.1.4.1	<ul style="list-style-type: none"> • There is a well-defined Policy for technology integration in school with a robust Blue Print. • There are more than adequate computers (1:2 students per computer / laptop/tablet), high speed/strength internet facility. • ICT facilities are: <ul style="list-style-type: none"> ❖ integrated with the learning design. ❖ optimally utilized for appropriate instructional transaction, record keeping and other administrative work. • Student outcomes are clearly visible in the school activities and in the Computer Lab. • Parents are oriented towards digitalization of school processes. • Computer Lab is accessible to parents and community. • Ongoing review of equipment and facilities is evidenced together with an action plan for improvement. 			
3.1.4.2	<ul style="list-style-type: none"> • Computer and ICT facilities for Scholastic, Co-Scholastic activities, and School Information Management are available. • Facilities are regularly upgraded and effectively utilized. • Integration of ICT with the learning design of some subjects and a few activities is evidenced. 			



3.1.4.3	<ul style="list-style-type: none"> • Computer and ICT facilities are available which are used by teachers and students. 			
3.1.4.4	<ul style="list-style-type: none"> • Few computers are available in the school. 			
3.2	Principal's Office, Staff Room and Administration Offices			
3.2.1	The school has sufficient space for Principal, Staff and Administration as per requirements.			
3.2.1.1	<ul style="list-style-type: none"> • The School Policy with regard to the provision of facilities for school staff and principal is in place. • The school has aesthetically designed offices, equipped with relevant ICT facilities for Principal, teaching staff and Administrative Staff as well as for non-teaching staff. • Review of infrastructure and aesthetics at regular intervals is evidenced. 			
3.2.1.2	<ul style="list-style-type: none"> • In addition to the Principal and Administrative Offices, a separate Staff Room(s) is/are available for teachers. 			
3.2.1.3	<ul style="list-style-type: none"> • The school has a common office for Principal, Administrative Staff and for other purposes. 			
3.2.1.4	<ul style="list-style-type: none"> • The school has a Principal's Office only. 			
3.3	Infirmiry (Medical Room) and Health Management facilities			
3.3.1	The school has effective Health Management Facilities.			
3.3.1.1	<ul style="list-style-type: none"> • The Policy for a Health Promoting School is in place. • Emergency protocols are followed. • All teachers are trained in first aid. • School has a full-time doctor and a nurse. • The school medical room is equipped to handle medical emergencies. • Equal comfort level is offered to both the genders. • Effective communication system is in place for Health Management. • School Health and Wellness Club is the focal point of school health promotion. • School health co-ordinator assists in the implementation and co-ordination of school health policies and programs. • Emergency medical care numbers are displayed at prominent places in the school. • The school health programmes are formally monitored, reviewed and appropriate actions taken. • All statutory requirements as per are followed. • Regular Capacity Building Programmes for all Stakeholders to encourage Healthy Lifestyle. 			
3.3.1.2	<ul style="list-style-type: none"> • A full-time nurse is available to attend to the needs of the students. Records are duly maintained. • Regular Health Check-ups are conducted and report is shared with the parents. • Relevant medical records of all students are updated with parental support. • Health Cards of all students are maintained with special focus on immunization. • The school has tie up with a local nearest hospital to meet emergency needs. • School is complaint with all statutory requirements. 			



3.3.1.3	<ul style="list-style-type: none"> • School has an infirmary/sick room but not manned by a doctor/nurse at all times. • A few teachers are trained in first aid. • Health Check-ups of students are conducted. 			
3.3.1.4	<ul style="list-style-type: none"> • School has a first aid kit with necessary medicines and other supplies for emergency which are within the expiry period. 			
3.4	Water, Sanitation Facilities and Waste Management			
3.4.1	The school provides safe drinking water; adequate sanitation facilities and follows effective waste management practices.			
3.4.1.1	<ul style="list-style-type: none"> • The School Policy for the provision of safe drinking water; clean and adequate sanitation facilities and waste management is in place. • Provision of Menstrual hygiene management facilities like proper disposal facilities for menstrual waste, including an incinerator and dust bins. • Washroom/Toilet Doors have child-friendly latch. • Toilet(s) for Children with Special Needs (CWSN) with necessary provisions is available. • Visuals depicting key hygiene messages and use of water conserving techniques are available in all the toilets, hand washing areas and water drinking places. • Provision of Sanitary Pad dispenser in girls' toilets. • Regular/daily inspection of water and sanitation facilities by a committee /person appointed for the task. • Sufficient water is available at all times for different purposes in the school. • The waste generated is disposed off /recycled safely without any kind of contamination to any natural resources or endangering the health of its stakeholders and without compromising on the aesthetics in and around the school. • The school caters to a clean environment by enforcing stringent monitoring and review practices. • School is compliant with all statutory norms. 			
3.4.1.2	<ul style="list-style-type: none"> • Sufficient group hand washing facilities are available and are easily scalable. • All water, sanitation and hand washing facilities are kept clean; hygienic conditions are maintained and are regularly repaired. • There is regular supply of cleaning materials, soap, disinfectants, brooms, brushes, buckets etc. • All disinfectants and cleaning materials are kept away from the reach of the students. • There are working locks on the toilet doors. • There is provision of proper lighting, exhaust fans and dust bins in the toilets. • There is provision of separate and clean toilets for male and female staff. • Water filter/purifier is available in the school. • Water quality is tested periodically. 			



	<ul style="list-style-type: none"> • Dust bins are available in all the classrooms and labs and are kept clean. • School has a proper maintained drainage system and system for disposal of waste and garbage. 			
3.4.1.3	<ul style="list-style-type: none"> • The number of toilets is in proportion to number of students. • Toilets are kept clean. • Hand washing facility with soap dispensers and tissues. • There is provision of proper lighting in the toilets. • There is facility for safe drinking water with adequate number of water taps for all the students, located at convenient points within the building. • There is no water logging in the drinking area and in the toilets. • The school has a drainage system. • Dust bins are available in all the corridors in the school. 			
3.4.1.4	<ul style="list-style-type: none"> • The school has separate functional toilets for boys and girls. • Hand washing facility is available. • There is facility for drinking water with a few number of water taps for all the students, located at a convenient point within the building. • Dustbins are available at a few places in the school. 			
3.5	Furniture			
3.5.1	The school has adequate, safe, comfortable, age appropriate and aesthetically designed furniture.			
3.5.1.1	<ul style="list-style-type: none"> • The school policy with regard to the provision of furniture is in place. • Aesthetically designed, age appropriate and safe furniture is available in the school. • Additional furniture is visible in order to engage students in multiple activities and enhance their skills. • Special furniture is available for differently abled students. • The infrastructure is periodically reviewed and changes made as per requirements. 			
3.5.1.2	<ul style="list-style-type: none"> • Furniture is safe, adequate, comfortable and age appropriate. 			
3.5.1.3	<ul style="list-style-type: none"> • Adequate furniture is available as per the number of students and teaching learning demands. 			
3.5.1.4	<ul style="list-style-type: none"> • Very minimal furniture is available as per the teaching learning requirements. 			



3.6	Lighting and Ventilation			
3.6.1	The school building is designed for natural lighting and ventilation in keeping with the best international norms.			
3.6.1.1	<ul style="list-style-type: none"> The School Policy with regard to the provision of conducive environment to students is in place. The entire school building is well lit and ventilated with temperatures conducive for learning and working as per norms. Review mechanism to ensure a well-lit school is evidenced. 			
3.6.1.2	<ul style="list-style-type: none"> Enough attention being paid to natural lighting and cross ventilation in building design. 			
3.6.1.3	<ul style="list-style-type: none"> There is illumination and cross ventilation in most of the classrooms. 			
3.6.1.4	<ul style="list-style-type: none"> The school has no proper lighting and ventilation in the classrooms and other rooms. 			
3.7	Disaster Management Provisions			
3.7.1	Adequate provisions/ effective measures are in place for Disaster Management.			
3.7.1.1	<ul style="list-style-type: none"> The School Policy on Disaster Management is in place. All students, teachers, non-teaching staff are well trained to manage all kinds of disasters and conduct evacuation drills in minimum time. Stringent provisions for emergency management are in place in terms of infrastructure and behaviour patterns. Evacuation Plans and Emergency Protocols are displayed all over the school. The Policy is monitored and reviewed at regular intervals. 			
3.7.1.2	<ul style="list-style-type: none"> The school stakeholders of both the genders are trained to manage emergencies and disasters with enough practice in conducting mock drills and evacuation drills. 			
3.7.1.3	<ul style="list-style-type: none"> The school has some disaster management equipment and school stakeholders are aware of the drills. 			
3.7.1.4	<ul style="list-style-type: none"> There is only first aid kit available in the school and school stakeholders are not aware of emergency drills. 			
3.8	Eco-friendly Orientation, Aesthetics, Lawns and Green Plants			
3.8.1	The school practices eco-friendly processes.			
3.8.1.1	<ul style="list-style-type: none"> The School Policy on eco-friendly practices is in place. The school practices eco-friendly activities like vermi composting, rain water harvesting, use of solar energy, segregation of waste at source, recycling of waste, safe disposal of e-waste, effective water conservation activities and/or other activities which help in reducing the carbon footprint. Energy audit and audit of rubbish created by school is conducted regularly. 			



	<ul style="list-style-type: none"> Eco friendly practices are integrated in the school curriculum. "Lights-off" hour once per week is observed. The eco-friendly practices in the school are a role model for students, parents, teachers and the wider community. The Eco-friendly practices are monitored and reviewed at regular intervals. 			
3.8.1.2	<ul style="list-style-type: none"> The school displays neat and clean surroundings around it and creates awareness on environmental issues in the community through a number of activities. Use of energy saving and energy efficient electrical equipment. School has compost pits. Students of all levels - primary to secondary and senior secondary participate in eco-club activities. 			
3.8.1.3	<ul style="list-style-type: none"> The school premises are aesthetically maintained with lawns and green plants. School has an eco-club and only a few students of senior classes participate in it. 			
3.8.1.4	<ul style="list-style-type: none"> The school premises are neat and clean. 			
3.9	Safety Provisions			
3.9.1	The school ensures safety measures as per statutory requirements and as defined by the Board from time to time.			
3.9.1.1	<ul style="list-style-type: none"> Policy for a Safe and Secure School is in place. The school has Committees for Child Protection and Safety as per norms. All Statutory Compliances are in place. The Committees prepare plan of action for ensuring overall safety of children. Awareness programmes are conducted for the school staff and other stakeholders to sensitize them on safety measures. The Plan is implemented, monitored and reviewed at regular intervals. 			
3.9.1.2	<ul style="list-style-type: none"> School does not have a policy; but safety related duties are assigned to the staff. School has tie up with local agencies for handling emergency situations. School ensures the presence of personnel to regulate traffic during peak hours outside the school. Safety of the students is ensured when taken for field trips and excursions. School ensures safe transport facilities for the students and follows all the guidelines as prescribed by the Board with regard to it from time to time. 			

3.9.1.3	<ul style="list-style-type: none"> • School does not have a policy but ensures necessary safety provisions eg. display of necessary information, safety equipment, emergency contact numbers, emergency exits, first aid kits, etc. inside the school premises and its surroundings. • Proper records of movement of vendors and visitors in the school are maintained. 			
3.9.1.4	<ul style="list-style-type: none"> • School has no policy or plan or action except certificates of inspection for safety of school building, fire safety and safe drinking water certificate on file. 			
3.10	Playground and Sports Facilities			
3.10.1	Indoor and outdoor sport facilities are available and support differently-abled students.			
3.10.1.1	<ul style="list-style-type: none"> • School Sports policy is in place. • Aesthetically designed and regularly maintained playgrounds. • Provision of multi courts and diverse sports and games facilities. • Optimal utilization of school playground. • Facility for coaching or special training for sports is available. • Provision of sports facilities for children with special needs. • Intra and Inter school events are organized in the school playground. • Regular monitoring and reviewing practices are evidenced. 			
3.10.1.2	<ul style="list-style-type: none"> • School has a playground meeting minimum statutory requirements and is optimally used for multiple sports and other activities. • Inter school and intra school sports events are organized and conducted in the school. • Provision of equal sports and games facilities to all students regardless of gender. 			
3.10.1.3	<ul style="list-style-type: none"> • School has a playground meeting minimum statutory requirements and is used for only one/two sports and other activities. • Equipment is maintained and made available as and when required. • Playground activities are supervised. • Records and inventories are maintained. 			
3.10.1.4	<ul style="list-style-type: none"> • School does not have its own playground but has an alternate arrangement like use of playground of a neighbourhood school or a community space. • School has limited sports material/equipment. 			
3.11	Activity Rooms			
3.11.1	The school has adequate number of activity rooms for art, sculpture, music, dance, theatre and technology.			
3.11.1.1	<ul style="list-style-type: none"> • The School Policy for development of Aesthetics, Art and Culture in students is well in place. • Activity rooms are well designed and equipped to meet the diverse interests of students. 			



	<ul style="list-style-type: none"> • Open spaces are well utilized to develop a culture of art and aesthetics. • Age appropriate equipment are available in more than adequate number. • Equipment is effectively utilized and well maintained. 			
3.11.1.2	<ul style="list-style-type: none"> • School has adequate number of activity rooms for both primary and senior school students and they are optimally utilized. 			
3.11.1.3	<ul style="list-style-type: none"> • School has one or two rooms together with a multi-purpose space which is utilized for activities. 			
3.11.1.4	<ul style="list-style-type: none"> • School has one or two rooms which are used as activity rooms. 			



DOMAIN 4: HUMAN RESOURCES

Staff forms an integral part of any school and is responsible for ensuring student outcomes in both scholastic and co-scholastic aspects 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.

Policies and practices for staff that are conducive to a working environment; are nurturing in nature; promote and encourage innovation and collaboration - are the hall marks of a learning organization.

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.

Sub Domains and **4.1 School Staff - teaching and non-teaching**

Sub-Sub Domains

- 4.1.1 The school recruits qualified and competent staff (teaching and non-teaching) that is sufficient in number to support fulfillment of school mission and objectives.
- 4.1.2 The school has an induction policy in place for the new employees.
- 4.1.3 The school conducts staff appraisal.
- 4.1.4 The school carries out staff development programmes and capacity building of teachers.
- 4.1.5 The school decides the salary and other allowances as per state norms/central norms.
- 4.1.6 The school provides staff incentives and appreciation.
- 4.1.7 The school has a well-developed mechanism of mentoring of teachers.

4.2 Parents

- 4.2.1 Parents interface with school.

4.3 Students

- 4.3.1 Students as Resources

4.4 Alumni

- 4.4.1 The school interacts with Alumni.

4.5 Community

- 4.5.1 The school is committed to fostering effective school community partnership for providing enriching opportunities to enhance students' achievement and wellbeing.





S.No.	Statement	Yes/ Leave Blank	Supporting Evidence (s) / Records	Annexure No.
4.1	School Staff			
4.1.1	The school recruits qualified and competent staff (teaching and non-teaching) that is sufficient in number to support fulfillment of school mission and objectives.			
4.1.1.1	<ul style="list-style-type: none"> The School Recruitment Policy is in place. The school employs sufficient number of staff for scholastic and co-scholastic activities; administrative; housekeeping; security etc. The school complies with all recruitment norms including background checks. The school also appoints full time counselor(s) and special educator(s) depending upon the number of students. The school maximizes each Human Resource. The school employs teaching staff on the basis of written test; face to face interview and demonstration of competency in a 'real' class. 			
4.1.1.2	<ul style="list-style-type: none"> The school employs sufficient number of staff (teaching and non-teaching). The school employs staff; assigns duties and other responsibilities as per their professional competence. 			
4.1.1.3	<ul style="list-style-type: none"> The school employs staff as per affiliation bye laws. 			
4.1.1.4	<ul style="list-style-type: none"> The school employs staff without any defined recruitment rules and screening process. 			
4.1.2	The school has an Induction Policy in place for the new employees.			
4.1.2.1	<ul style="list-style-type: none"> The School Induction Policy for its new employees is in place. The school assigns a mentor to each new member recruited for a certain period of time. The new entrant is coached and mentored at regular intervals. The principal assigns work/responsibilities to the staff as per their knowledge, competencies and skills. A road map for the personal and professional growth of the employee is generated with mutual consensus. Monitoring and reviewing at regular intervals is demonstrated. 			
4.1.2.2	<ul style="list-style-type: none"> The school conducts an orientation programme which is mandatory for all staff to attend where new staff members are introduced to the school staff, familiarized with their roles, duties, responsibilities and value system of the school. 			
4.1.2.3	<ul style="list-style-type: none"> New staff are briefed by the concerned H.O.D./Principal/Manager regarding their duties, activities, etc. 			
4.1.2.4	<ul style="list-style-type: none"> New staff takes up their duties right after they sign their attendance on the first day. 			



4.1.3	The school conducts staff appraisal.			
4.1.3.1	<ul style="list-style-type: none"> • The school has a clear Policy for Staff Appraisal which includes Professional Development Measures and Motivation and Retention of employees. • The criteria for staff appraisal are developed in collaboration with staff members. • The Principal/HR Head encourages one to one discussion with staff at regular intervals over a period of a year wherein a SWOT analysis is done and coaching and mentoring provided if needed • The teaching staff is also encouraged to do self-assessment using PINDICS (Performance Indicators) published by NCERT. • The staff shares their satisfaction or concern areas and the school provides support and assistance wherever required. • Opportunity is given to the staff to discuss the result of their appraisal. • The school authorities also take appropriate action after analyzing the results of the appraisal of the staff. 			
4.1.3.2	<ul style="list-style-type: none"> • The school conducts 360-degree appraisal of its staff on the pre-defined criteria made in consultation with the staff. • The staff is mentored and coached over a period of time. 			
4.1.3.3	<ul style="list-style-type: none"> • The school conducts a one-time appraisal of all categories of staff on pre-defined criteria known to the staff. 			
4.1.3.4	<ul style="list-style-type: none"> • Appraisal of the teaching staff is done on random basis and on such parameters not known to the staff. 			
4.1.4	The school carries out staff development programmes and capacity building of teachers.			
4.1.4.1	<ul style="list-style-type: none"> • The school has proper written/documented plan/policy for the capacity building of its principal, teachers and other staff members as per their need. • The school ensures that all teachers have gone through Knowledge, Skill and Competencies based workshops over a period of one year. • The school ensures that the staff implements the takeaways of the CBPs attended. The staff is mentored and reviewed at regular intervals. • The school collaborates with the schools in its hub and or other partners to enhance capacity building of its teachers. • Other than identifying training needs in scholastic and co-scholastics, the school also encourages self-upgradation in those domains or areas which go beyond the classroom. • There is provision for teacher development in the Annual Budget. 			



4.1.4.2	<ul style="list-style-type: none"> The Principal along with the teaching staff are periodically involved in self and team-development and management programmes. Equal opportunities are provided to all the staff members. 			
4.1.4.3	<ul style="list-style-type: none"> Some teachers are sent for CBPs organized by CBSE Centres of Excellence. There is Teachers' Development Report including their involvement in activities other than teaching. 			
4.1.4.4	<ul style="list-style-type: none"> Only a few senior teachers are given the opportunity for attending some Capacity Building Programmes. 			
4.1.5	The school decides the salary and other allowances as per state norms/central norms.			
4.1.5.1	<ul style="list-style-type: none"> The school policy with regard to payment of salary and other allowances to the staff is in place. The school gives salary according to the latest Pay Commission. The school also provides staff allowances, incentives and appreciation for additional work including rewards like sponsoring training etc. 			
4.1.5.2	<ul style="list-style-type: none"> DA and other admissible allowances as per Central or respective State Govt. rates are paid to the staff. 			
4.1.5.3	<ul style="list-style-type: none"> Salary is paid to the staff members as defined as per individual negotiations based on school's terms and conditions of service. 			
4.1.5.4	<ul style="list-style-type: none"> Salary is not paid to the school staff as stated in the affiliation bye laws of the Board. 			
4.1.6	The school provides staff incentives and appreciation.			
4.1.6.1	<ul style="list-style-type: none"> Effective implementation of plan or policy for provision of incentives and appreciation to teaching and non-teaching staff is in place. There is regular interaction of Leadership with staff. Innovative practices to motivate staff for good performance are embedded in the system. Feedback mechanism to gauge satisfaction of employees is in place. 			
4.1.6.2	<ul style="list-style-type: none"> The school has a policy or plan of action for providing incentives and appreciation to all its staff members. The number of staff members who receive appreciation or incentives during the year is high. 			
4.1.6.3	<ul style="list-style-type: none"> Number of staff members (teaching and admin) appreciated or provided incentives in some form or the other is negligible. 			
4.1.6.4	<ul style="list-style-type: none"> The school has no written policy for providing incentives or appreciation to its staff but once in a while the teaching staff is appreciated either verbally or through letters of appreciation. 			



4.1.7	The school has a well-developed mechanism of mentoring of teachers.			
4.1.7.1	<ul style="list-style-type: none"> • The School Policy for the mentoring of teachers is in place. • There is a mentoring schedule and programme in place. • The mentor-mentee meetings are held every week with an agenda to discuss improvement in various school processes and any issues faced by the teachers. • Action Plan for improvement is made with mutual consensus. • The Plan is monitored and reviewed at regular intervals. 			
4.1.7.2	<ul style="list-style-type: none"> • There is a mentoring programme with proper agenda scheduled every month in which issues or problems of teachers related with teaching learning process are discussed and solutions are found through a collaborative approach. 			
4.1.7.3	<ul style="list-style-type: none"> • The mentoring is just restricted to the weekly / fortnightly reports to the Head of Department. 			
4.1.7.4	<ul style="list-style-type: none"> • The mentoring is just restricted to reporting of teachers to the head of the department as and when called for. 			
4.2	Parents			
4.2.1	Parents interface with school.			
4.2.1.1	<ul style="list-style-type: none"> • Policy for Parental Involvement in place. • Parents are partners in growth of the children and thus school has an open-door policy for parents. • Structured, formal and informal interventions of parents in school activities are evident in the school calendar. • Communication is two-ways. School takes feedback from parents constructively and has an immediate response system in place. • PTMs are regular and attended by most parents. • Parents are involved in developing and implementing school policies like School Development Plan, Safety and Security Measures in school etc. • Facilities like Library, Computer Labs and Playgrounds are accessible for the parents. • 'No Parent Left Behind' Policy is evidenced. • Communication Tree is in place. • Effective Complaint/Suggestion Management System is in place. • Effective Feedback Mechanism is in place. 			
4.2.1.2	<ul style="list-style-type: none"> • Interaction of school with parents through different modes throughout the year. • All parents are encouraged to participate in school activities in an informal manner. 			



4.2.1.3	<ul style="list-style-type: none"> • The school has a Parent Teacher Association and the members meet once in a year other than PTMs. 			
4.2.1.4	<ul style="list-style-type: none"> • The school has very few interactions with the parents and that too through Parent Teacher meetings only. 			
4.3	Students			
4.3.1	Students as Resources.			
4.3.1.1	<ul style="list-style-type: none"> • Policy for student involvement in school improvement plans is in place. • Participation and involvement of students in the school improvement plan is encouraged across the board (pre-primary - XII). • The school has a well-integrated calendar to ensure that students have a voice in the target setting of a school improvement plan and are a part of the Aware Responsible and Empowered Program. • The feedback from students is used for Action Research and to set SMART goals for setting up specific quality processes. • The students become positive enablers for others. • The abilities and competencies of students are used effectively to provide meaningful inputs to their juniors. • Students are used as resource persons for sharing insights into their world which can help schools formulate Health Promoting School Policy. • Students assist in peer and buddy learning in scholastic and co-scholastic domains. • Students are provided opportunities to exhibit their leadership skills and take on responsibility and accountability of age appropriate processes in the school. • Regular mentoring, monitoring and reviewing of the policy and its implementation is evidenced. 			
4.3.1.2	<ul style="list-style-type: none"> • The school has a well-documented process for selection of student council. • The student council is engaged effectively in formulating school improvement plans. • Selective students are provided with an opportunity to become leaders. • Buddy programmes and students as enablers are evidenced in selective classes. • Feedback mechanism from students is in place and complaints and suggestions are addressed. 			
4.3.1.3	<ul style="list-style-type: none"> • The school has a process for selection of student council and there is clarity in the roles of the members of the student council. 			
4.3.1.4	<ul style="list-style-type: none"> • The school has the student council selected from the senior school who takes care of their designated roles. 			



4.4	Alumni			
4.4.1	The school interacts with Alumni.			
4.4.1.1	<ul style="list-style-type: none"> The school policy for Interface with Alumni is in place. The school has structured tracking mechanisms regarding alumni and involves them in frequent interface leading to further development. The Alumni is regularly involved in the School Improvement Programmes. The Alumni are the Brand Ambassadors for the school. 			
4.4.1.2	<ul style="list-style-type: none"> The school has structured platform for alumni to participate in school activities regularly like Annual Meet or Annual Function, Sports Day, Farewell Parties, Social Nights, etc. 			
4.4.1.3	<ul style="list-style-type: none"> The school has an Alumni Association that meets once a year. 			
4.4.1.4	<ul style="list-style-type: none"> The school has random interaction with its alumni. 			
4.5	Community			
4.5.1	The school is committed to fostering effective school community partnership for providingenriching opportunities to enhance students' achievement and wellbeing.			
4.5.1.1	<ul style="list-style-type: none"> The school policy for fostering effective relationship with community is in place. School leadership and teachers identify and draw on community resources to enrich their students' learning. School and community collaborate to provide interventions for enhancing student achievement and wellbeing. School maintains and sustains fruitful school community partnership. Community plays an active, meaningful and purposeful role in school decision making. 			
4.5.1.2	<ul style="list-style-type: none"> School is aware of the value and importance of school community partnerships for the good of students and overall growth of the school. School Improvement Plan clearly outlines the role of the community representatives or partners in achieving the desired goals. The school building is open and accessible for community beyond school hours. 			
4.5.1.3	<ul style="list-style-type: none"> School invites community representatives for different activities at special occasions. Community representative members of the SMC are involved in School Improvement planning. 			
4.5.1.4	<ul style="list-style-type: none"> Community representatives are the members of the School Managing Committee (SMC). 			



DOMAIN 5: INCLUSIVE PRACTICES

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.

Sub Domains and **5.1 Barrier free environment**

Sub-Sub Domains

5.1.1 The school provides barrier free access in terms of physical environment to the students with disabilities.

5.1.2 The school provides barrier free access in terms of curriculum to students with special needs.

5.1.3 The school provides barrier free access in terms of teaching and assessment to the children with disabilities.

5.2 Games, Sports and other Recreational Facilities

5.2.1 Adequate and appropriate indoor and outdoor games, sports and other recreational facilities are provided to students with disabilities.

5.3 Transportation Facilities

5.3.1 The school provides adequate transportation facilities to students with disabilities.

5.4 Overcoming Attitudinal Barriers

5.4.1 Training and sensitization programmes are conducted for all staff members by the school with respect to students with disabilities.

5.5 Other Support Services

5.5.1 The school provides support services or resources for its students with disabilities along with the support resources for the teachers.



Literary Week Activity.

Poem Recitation.



S.No.	Statement	Yes/ Leave Blank	Supporting Evidence (s) / Records	Annexure No.
5.1	Barrier free Environment			
5.1.1	The school provides barrier free access in terms of physical environment to the students with disabilities.			
5.1.1.1	<ul style="list-style-type: none"> • School Policy for Inclusion and Inclusive practices is in place. • All the parts of the school building are accessible either by ramp or by lifts; all the surfaces are non-slippery; handrails have been provided in the walkways and the walkways are clear of any hung and protruding obstructions. • There is a regular and ongoing mechanism to review the safety procedures and infrastructure. 			
5.1.1.2	<ul style="list-style-type: none"> • Appropriate visual signage and signage in Braille have been placed at readable height for the use of students with disabilities. • Suitable arrangements as per the needs of the students are made in the classrooms. 			
5.1.1.3	<ul style="list-style-type: none"> • The school has accessible toilets and drinking water outlets for students with disabilities; the path from the gate to the school building and playground is clear and leveled. 			
5.1.1.3	<ul style="list-style-type: none"> • The school has a ramp. 			
5.1.2	The school provides barrier free access in terms of curriculum to students with special needs.			
5.1.2.1	<ul style="list-style-type: none"> • The school has written policy and procedure(s) for identifying the abilities/ learning needs/styles of the students at the time of admission in order to determine the educational needs of the child. • School has an Inclusion Committee and a resource cell that plans the scholastic and co-scholastic needs of each child. • Curriculum is made flexible in terms of time, teaching/learning resources, methodology, mode of access, and presentation in order to meet the identified needs of children with disabilities in both cognitive and non-cognitive areas aiming at their holistic development. • Counsellors and trained staff to handle children with Special Needs are appointed in the school. • The counselors, teachers and parents work in collaboration to formulate Individual Education Plans for the children. • The student outcomes are regularly monitored and reviewed and action plan made based on the analysis. 			
5.1.2.2	<ul style="list-style-type: none"> • The school has Inclusion Committee which assists in setting learning goals and suggests changes in teaching processes, assessment procedures, etc. and its recommendations are implemented. 			



	<ul style="list-style-type: none"> • Vocational courses or skill based activities are offered as per need for each child. 			
5.1.2.3	<ul style="list-style-type: none"> • Teachers are instructed to give extra time to children with special needs for finishing their classwork / assignments. 			
5.1.2.4	<ul style="list-style-type: none"> • Same curriculum is transacted to students with disabilities as to other students within the regular classroom. 			
5.1.3	The school provides barrier free access in terms of teaching and assessment to the children with disabilities.			
5.1.3.1	<ul style="list-style-type: none"> • The school policy for Inclusive Practices is in place. • Teachers make use of need based assistive devices in the classroom as per the disability of students. • The teachers work in close collaboration with special educators, parents/guardians, other teachers, therapists, counselors and administrators. • Teachers evaluate the academic, social, emotional and physical development (progress) of the children, not in comparison to others but on the basis of their individual learning plans. • If need be, students with disabilities are taught on one to one basis or in small groups with the help of special educators in collaboration with parents. • There is a regular and ongoing program for mentoring, monitoring and reviewing the process. 			
5.1.3.2	<ul style="list-style-type: none"> • Teachers attach a buddy to help a child with special needs in scholastic and co-scholastic activities. • Teachers make use of a range of teaching approaches including thematic and cross curricular approaches. • Teachers use formative and diagnostic assessments to recognize the teaching learning needs of these students and accordingly organize special remedial classes for them. • The teachers refer children with complex needs (whose progress is inadequate despite planned interventions) to external professionals. 			
5.1.3.3	<ul style="list-style-type: none"> • Teachers work in collaboration with special educators/counsellors to identify the learning needs of special children. • Teachers make use of differentiated instruction (in terms of teaching methodologies and assessment procedures). • Teachers organize the classroom and seat the children to optimize opportunities for communication, interaction and learning. • The teachers give extra time to students to complete their class work and assessments as per their ability and organize remedial classes as per their needs. 			
5.1.3.4	<ul style="list-style-type: none"> • Teachers teach students with special needs along with other students and same assessment procedures are followed. 			

5.2	Games, Sports and other Recreational Facilities			
5.2.1	Adequate and appropriate indoor and outdoor games, sports and other recreational facilities are provided to students with disabilities.			
5.2.1.1	<ul style="list-style-type: none"> • The School Policy for Inclusive Practices is in place. • The school appoints special coaches for students with disabilities. • PE teachers are sensitized about the needs of students with disabilities and make participation in sports a safe and healthy experience for them. • Teachers use special devices or mechanisms to keep them safe in the playground. • Teachers have a procedure to know the abilities of the child and accordingly the games and sports facilities or other recreational facilities are provided. • Mechanism to mentor, monitor and review the process is in place. 			
5.2.1.2	<ul style="list-style-type: none"> • Parents of children with disabilities are counselled to encourage and allow their children to participate in games and sports activities. • Medical Report and consent is taken from the parents to ascertain if the child is medically fit enough to play the desired game/s or sport. 			
5.2.1.3	<ul style="list-style-type: none"> • Indoor and outdoor games and sports facilities are available for students with disabilities and are modified to suit their needs, if required. 			
5.2.1.4	<ul style="list-style-type: none"> • Students with disabilities are encouraged to participate in only music, play or drama. 			
5.3	Transportation Facilities			
5.3.1	The school provides adequate transportation facilities to students with disabilities.			
5.3.1.1	<ul style="list-style-type: none"> • The School Policy for Inclusive Practices is in place. • Drivers and attendants are trained in meeting the needs of students with disabilities. • Transportation related training is given to CWSN, peers and teachers. • School Buses are CWSN friendly. • Regular monitoring and reviewing of the process is evidenced. 			
5.3.1.2	<ul style="list-style-type: none"> • School buses have almost all the 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. 			
5.3.1.3	<ul style="list-style-type: none"> • Attendants accompany CWSN in the school bus. 			
5.3.1.4	<ul style="list-style-type: none"> • Same transportation facilities as provided to the other children in school are provided to the students with disabilities. 			



5.4	Overcoming Attitudinal Barriers			
5.4.1	Training and sensitization programmes are conducted for all staff members by the school with respect to students with disabilities.			
5.4.1.1	<ul style="list-style-type: none"> • The School Policy for Inclusive Practices is in place. • Students, teachers, school support staff, drivers and bus attendants are sensitized about the needs of students with disabilities. • Special orientation programmes are also organized by the school for parents. • Stakeholders are involved in programmes that build empathy for students with special needs and they plan activities that empower and enable the students. • Statutory compliances are met with. 			
5.4.1.2	<ul style="list-style-type: none"> • The school managers and the head of the school have laid out clear cut policies in context to dealing with children with special needs. • All stakeholders have undergone an orientation to understand children with special needs. 			
5.4.1.3	<ul style="list-style-type: none"> • All teachers and heads are oriented on the issues related to disabilities and inclusive education. 			
5.4.1.4	<ul style="list-style-type: none"> • Teachers dealing with students with disabilities in their classrooms undergo capacity building programmes on inclusion and inclusive strategies. 			
5.5	Other Support Services			
5.5.1	The school provides support services or resources for its students with disabilities along with the support resources for the teachers.			
5.5.1.1	<ul style="list-style-type: none"> • The School Policy for Inclusive Practices is in place. • Health care, personal support and care and specialist support staff are provided to children with complex needs. • Special Educators and rehabilitation professionals are available. • Learning aids; ICT facilities; specialist furniture, fittings and equipment and other assistive technologies are available in the school for the students with disabilities. • Mentoring, monitoring and reviewing the process is demonstrated by the school. 			
5.5.1.2	<ul style="list-style-type: none"> • Staff is trained to identify CWSN. • Drama, art, music and other therapy programmes are provided to the students with disabilities. • Teachers interact with each other to formulate an IEP for students. 			
5.5.1.3	<ul style="list-style-type: none"> • The school has a few strategies in place to help CWSN. 			
5.5.1.4	<ul style="list-style-type: none"> • Teachers take up the role of counselors. 			



DOMAIN 6: MANAGEMENT AND GOVERNANCE

Leadership starts with a vision which has been made collaboratively 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 the school to ensure efficiency etc. are made but tempered with human values of care and compassion.

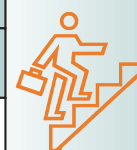
- Sub Domains and Sub-Sub Domains
- 6.1 Vision and Mission Statement**
 - 6.1.1 The school is guided by clear vision and mission statements.
 - 6.2 Institutional Planning Mechanism**
 - 6.2.1 The school has both long term and short term plans commensurate with its vision and mission statement for institutional planning.
 - 6.3 Effective Coordination**
 - 6.3.1 The management ensures effective co-ordination within the school and with outside community.
 - 6.4 Resource Management**
 - 6.4.1 There is a rationale for resource management and mechanisms are in place.
 - 6.5 Relationship Management**
 - 6.5.1 There is a formal mechanism for relationship management (staff, parents, community, alumni, etc.).
 - 6.6 Activity Management**
 - 6.6.1 There is complete activity management mechanism available in the school.
 - 6.7 Data and Record Maintenance**
 - 6.7.1 There is complete data and record maintenance.
 - 6.8 Oral and Written Communication**
 - 6.8.1 Effective oral and written communication systems are in place.
 - 6.9 Standard Operating Procedures**
 - 6.9.1 The administration follows Standard Operating Procedures.
 - 6.10 Financial Administration**
 - 6.10.1 There is a mechanism for financial administration including record keeping, budget, audit, etc.
 - 6.11 Fee Structure**
 - 6.11.1 Judicious fee is charged commensurate with the facilities provided by the school.
 - 6.12 Admission Process**
 - 6.12.1 The school has a provision for Free and Compulsory Education under the RTE Act 2010.
 - 6.12.2 The school admission policy is in consonance with CBSE guidelines and norms.





Courtesy :
DLF PUBLIC SCHOOL, SAHIBABAD

S.No.	Statement	Yes/ Leave Blank	Supporting Evidence (s) / Records	Annexure No.
6.1	Vision and Mission Statement			
6.1.1	The school is guided by clear vision and mission statements.			
6.1.1.1	<ul style="list-style-type: none"> • The School Vision and Mission Statement is in place. • The school management and leadership team ensures that the Vision is the guiding force behind planning for all academic and non-academic processes and the Mission Statement outlines the process by which the objectives are met. • All Policies reflect the Vision and Mission of the School. • Effective implementation of the school processes is evidenced. • Stringent Monitoring and Reviewing Practices are in place. • Gap analysis is done at regular intervals to identify the gaps between planning and execution. • Feedback is taken from the stakeholders. • Corrective and Preventive measures are in place. • Continual Improvement Plan and Action is evidenced. 			
6.1.1.2	<ul style="list-style-type: none"> • The school's Vision and Mission statement is developed after getting inputs from its stakeholders. • Monitoring system is in place to ensure that the guiding statements are supported by its stakeholders. • Some Action Plans as corrective actions are evidenced. 			
6.1.1.3	<ul style="list-style-type: none"> • The school's Vision and Mission statement is communicated widely to its stakeholders. • The Vision and Mission is evidenced in few processes. 			
6.1.1.3	<ul style="list-style-type: none"> • The school has written Vision and Mission statements framed by its Management or Governing body encompassing values and opportunities for the cognitive and social development of the students. 			
6.2	Institutional Planning			
6.2.1	The school has both long term and short term plans commensurate with its vision and mission statement for institutional planning.			
6.2.1.1	<ul style="list-style-type: none"> • The school policy with regard to the achievement of its vision and mission statements is in place. • The school has designed and developed short term and long term goals through a collective process (management, staff, alumni, parents and other stakeholders). • Goals/Plans commensurate with the school's vision and mission statements are defined in terms of utility after analyzing its financial and other resources. • Specific targets are set, strategies planned, support material listed, roles assigned to different stakeholders to achieve the goals. • The implementation process reviewed at regular intervals against the indicators of success and necessary changes made. • Action Plans for improvement are evidenced. 			



6.2.1.2	<ul style="list-style-type: none"> • Short term and long term goals are developed and designed by the management and the staff. • The documented policies and procedures are shared amongst the management and the staff. • Specific targets are set and roles assigned. 			
6.2.1.3	<ul style="list-style-type: none"> • The school has written /documented long term plans defined by its Management or Governing Body. 			
6.2.1.4	<ul style="list-style-type: none"> • Daily basis planning by the teachers under the guidance of HODs/Coordinators/Principal without any focus on the future development or vision of the school. 			
6.3	Effective Coordination			
6.3.1	The management ensures effective co-ordination within the school and with outside community.			
6.3.1.1	<ul style="list-style-type: none"> • The School Policy for establishing effective coordination within the school and with community is in place. • The school management works in close collaboration or ensures effective coordination of the school personnel with the parents, students, alumni and other community stakeholders for the realization of its goals or activities enlisted under the school improvement plan. • Dedicated time is provided to teachers for collaborative planning and reflection for the realization of its goals. • Interconnectedness is clearly visible. • Hubs of Learning assist in collaborative Learning. • Mentoring, Monitoring and Reviewing practices are evidenced. 			
6.3.1.2	<ul style="list-style-type: none"> • The school management bench marks and works in close collaboration with other educational institutions for the realization of its goals. • Group/Team/Individual goals are set within the school to ensure the teams work in tandem to ensure results. 			
6.3.1.3	<ul style="list-style-type: none"> • The school management ensures working relationship with the school head and staff; has clearly defined their roles and responsibilities in the realization of its objectives. 			
6.3.1.4	<ul style="list-style-type: none"> • There is cooperative and effective working relationship between the Management/Governing Body and Head of the school. • The Head of the School is responsible for ensuring realization of objectives stated in the vision and mission statement. 			

6.4		Resource Management		
6.4.1		There is a rationale for resource management and mechanisms are in place.		
6.4.1.1	<ul style="list-style-type: none"> • The School Policy for Conservation of Resources is in place. • School resources are optimally utilized and augmented on the basis of need analysis. • Steps to reduce, reuse and recycle are taken by the school leadership team as well as by the staff and students. • Monitoring practices are in place to avoid misuse and wastage of resources. • Activities to bring about awareness on Conservation of Resources are embedded in the Annual Curriculum and Pedagogical Plan and in the Annual Calendar of Co-scholastic activities. 			
6.4.1.2	<ul style="list-style-type: none"> • The existing resources in the form of infrastructure and equipment are utilized and need analysis done before procuring new resources. 			
6.4.1.3	<ul style="list-style-type: none"> • Resource mobilization is the responsibility of the Principal and is restricted to fee collection. 			
6.4.1.4	<ul style="list-style-type: none"> • The school has corrective measures in place to conserve resources. 			
6.5		Relationship Management		
6.5.1		There is a formal mechanism for relationship management (staff, parents, community, alumni, etc.)		
6.5.1.1	<ul style="list-style-type: none"> • The School Policy on Relationship Management is in place. • Guidelines for dealing with stakeholders are in place and reviewed regularly by leadership team. • All dealings and queries with and from stakeholders are documented, analysed, followed up and satisfaction report generated. • Strong Feedback Mechanism, Quick Response Time and the Open-Door Policy support the school in maintaining a healthy relationship with stakeholders. 			
6.5.1.2	<ul style="list-style-type: none"> • A record of communication with parents and staff is maintained. • Follow ups are done and corrective actions are taken immediately. • All dealings by the school are marked with politeness and within time. 			
6.5.1.3	<ul style="list-style-type: none"> • The school staff deals with routine and challenging queries of the parents either telephonically or face to face as and when a situation arises. 			
6.5.1.4	<ul style="list-style-type: none"> • The school staff deals with routine queries of the parents either telephonically or face to face. 			



6.6	Activity Management			
6.6.1	There is complete activity management mechanism available in the school.			
6.6.1.1	<ul style="list-style-type: none"> • The School Policy with regard to the management of different school activities is in place. • Guidelines for planning, implementation, monitoring and reviewing are well documented. • There is active participation of students, teachers, alumni, parents and community in planning, implementation, monitoring and reviewing of school activities. • Activities cater to Cognitive, Affective and Psychomotor Domains of students, parents, teachers and community. • All safety and security norms are in place before, during and after the activities. 			
6.6.1.2	<ul style="list-style-type: none"> • The responsibilities for execution of school activities are widely decentralized after meticulous planning and are systematically executed. • Responsibilities are given to all the staff members. 			
6.6.1.3	<ul style="list-style-type: none"> • School activities and annual calendar prepared in consultation with the school staff. 			
6.6.1.4	<ul style="list-style-type: none"> • School activities and annual calendar prepared by the Principal/HODs/Coordinators only. 			
6.7	Data and Record Management			
6.7.1	There is complete data and record maintenance.			
6.7.1.1	<ul style="list-style-type: none"> • The School Policy for data and record maintenance and usage is in place. • The school computerizes the data of all types of records (students, teachers, finances, resources, curricular and co-curricular activities, facilities, community involvement, etc.). • All SOPs are also documented electronically. • Process Owners/ Concerned Staff are responsible for recording, storing, updating and retrieving information. • The process of data and record maintenance is monitored and reviewed at periodic intervals to ensure its efficacy. • Action Plan to improve the school processes is evidenced after assessing the usage of data. 			
6.7.1.2	<ul style="list-style-type: none"> • All types of data and records are maintained and available either in electronic form or in traditional form. • The data is accessible to the staff and is utilized to enhance school processes and systems. 			
6.7.1.3	<ul style="list-style-type: none"> • The school computerizes the data of admissions and student assessment records only. 			
6.7.1.4	<ul style="list-style-type: none"> • Traditional methods (in the form of registers) are used to store data. 			

6.8	Oral and Written Communication			
6.8.1	Effective oral and written communication systems are in place.			
6.8.1.1	<ul style="list-style-type: none"> • The School Policy for effective communication with stakeholders is in place. • The school has a complete automated system or an online school management system which manages student information, engages parents, communicates important information to its stakeholders, manages school administration etc. • The school has an effective horizontal and vertical communication system among its various sections. • The school has multiple modes to communicate with its stakeholders at regular intervals. • The school uses the feedback provided by stakeholders to enhance efficacy of its processes as part of its continual improvement plan. 			
6.8.1.2	<ul style="list-style-type: none"> • The school has formal channels/modes to communicate with its stakeholders. • The communication is two ways. • The school has a mechanism to take feedback from stakeholders two-three times in a year which is considered while preparing annual improvement plan for the next year. 			
6.8.1.3	<ul style="list-style-type: none"> • The school has formal channels/modes to communicate with its stakeholders. • The communication is one way through written circulars, newsletters, SMS system, school website, PTM, school magazine, etc. 			
6.8.1.4	<ul style="list-style-type: none"> • The mode of communication is oral along with some written documents provided to stakeholders from time to time. 			
6.9	Standard Operating Procedures			
6.9.1	The administration follows Standard Operating Procedures.			
6.9.1.1	<ul style="list-style-type: none"> • The School Policy with regard to the administration of different school activities is in place. • Standard Operating Procedures (SOPs) are designed by the Leadership Team in collaboration with the staff which includes all the Policies for each Process. • The school effectively implements the SOPs. • The Leadership team monitors and reviews the Standard Operating Procedures (SOPs) regularly and upgrades them in collaboration with the staff. 			
6.9.1.2	<ul style="list-style-type: none"> • All the school functionaries are involved in the documentation of SOPs. • School has SOPs for different processes like recruitment, accounting, purchasing, material management, record keeping, management of activities, etc. which are implemented. 			
6.9.1.3	<ul style="list-style-type: none"> • Some of the Operating Procedures are standardized but are not being followed in totality. 			



6.9.1.4	<ul style="list-style-type: none"> The school has only a few documented SOPs prepared or developed by the school management and principal. 			
6.10	Financial Administration			
6.10.1	There is a mechanism for financial administration including record keeping, budget, audit, etc.			
6.10.1.1	<ul style="list-style-type: none"> The School Policy for the administration of school finances is in place. Accounts are internally and externally audited and no mismanagement/deficiency is noted. 			
6.10.1.2	<ul style="list-style-type: none"> The responsibility of overseeing and managing the finances is entrusted to a person with appropriate qualifications. Appropriate opportunities are provided to the staff members to participate in determining financial priorities or preparing the budget. Sufficient financial powers are given to the Head of the School. 			
6.10.1.3	<ul style="list-style-type: none"> Sales and purchase procedures are followed; appropriate balance is maintained between Income and Expenditure. 			
6.10.1.4	<ul style="list-style-type: none"> Financial transactions are made but partial records are maintained. 			
6.11	Fee Structure			
6.11.1	Judicious fee is charged commensurate with the facilities provided by the school.			
6.11.1.1	<ul style="list-style-type: none"> The School Fee Policy is in place. There is judicious fee charged commensurate with the facilities provided under the approved heads of the concerned state govt./policy. The school has disclosed its fee structure, infrastructure details and other services provided on its website. The school consults parents (either through their representatives or all parents) before revising fee. Statutory norms are followed. 			
6.11.1.2	<ul style="list-style-type: none"> The school has disclosed its fee structure on the website and the heads are as per norms. No capitation fee is charged or voluntary donations accepted by the school. 			
6.11.1.3	<ul style="list-style-type: none"> The school has disclosed its fee structure on the website. 			
6.11.1.4	<ul style="list-style-type: none"> Fee is not charged as per the approved heads of the concerned state govt./policy. 			

6.12	Admission Process			
6.12	The school has a provision for Free and Compulsory Education under the RTE Act 2010.			
6.12.1.1	<ul style="list-style-type: none"> • The School Admission Policy is in place. • Admission of students is as per norms. • Teachers and school heads treat students, of both the genders, admitted under RTE Act 2010/ Inclusion Policy equally so that they benefit equally from all the social, cultural, intellectual opportunities offered by the school. • Special remedial classes are arranged to mainstream EWS students before they join school. • Orientation of parents is part of the Admission Process. • Documentation is complete. • Monitoring and Reviewing Practices are evidenced. 			
6.12.1.2	<ul style="list-style-type: none"> • The school admits students as per norms and as per their Policy. • The school admits students under the RTE Act 2010/ EWS / Sponsored category or special category as per guidelines. • Documentation is complete. 			
6.12.1.3	<ul style="list-style-type: none"> • The school admits students as per its Policy. • The school admits students under the RTE Act 2010/ EWS / Sponsored category or special category as per guidelines. 			
6.12.1.4	<ul style="list-style-type: none"> • Some Admission Records are available. • The school has not yet admitted students under the RTE Act 2010/ EWS / Sponsored category or special category as per guidelines. 			
6.12.2	The school admission policy is in consonance with the CBSE guidelines and norms.			
6.12.2.1	<ul style="list-style-type: none"> • The School Admission Policy is non-discriminatory, rational, transparent and in consonance with CBSE guidelines and norms. • Adequate information is available on the Website / promotional material to ensure transparency. • Information obtained from the parents regarding the child is evaluated and accordingly programmes / activities are offered to the child. • Documentation is complete. 			
6.12.2.2	<ul style="list-style-type: none"> • The school admission policy is in place. • The school's promotional material and activities present a realistic picture of the school and convey its objectives and programmes offered; thus, apprising the parents about the school's suitability for their children. • Records are maintained. 			
6.12.2.3	<ul style="list-style-type: none"> • Admissions are made without any distinction of religion, race, caste, creed, place of birth or any of them. 			



	<ul style="list-style-type: none"> • Records are maintained. • The admission for SC/ST students is governed by the Education Act/Rules applicable to the concerned State /UT. 			
6.12.2.4	<ul style="list-style-type: none"> • Admissions are made without any distinction of religion, race, caste, creed, place of birth or any of them. 			



DOMAIN 7: LEADERSHIP

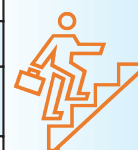
School leadership is an influential driver in the realization of school mission and fostering student learning and development. The potential role of the Principals is in providing academic pedagogical leadership to their respective schools. In order to understand how learning occurs, a visionary leader 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 through art education 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.

Sub Domains and Sub-Sub Domains	7.1 Scholastic and Pedagogical Leadership 7.1.1 The school leader has a clear Vision and Direction to take the school forward.
	7.2 Collaborative Leadership 7.2.1 The school leaders demonstrate effective communication, cross-functional collaborations and build relationships.
	7.3 Systems for Ongoing Quality and Change Management 7.3.1 The school leaders strive for continual improvement in the learning outcomes of students. 7.3.2 The school leaders demonstrate capacity to improve systems in the school and ensure an ethos of responsibility and accountability. 7.3.3 The school leaders promote innovation by introducing creative methods and techniques that equip students and the institution with 21st century skills.





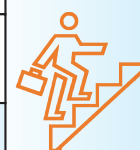
S.No.	Statement	Yes/ Leave Blank	Supporting Evidence (s) / Records	Annexure No.
7.1	Scholastic and Pedagogical Leadership			
7.1.1	The school leader has a clear Vision and Direction to take the school forward.			
7.1.1.1	<ul style="list-style-type: none"> • The principal inspires people to become leaders in their own roles. • There is an Empowerment Policy for staff. • All people in the organization share a common vision and are committed to achieve the vision through a well-designed strategic direction. • The community is well aware of the Vision and Mission of the school. • All Leaders are committed to the National Government Policies on Education. • The school processes are clear, transparent. They highlight the alignment of the vision and mission of the school and these are shared with the stakeholders. The school has a well-designed Improvement Plan. • Each member of the staff shares the responsibility of taking the school forward. 			
7.1.1.2	<ul style="list-style-type: none"> • Senior leaders set a direction and vision that demonstrates compliance to the National norms. • They are committed to Inclusive practices. • They ensure that the vision and mission of the school and the framework of National Education Policy is in alignment and embedded in the school's processes. 			
7.1.1.3	<ul style="list-style-type: none"> • Selected teachers are given responsibility of managing routine tasks. • Principal oversees all tasks. • Some processes are in place. 			
7.1.1.4	<ul style="list-style-type: none"> • There is a Vision and Mission Statement. • All decisions are taken by the principal. • Limited direction to the school employees. 			
7.2	Collaborative Leadership			
7.2.1	The school leaders demonstrate effective communication, cross-functional collaborations and build relationships.			
7.2.1.1	<ul style="list-style-type: none"> • Relationships and communication with all stakeholders are consistent, professional and effective. • Leaders and teams at all levels (staff / students / parents / community) are empowered to take on responsibilities. • There is a culture of respect for each other and all stakeholders feel valued. • HR Policies for staff are staff friendly. • There is a culture of learning, positivity, trust, creativity and a sense of high morale in the school. • The school leaders invest in cultivating strong relationships in order to build teams and a strong connect with all stakeholders using innovative strategies. 			



	<ul style="list-style-type: none"> • School is a positive influencer in the community. • The leaders reflect, review, respond and rate their school in order to build a school improvement plan. 			
7.2.1.2	<ul style="list-style-type: none"> • Relationship Management and communication with stakeholders is consistent, professional and effective. • Senior Leaders are empowered to take on responsibilities. • HR Policies for Staff are staff friendly. • Students are exposed to Empowerment programs. • There is a culture of positivity in the school. • The senior leaders invest in cultivating strong relationships with other staff members and students to build a sense of belonging. • School is a positive influencer in the community. 			
7.2.1.3	<ul style="list-style-type: none"> • Some senior leaders are entrusted with responsibility of talking to parents and community as corrective measures. • The entrusted leaders are clear of their expectations. • There is evidence of one way communication with stakeholders. 			
7.2.1.4	<ul style="list-style-type: none"> • Relationships Management and Communication is restricted. • The responsibility of interacting with stakeholders lies with the Principal. 			
7.3	Systems for Ongoing Quality and Change Management			
7.3.1	The school leaders strive for continual improvement in the achievement of learning outcomes of students.			
7.3.1.1	<ul style="list-style-type: none"> • The leaders at all levels: <ul style="list-style-type: none"> ❖ demonstrate comprehensive and thorough knowledge of the curriculum ❖ are aware of the latest practices in teaching and assessment ❖ focus on maximizing student achievement ❖ establish an inclusive environment ❖ ensure that there is a learning environment in the school and are open to feedback ❖ are effective in achieving high standards of student learning and personal development ❖ ensure that all staff members (academic and non-academic) go through rigorous training programmes to build Knowledge, Competencies and Skills. • The leaders reflect, review, respond and rate processes in order to continually look for excellence. • The school policy with regard to the achievement of its vision and mission statements is in place. 			
7.3.1.2	<p>The leaders ensure that:</p> <ul style="list-style-type: none"> • there is an inclusive environment • there is an ethos of learning and a focus on student development and student achievement • latest pedagogical and assessment practices are implemented • teacher competencies are optimized. 			



7.3.1.3	<ul style="list-style-type: none"> • The school leader demonstrates a limited information on curriculum. • Most teachers follow a traditional pattern of teaching and assessments. • Few Capacity Building Programmes are organized for the teachers. 			
7.3.1.4	<ul style="list-style-type: none"> • The school leader demonstrates a limited information on curriculum. • Teachers follow a traditional pattern of teaching and assessments. 			
7.3.2	The school leaders demonstrate capacity to improve systems in the school and ensure an ethos of responsibility and accountability.			
7.3.2.1	<p>Leaders at all levels:</p> <ul style="list-style-type: none"> • demonstrate clear and accurate understanding of where they are on their developmental continuum. • contribute to analyzing their strengths and areas of improvement. • assess the challenges to learning and growing. • devise mentoring and monitoring practices. • design action plan to improve, sustain and innovate. • ensure that the school is compliant with all regulatory and statutory compliances. • take responsibility for their actions. 			
7.3.2.2	<p>The leaders at senior levels demonstrate the ability to:</p> <ul style="list-style-type: none"> • identify barriers to growth • take feedback from stakeholders • plan school improvement plan • devise strategies for implementation • ensure that the school is compliant with regulatory and statutory compliances • take responsibility for their actions. 			
7.3.2.3	<ul style="list-style-type: none"> • The school leader demonstrates ability to identify barriers to improvement and bring about minor changes in the system based on some feedback. 			
7.3.2.4	<ul style="list-style-type: none"> • The school leader demonstrates ability to manage the school. 			
7.3.3	The school leaders promote innovation by introducing creative methods and techniques that equip students and the institution with 21st century skills.			
7.3.3.1	<p>School leaders at all levels:</p> <ul style="list-style-type: none"> • show a clear commitment to the culture of a learning organization that promotes innovation • promote innovation through meaningful learning opportunities which include elements of research, social enterprise and responsibility, critical thinking, range of learning opportunities and the use of learning technologies in all the domains • encourage participation of stakeholders to introduce path breaking, creative and original approaches to different aspects in the school processes that result in creative outcomes. 			



7.3.3.2	Senior leadership team: <ul style="list-style-type: none"> • shows commitment to a culture that promotes innovation • promotes innovation through meaningful learning opportunities and the use of learning technologies in all the domains • encourages participation of stakeholders to introduce original approaches to different aspects in the school processes. 			
7.3.3.3	<ul style="list-style-type: none"> • The School leader promotes strengthening of existing school processes and shares new ideas with teachers. 			
7.3.3.4	<ul style="list-style-type: none"> • The School leader manages and ensures smooth running of existing practices. 			



DOMAIN 8: BENEFICIARY SATISFACTION

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.

Sub Domains and
Sub-Sub Domains

8.1 Satisfaction of Students

8.1.1 The school allows students to express their opinions, views and suggestions on policies and develops a mechanism to involve them in the decision-making process.

8.2 Satisfaction of Teachers

8.2.1 The school creates a non-threatening and caring environment for the teachers to voice their feedback and develops a mechanism to review this feedback periodically and use it for improvement, planning and assessing teacher satisfaction.

8.3 Satisfaction of Office Staff

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

8.4 Satisfaction of Principal

8.4.1 The Management/Society provides a mechanism to the Principal to voice his/her suggestions, views and concerns and periodically reviews the same for continual improvement and also uses it to assess the Principal's satisfaction.

8.5 Satisfaction of Parents and Alumni

8.5.1 The school provides a platform to the parents and the alumni to share their feedback on the ongoing processes of the school and review the same for improving performance of the school and for assessing their satisfaction.

8.6 Satisfaction of Community

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

8.7 Satisfaction of Management

8.7.1 The management develops a mechanism for reviewing the vision and mission statement of the school and assesses it and uses it for developing a process of continual improvement.





Courtesy :
DUF PUBLIC SCHOOL, SAHIBABAD

S.No.	Statement	Yes/ Leave Blank	Supporting Evidence (s) / Records	Annexure No.
8.1	Student Satisfaction			
8.1.1	The school allows students to express their opinions, views and suggestions on policies and develops a mechanism to involve them in the decision-making process.			
8.1.1.1	<ul style="list-style-type: none"> • There is well defined and implemented policy for ensuring the satisfaction of students. • Strategic action planning and goal setting is demonstrated in terms of improvement on the basis of regular feedback received from students. • Students are involved in decision making process and encouraged to give their opinion/views/suggestions on the policies or the programmes/activities of the school. 			
8.1.1.2	<ul style="list-style-type: none"> • There is a documented method or process to assess the satisfaction of students with respect to the services and programmes being offered to them. 			
8.1.1.3	<ul style="list-style-type: none"> • There is an informal method of assessing the satisfaction of students i.e. teachers verbally assess the satisfaction of students in their respective classrooms or the head of the school assesses the satisfaction of the students during assembly or during any other interaction programme or meeting. 			
8.1.1.4	<ul style="list-style-type: none"> • The satisfaction of the students is being inquired about from the members of the Student Council. 			
8.2	Teacher Satisfaction			
8.2.1	The school creates a non-threatening and caring environment for the teachers to voice their feedback and develops a mechanism to review this feedback periodically and use it for improvement, planning and assessing teacher satisfaction.			
8.2.1.1	<ul style="list-style-type: none"> • There is well defined and implemented policy for ensuring the satisfaction of teachers. • Review of the feedback received from teachers regarding their professional satisfaction and appropriate action taken need analysis done. • Need based training programmes are organized or opportunities provided to them. • Teachers are involved in school improvement planning or school development planning or are encouraged to give their opinion/views/suggestions on the policies/activities/programmes of the school. • Culture of mutual respect for each other is visible. 			
8.2.1.2	<ul style="list-style-type: none"> • There is a documented process or method to assess the professional satisfaction of teachers. • Teachers' work being appreciated and certificates or appreciation letters, monetary or other rewards are given to them. • Teachers are given opportunities for their professional development. 			



8.2.1.3	<ul style="list-style-type: none"> • Informal method of assessing overall satisfaction of teachers i.e. inquiring from the HODs or Coordinators. • There is substantial level of attrition (about 10%). 			
8.2.1.4	<ul style="list-style-type: none"> • Majority of teachers are recruited on adhoc basis and their attrition level is high. 			
8.3	Satisfaction of Office Staff			
8.3.1	School provides opportunities to the Office Staff to express their opinion, views and suggestions regarding the policies and uses this feedback for improvement.			
8.3.1.1	<ul style="list-style-type: none"> • There is well defined and implemented policy for ensuring the satisfaction of School Office Staff. Management and the Principal interact periodically with the administrative staff to understand their level of job satisfaction. • Views/suggestions to improve the school are solicited from the staff and incorporated. • Concerns and issues are resolved promptly. • Culture of mutual respect for each other is visible. • Mentoring, monitoring and reviewing of the implementation at regular intervals. 			
8.3.1.2	<ul style="list-style-type: none"> • Satisfaction of the office staff is assessed through informal and formal channels. 			
8.3.1.3	<ul style="list-style-type: none"> • The Office Manager oversees and co-ordinates all areas of administration. 			
8.3.1.4	<ul style="list-style-type: none"> • The office staff interacts only with its supervisor. 			
8.4	Satisfaction of Principal			
8.4.1	The Management/Society provides a mechanism for the Principal to voice his/her suggestions, views and concerns and periodically reviews the same for continual improvement and also uses it to assess the Principal's satisfaction.			
8.4.1.1	<ul style="list-style-type: none"> • There is well defined and implemented policy for ensuring the satisfaction of School Principal. • Management has a formal mechanism to measure the level of job satisfaction of the Principal. • The Principal is free to give suggestions/views on important school issues. Feedback is received, reviewed and appropriate action taken in a culture of collaboration and mutual respect. • The Principal has an ownership for the school and feels accountable and responsible for the well-being of the school. 			
8.4.1.2	<ul style="list-style-type: none"> • The Principal feels that her/his efforts are recognized and acknowledged by the Management. • The Principal is sent for leadership programmes and national/ international exchange programmes. 			
8.4.1.3	<ul style="list-style-type: none"> • The Principal provides limited feedback to the Management. 			
8.4.1.4	<ul style="list-style-type: none"> • Major decisions with regard to the functioning of the school are taken by the Management/Governing Body of the school. 			



8.5	Satisfaction of Parents and Alumni			
8.5.1	The school provides a platform to the parents and the alumni to share their feedback on the ongoing processes of the school and review the same for improving performance of the school and for assessing their satisfaction.			
8.5.1.1	<ul style="list-style-type: none"> • There is well defined and implemented policy for ensuring the satisfaction of Parents and Alumni. • The meetings with the Parents and Alumni Association are recorded. • The existing school practices are reviewed in the light of the feedback/suggestions received from the Parents and Alumni and further course of action is determined accordingly. • Parents and alumni play a constructive role in the overall growth of the school. 			
8.5.1.2	<ul style="list-style-type: none"> • There is an active and structured Parents and Alumni Association that meets with school management and Principal periodically to find ways and means to contribute to the school's growth. 			
8.5.1.3	<ul style="list-style-type: none"> • School has a Parent Teacher Association/Council which meets once in a year. • Few Alumni members meet once a year. • Suggestions are given by the parents and alumni which are sometimes incorporated. 			
8.5.1.4	<ul style="list-style-type: none"> • Parents do not have a platform to express themselves or be heard other than a PTM. • The school rarely responds to the concerns and issues of parents. 			
8.6	Satisfaction of Community			
8.6.1	The school principal charts relevant community outreach programmes (viz, preserving the heritage, working with old age homes, preserving environment) and integrates them in the annual curriculum plan for all age groups.			
8.6.1.1	<ul style="list-style-type: none"> • There is well defined and implemented policy for ensuring the satisfaction of Community. • Community outreach programmes are conducted to address different social issues. • Relevant contextualized community outreach programmes are well integrated in the school curriculum and conducted on regular basis. • Teachers, parents and the community are constructively involved in conducting Community Outreach programs. • Monitoring and reviewing practices at regular intervals are evidenced. 			
8.6.1.2	<ul style="list-style-type: none"> • School has adopted one sustainable project related to either Conservation of a Heritage Monument, cleanliness of a specific area, literacy drive, environmental beautification, adopting a school with special needs, preserving Indian art forms and/or any other. 			



8.6.1.3	<ul style="list-style-type: none"> Community outreach programmes are conducted on regular basis but those are not uniformly integrated in the Annual Curriculum Plan of all the classes. 			
8.6.1.4	<ul style="list-style-type: none"> Community outreach programmes are minimal and not sufficiently integrated. 			
8.7	Satisfaction of Management			
8.7.1	The management develops a mechanism for reviewing the vision and mission statement of the school and assesses it and uses it for developing a process of continual improvement.			
8.7.1.1	<ul style="list-style-type: none"> Management thrives on fulfilling satisfaction for both itself and other stakeholders with effective system of feedback and follow up. 			
8.7.1.2	<ul style="list-style-type: none"> The management convenes periodic meetings with various stakeholders to meet their expectation through a formal system. 			
8.7.1.3	<ul style="list-style-type: none"> The management is concerned about community expectation and tries to fulfill through informal means. 			
8.7.1.4	<ul style="list-style-type: none"> The management does not respond to community expectations. 			



MENTORING CHECKLIST

Mentoring Checklist can be used for gathering information by the Assessing Team during Self Assessment or External Evaluation.

Mentoring Check List

Objectives of the Checklist:

- To gather feedback through short observation
- To focus on generic areas in a class
- To provide opportunities to the Peer Assessor to visit multiple classrooms
- To follow up the observation of the class through the checklist with the TIF (Teacher Interaction Form)

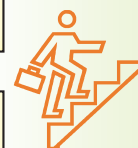
Name of the Assessor/Mentor	
Complete address	
Phone No.	
Mobile No.	
Email id	
Name and address of the school assessed	
Name of the teacher observed	
Class and Subject	
Date of Observation	

Note:

- Needs to be used with Teacher Interaction Form.
- Teacher's permission may be taken before entering the class.
- No critical remarks ought to be made before the students.
- Structure interaction with the teachers may or may not to be taken after the checklist, depending on the time available.

Dear Assessor/Mentor,

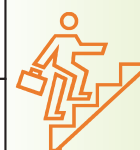
This is a general checklist for observing a class on any subject. This checklist will help you to get an overview of the class. Detailed classroom observation may be done through the classroom observation scale.



S. No.	Statement	Y/N	Remarks	
1	Classroom Atmosphere / Ambience			
	a. Neat and clean			
	b. Well - lit and well - ventilated			
	c. Well furnished			
	d. Joyful learning environment			
	e. Interactive			
	f. Quiet			
	g. Noisy			
	h. Tense and threatening			
	i. Non- threating and caring			
	j. Positive ambience			
	k. Engaging			
	l. Any other observation			
2	Teacher Talk			
	a. Too much			
	b. Average			
	c. Low			
3	Teaching Aids			
	a. Listening / Audio			
	b. Visual clipping/PPTs/Projects			
	c. Stories / Anecdotes			
	d. Images / Symbols			
	e. Maps / graphics			
	f. Use of ICT/SMART board			
	g. Connecting learning to real-life			
	h. Current / Topical			
	i. Any Other			
4	Communication skills			
	a. Verbal:			
	• Monolingual (Specify)			
	• Bilingual (Specify)			
	• Others (Specify)			
	b. Non - Verbal (Body language)			
	• Non - threatening			
	• Positive			
	• Friendly			
	• Appropriate			
	c. Any other			
	5	Content and its Presentation		
		a. Relevant and planned		
b. Sharing of learning outcomes				
	c. Interesting and invigorating			

	d. In constructive mode		
	e. Good		
	f. Monotonous		
	g. Any other		
6	Concept clarification by the teacher		
	a. Illustrative and interesting		
	b. Clear and concise		
	c. Response evoking		
	d. Feedback being taken		
	e. Any other		
7	Questioning Technique		
	a. Clear and unambiguous		
	b. Generic and broad		
	c. Specific and relevant		
	d. Provides scope for lateral thinking		
	e. Open - ended		
	f. Non-threatening and caring		
	g. Any other		
8	Mode of Assessment and Recapitulation		
	a. Questioning (open ended and closed ended)		
	b. Concept maps		
	c. Prioritized list		
	d. Projects (in groups)		
	e. Informal observation and Anecdotal notes		
	f. Learning logs		
	g. Journals		
	h. Structured Interviews		
	i. Written and oral tests and quizzes		
	j. Products such as models, essays, reports, print media (brochures and newsletters), multimedia (video, photo journal, slideshow, digital book)		
	k. Performance such as skill demonstration and presentation (debates, speech, newscast, dance, Play skit), simulations (mock trial, re-enactment of history event, role play)		
	l. Activities (Creative and Participative)		
	m. Any other		
9	Student response		
	a. Peer questioning		
	b. Active participation		
	c. Active listening (attentiveness)		

Source: Compendium of Tools-For Mentoring of School Based Assessment, CBSE



Teacher Interaction Form

Meant to be used with the mentoring checklist and is done as an informal talk which helps to identify the areas of the mentoring across eight domains.

Teacher Interaction Form	
After you have supervised the class, you may use the following questions for an informal talk with the teacher. This interaction will help you to identify the areas of mentoring.	
Name of the Assessor/Mentor	
Complete address	
Phone No. / Mobile No.	
Email id	
Name and address of the school assessed	
Code No.	
Complete address	
Name of the teacher/class observed	
Subject	
Content / Topic	
Learning outcomes	
Date	



S. No.	Question	
1	Did lesson go according to the lesson plan?	
2	Were the objectives realized satisfactorily?	
3	Was the lesson warm up / motivation / raising of interest / linking with previous knowledge done well and according to your expectation? Briefly write about it.	
4	Was the teacher happy with the level of interaction with his/her class? Do you agree? Justify.	
5	Was the pace of delivering of the lesson comfortable? Give examples.	
6	Was the teacher able to administer teaching aids / support material for effective transaction? Do you think teacher could have added more? Give examples.	
7	Did the students receive assignment / follow up exercise enthusiastically?	
8	Was the teacher able to integrate the needs of 'inclusive' children?	
9	Were there any requirements / extensions or need felt for team/group teaching? Briefly state your view.	
10	Was the challenge of inter - disciplinary approach enjoyable, if used. If not, could you think of any idea that would help?	
11	Were there moments of 'discontinuity' that impacted the teaching learning process? Give examples.	
12	Did the recapitulation / summarization activity go according to your expectation? Give examples.	

Source: Compendium of Tools-For Mentoring of School Based Assessment, CBSE



CLASSROOM OBSERVATION SCALE

A tool adapted from Dr. Mukhopadhyay's Classroom Teaching Competence Scale (CTCS).

Name of the Assessor/Mentor	
Complete address	
Phone/Mobile No	
Email	
Name and address of the school assessed	
Class	

Instructions: Study the indicators of assessment given in Appendix-I related to 0,1,2,3 & 4 for each item prior to rating a classroom that you are observing. Please put a (3) against each item in appropriate to your assessed score. All items must be rated.





S. No	Item	0	1	2	3	4
1	The specific aims of the lesson are clear to the teachers.					
2	The content being transacted is appropriate to the level of students.					
3	Teaching techniques are appropriate to the lesson being taught.					
4	The warm-up activity or introduction was effective.					
5	The content is broken into small learning chunks to enable learning.					
6	Learning of concepts and principles is ensured through verbal, visual and experiential modes (Multiple Intelligence).					
7	Sequencing of lesson is logical and follows a plan.					
8	Active participation by learners - Learner Talk Time (LTT).					
9	Teacher's questions are open-ended and appropriate.					
10	Learners are free to ask questions or raise doubt.					
11	Positive re-enforcement is evident.					
12	Communication is effective and clear.					
13	Blackboard work and teaching aids as teacher's input is effective.					
14	Student interest has been sustained through the lesson.					
15	Assessment of learning in relation to the aim is appropriate.					
16	Various modes of Formative Assessment have been used.					
17	Guidelines for pair work / group work have been issued.					
18	Project work and activity / experimentation have been explored.					
19	Re-capitulation of main points at the end of the lesson was appropriate.					
20	Planning of the lesson is evident.					
21	Confidence of teacher is evident.					



Appendix - I

Indicators of Assessment for Classroom Observation

I. Objective/themes/learning outcomes clear to the students

0. The objectives/themes of the lesson were not at all stated in the classroom.
1. Objectives/themes were not mentioned clearly. (just mentioning the title of the topic is not enough).
2. Objectives/themes were mentioned but not highlighted (as, in behavioral terms).
3. Objectives/themes were explicitly stated. These were explained clearly to learners.
4. The objectives/themes of the lesson were highlighted repeatedly.

II. Content appropriate to the stated/unstated objectives

0. The content was presented at a level higher than the mental level of learners.
1. Random selection of content. Relevance with objectives not established.
2. Content had its own logic but not completely in correspondence with objectives.
3. Content had one-to-one correspondence with objectives. Teacher deliberately related content to aims.
4. The content was presented with excellent correlation with the specific objectives of the lesson.

III. Teaching and transaction techniques appropriate to the content

0. Teaching techniques were totally inappropriate to the lesson.
1. Techniques adopted were inappropriate for some topics.
2. Techniques adopted were suitable but not effectively employed.
3. The selection of techniques was very well suited to the content and the transaction was meaningful and successful.
4. The teaching techniques were good and transacted well. Varied techniques were employed for successful transaction.

IV. Introduction effective - caught students' attention

0. There was no introducing or warm up activity. The teaching started abruptly.
1. Commencement of content teaching was direct. No introduction, not even a statement like - we will discuss "" today.
2. Tried to make an introduction, but succeeded partially, couldn't catch the attention of majority of learners.
3. Introduction made the students eager to learn. Almost all were set to listen. Linked to previous knowledge.
4. Introduction was interesting, related to the real world and prior knowledge.

V. Content broken into small bits

0. The teacher did not have any idea of breaking the lesson into small steps.
1. Whatever the teacher knew was delivered as a total package.
2. Content was broken into small steps but no feedback was taken.
3. Teacher taught the content in small steps and took feedback to ascertain learning.
4. All different small steps were correlated and recapitulated as a summary in the end.

VI. Concepts and principles of learning ensured through verbalized or concrete examples

0. No care and attention was given to principles of learning.
1. Understanding of concepts and principles was taken for granted. Examples/demonstrations / AV aids were not used.

2. Examples were used on many occasions but not always appropriately.
3. Appropriate examples / demonstrations were used for the concepts principles. Multiple intelligence (MI) theory was kept in mind.
4. The concept and principles of learning were taken care of and multiple intelligence was extensively used in the classroom deliberation too.

VII. Logical Sequencing

0. No sequence of content delivery was followed.
1. Content was in bits and pieces without any logic.
2. Logic was evident in many cases. There were missing links as well.
3. Logic was evident in presentation of content and sequencing of ideas was clear.
4. Excellent logical sequence of the lesson plan was followed.

VIII. Learners' active participation in learning

0. Learners were not allowed to participate or ask questions in the classroom.
1. Learners had absolutely no work to do except listening, if they felt like doing so.
2. At times learners had work - taking notes and also answering questions, solving problems. But for half the time, they were feeling bored.
3. Learners were kept alert. They answered questions and participated in discussions, solved problems, sketched figures, etc., and also took notes.
4. Learners were motivated and encouraged to participate in classroom deliberations. They were involved in various activities through pair/group work.

IX. Teacher ask appropriate questions

0. No questions were asked.
1. Questions were asked very rarely. 'Do you understand?' 'Do you follow?' are not treated as questions.
2. Teacher asked questions, only some of them were purposeful. Only a few learners were involved in answering the questions.
3. Questioning made the lesson alive. A large number of questions were asked to a majority of the learners. Teachers did not discourage learners giving incorrect or partially correct answers. Teacher used remedial measures where learners could not answer.
4. Thought provoking questions were asked for ensuring in depth understanding. Questions were open ended and asked in a non-threatening and friendly manner.

X. Students were free to raise doubts/ask questions

0. Learners were not at all allowed to ask questions.
1. Learners were discouraged from asking questions and getting doubts cleared.
2. Some of the learners' questions were ignored while some others were properly tackled.
3. Learners asked a large number of questions and these were handled in a friendly and encouraging manner. (Teacher answered the questions himself/herself or got the answers from other learners.)
4. Learners were encouraged to ask more and more questions. At times, they were prompted to ask questions.

XI. Evidence of positive reinforcement

0. The idea of reinforcement was totally ignored.
1. The class was a one-way affair. No question of reinforcement (appreciation, praise or even rebuke) was used.



2. Either correct or incorrect and only half of the learner's participation (response or question) was reinforced.
3. All responses got reinforced irrespective of the correctness of response.
4. Excellent positive reinforcement was ensured. Incorrect responses were also handled effectively.

XII. Communication was effective

0. Ineffective and incorrect language.
 1. Expression poor and incomprehensible - lot of distraction, mannerisms.
 2. Learners understand the teacher partly. Teacher sometimes checks whether the learners understand.
 3. Clear expression - frequent checking as to whether students understand, positive body language.
 4. Very effective, unambiguous and clear language and expression, positive body language.

XIII. Effective teaching

0. No use of the board or any teaching aid at all.
 1. Board used sparingly even when lesson needed it - handwriting not legible, no layout on the board, no teaching aids.
 2. Handwriting legible even for backbenchers - but sketch work satisfactory, though legible, no teaching aids.
 3. Handwriting legible for all - sketch work good - layout good - uses appropriate teaching aids.
 4. Board work was highly well organized, systematic and legible, variety of audio visual aids / activities were used.

XIV. Students' interest sustained

0. No care or attention given to ensure learners' interest in the lesson.
 1. Learners talked amongst themselves. Dozen created disturbance, yawned, looked outside. Learners appeared to be getting bored for a considerable time.
 2. Learners showed signs of getting bored for some time.
 3. Students were attentive, carefully listening, asking questions for minor doubts / clarification, taking notes. From the very beginning, teacher used appropriate techniques for promoting interest whenever it dropped.
 4. Every care was taken to motivate interest of learners in the lesson.

XV. Assessment of learning

0. No attention was given to ascertain learning assessment.
 1. No efforts made to assess attainment. The frequent efforts made had very little to do with the stated, understand objectives.
 2. Assessment made through oral questioning of a few learners at intermediate and final stages assessment. Tried to evaluate points other than key points.
 3. At intermediate stages and/or asking a few questions to learners selecting almost at random helped in assessment (purposeful means helping assessment of learning only).
 4. Excellent care was taken to ensure student learning through feedback collected from various modes of assessment used in the same class.

XVI. Use of various modes of formative assessment

0. Formative assessment is not done by the teacher.
 1. Only paper-pen test being used for formative assessment.

2. Some assessment tools used for formative assessment but records not being maintained properly.
3. Formative assessment tools being used systematically but records not being maintained properly.
4. Variety of formative assessment tools being used and records being maintained systematically.

XVII. Pair work/group work used

0. Only individual work is being promoted and encouraged.
1. Group work is done rarely.
2. Group work is done occasionally but not enough encouragement is given to promote it further.
3. Group work is encouraged but no proper instructions are given for individual contribution.
4. A number of activities are carried out through guided individuals within groups. Desired peer interaction is encouraged.

XVIII. Project work and research based activities

0. Project work/activity has never been done or discussed with the class. Only teaching takes place in the school.
1. Project work is done very rarely / no activities / experiment.
2. Project work / activities are done on some occasions but not very systematically maintained.
3. The quality of project work / activity chosen is good.
4. Project work and research based activities are done regularly and encouraged. The output of project work by learners is good.

XIX. Proper link-up of main points at the end of the lesson

0. No summarizing or overall link-up of main points.
1. Just finished when time was over.
2. Some key points earlier were mentioned at the end of the lesson. But neither was there any link nor was it recorded on the board.
3. Main points were recorded on the board/main points were dictated to be noted down. Collected summary by asking questions; link between the consecutive points also made out.
4. The lesson was summarized at the end with excellent link up. All main points covered.

XX. Planning of the lesson evident

0. No planning or schedule of the lesson.
1. No time scheduling - went astray many times and the teacher was just waiting for the lesson to finish or rushed towards the end.
2. Sometimes there appeared to be planned approach, sometimes not.
3. Kept time. Planned and systematic approach evident. The pace of progress was the same throughout.
4. Highly planned and systematic approach.

XXI. Evidence of teacher's confidence

0. Teacher was confused and nervous.
1. Got confused and parried doubts and questions. Created confusion amongst learners also.
2. Confusion was evident at times.
3. Committed no content errors. Confident. Explained the points in different ways, was prepared for any question.
4. Teacher was confident, clear and systematic in approach. Took questions and cleared doubts.



QUESTIONNAIRES

1. Questionnaire for Teachers

- The Questionnaire for teachers is based on the primary dimensions of quality improvement and accountability in his/her school.
- The questionnaire contains basic and comprehensive compilation of data about the school based on the different domains of Quality Assurance. The questionnaire, consisting of 25 statements collects data on the viewpoints of teachers on school policies and practices. It also seeks information about the availability of innovative learning environment in the school.
- Teachers may seek clarification from the Assessment Team and submit the completed questionnaire to them.

Dear Teacher,

- This questionnaire is a part of a research study on Quality Education. All information that is collected in this study will be kept confidential.

About the Questionnaire

- This questionnaire asks for your opinion about the school education system.
- This questionnaire must be filled in by the teaching staff only.
- After completing the questionnaire, please return it to the facilitator.
- When in doubt about any aspect of the questionnaire, please discuss with the facilitator.

Name of School: _____

Date: _____

Place: _____

Please indicate your degree of agreement against each statement by checking/ticking against one of the five columns: Strongly Agree - 4, Agree - 3, Partly agree - 2, Not Sure - 1 or Disagree - 0.

As a teacher, I feel that:



S. No.	Statement	Disagree (0)	Not Sure (1)	Partly Agree (2)	Agree (3)	Strongly Agree (4)
1	The School's vision, philosophy and objectives are referred to and reflected in school decisions regarding Curriculum, Teacher development, Assessment Practices and Innovative Programs.					
2	The Annual Curriculum Plan of the school integrates academic, social, physical and emotional needs of the students.					
3	The school provides opportunity for continuous professional development and capacity building of teachers.					
4	Teachers are free to use own strategies / methods / innovations to cover diverse learning styles and make the understanding of concepts easy.					
5	Infrastructure, including Computer labs, Science Labs, Math Labs are appropriate and meet expected standards.					
6	The school has adequate medical facilities and is equipped with nurse/ doctor to handle medical and other emergencies.					
7	The rest rooms, toilets, laboratory, playground, classrooms are clean, airy and well maintained.					
8	There are separate toilets for female and male staff.					
9	The school looks into the academic, social, physical and emotional development needs of the teachers.					
10	There is a separate reference section with adequate books for teachers in the school library.					
11	The school has transparent recruitment process.					
12	The school has induction policy in place for new recruits.					
13	There is a sense of safety and security in the school and regular evacuation/ fire drills are carried out from time to time.					
14	The principal / head is approachable and accessible and believes in building partnerships.					



15	The teachers are regularly involved in the decision-making process of the school with teachers' representatives on the management of the school.					
16	Instructional leadership/ mentoring is evident and innovative practices are encouraged.					
17	There is a system of continuous feedback to the teacher for his/her performance and records are maintained.					
18	Equal opportunities are given to all the teachers.					
19	The school pays salary as per govt. norms.					
20	Recognition / appreciation / incentive for the individual work is given in the organization.					
21	Capabilities and potential of the teachers are recognized and further groomed by the school for reaching optimum levels.					
22	The school plans excursions and field trips for teachers.					
23	Abundant opportunities are provided to teachers to learn, grow and demonstrate leadership skills opening career growth path.					
24	The school pays attention to conservation of environment and has taken initiatives for implementing waste management practices.					
25	There are clear policies and instruction manuals for effective functioning of teachers.					

Note:

- Questionnaire may be administered on a minimum sample size of 50% of total teachers in the school or 50 teachers, whichever is minimum.
- Average of the sample taken will be treated as satisfaction index.



2. Questionnaire for Students

- The Questionnaire for students is based on the primary dimensions of quality improvement and accountability in his/her school.
- The questionnaire, consisting of 25 statements seeks viewpoints of students on school policies and practices. It also seeks information about the availability of innovative learning environment in his/her school.
- Students may seek clarification from the Assessment Team and submit the completed questionnaire to them.

Dear Student, <ul style="list-style-type: none">• This questionnaire is a part of a research study on Quality Education. All information that is collected in this study will be kept confidential. About the Questionnaire <ul style="list-style-type: none">• This questionnaire asks for your opinion about the school education system.• This questionnaire must be filled in by the student only.• After completing the questionnaire, please return it to the facilitator.• When in doubt about any aspect of the questionnaire, please discuss with the facilitator.
Name of School: _____ Date: _____ Place: _____
Please indicate your degree of agreement against each statement by checking/ticking against one of the five columns: Strongly Agree - 4, Agree - 3, Partly agree - 2, Not Sure - 1 or Disagree - 0.
As a student, I feel that:



S. No.	Statement	Disagree (0)	Not Sure (1)	Partly Agree (2)	Agree (3)	Strongly Agree (4)
1	Scholastic and co-scholastic activities are adequately planned, depicted in school calendar and implemented appropriately.					
2	The curriculum of the school integrates academics, social, physical and emotional development needs of the students.					
3	Teachers use a wide range of strategies / methods to cover diverse learning styles and to make the concepts understandable, using innovative methods.					
4	There is a structured assessment pattern in the school to assess the performance of the students.					
5	Fire evacuation/emergency drills are carried out from time to time.					
6	The school curriculum prepares students for lifelong learning and becoming global citizens by equipping them with Life Skills and positive attitude.					
7	The school provides adequate opportunities for sports, games, fitness activities and encourages participation in different clubs and hobby classes.					
8	Computer labs, Science labs and Math labs are appropriate and meets expected standards.					
9	The school provides adequate facilities to the differently abled students.					
10	The school plans excursion and field trips to support effective learning.					
11	The school has adequate medical facilities including nurse/ doctor in campus.					
12	Rest rooms, toilets, laboratory, playground, classrooms are clean, airy and well maintained.					
13	The school has appropriately qualified and experienced Counsellor.					
14	Furniture and equipment for students are safe, comfortable, and age appropriate.					
15	The school pays attention to conservation of environment and places great emphasis on cleanliness.					

16	The library is well equipped and has a good collection of books and other reading material.					
17	Workshops/Seminars are arranged or organized to enhance Skills Development/ Life Skills of the students.					
18	The school has facilities to provide clean drinking water.					
19	There is peer or buddy system and mentoring in the school.					
20	The administrative office is approachable and accessible.					
21	Effective communication takes place between students and teachers.					
22	The school provides vocational skills to the students.					
23	The teachers demonstrate fairness and objectivity.					
24	Equal opportunities are given to all the students irrespective of gender.					
25	Capabilities and potential of the students are recognized and further groomed by the school through different activities for reaching optimum levels.					

Note:

- Questionnaire may be administered on a minimum sample size of 10% of total strength from top five classes or 100 students, whichever is minimum.
- Average of the sample taken will be treated as satisfaction index.



3. Questionnaire for Parents

- The Questionnaire for parents is based on the primary dimensions of quality improvement and accountability in his/her ward's school.
- The questionnaire contains basic and comprehensive compilation of data about the school based on the different domains of Quality Assurance. The questionnaire, consisting of 25 statements collects data on the viewpoints of parents on school policies and practices. It also seeks information about the availability of innovative learning environment in their ward's school.
- Parents may seek clarification from the Assessment Team and submit the completed questionnaire to them.

Dear Parent,

- This questionnaire is a part of a research study on Quality Education. All information that is collected in this study will be kept confidential.

About the Questionnaire

- This questionnaire asks for your opinion about the school education and policy matters.
- This questionnaire must be filled in by the parent only. After completing the questionnaire, please return it to the facilitator.
- When in doubt about any aspect of the questionnaire, please discuss with the facilitator.

Name of School: _____

Date: _____

Place: _____

Please indicate your degree of agreement against each statement by checking/ticking against one of the five columns: Strongly Agree - 4, Agree - 3, Partly agree - 2, Not Sure - 1 or Disagree - 0.

As a parent, I feel that:



S. No.	Statement	Disagree (0)	Not Sure (1)	Partly Agree (2)	Agree (3)	Strongly Agree (4)
1	The School's vision, philosophy and objectives are referred to and reflected in school decisions regarding Curriculum, students-teachers' development, Assessment Practices and Innovative Programs.					
2	The Annual Curriculum Plan of the school integrates academic, social, physical and emotional needs of the students.					
3	The school provides opportunity for continuous development and capacity building of students.					
4	Teachers use a wide range of strategies / methods / innovations to cover diverse learning styles to make the concepts understandable.					
5	School provides adequate opportunities for sports, games and fitness activities.					
6	The school has facilities to provide clean drinking water and hygienic and nutritious food to its students.					
7	School has adequate medical facilities including nurse/ doctor in the campus.					
8	Rest rooms, toilets, laboratory, playground, classrooms are clean, airy and well maintained.					
9	There are separate toilets for girls and boys.					
10	Furniture for students is safe, comfortable and age appropriate.					
11	The library is well equipped and has a good collection of books and other reading material.					
12	School pays attention to conservation of environment and places great emphasis on aesthetics.					
13	The school has provision for differently-abled children.					
14	There is a sense of safety and security in the school and regular evacuation/ fire drills for disaster managements are carried out.					
15	The Principal/ Head is approachable and accessible and believes in building partnerships.					



16	The school curriculum prepares students for lifelong learning and becoming global citizen by equipping them with Life Skills and positive attitude.					
17	The school provides adequate opportunities to students to participate in literacy and scientific endeavors both inside and outside the school.					
18	The school encourages all students to participate in Health and Wellness Club/ Eco Club/ Literary Club/ Heritage Club, etc.					
19	Parents are well informed about the student's school records and achievements at regular intervals.					
20	The school has appropriately qualified and experienced counselor(s).					
21	Workshops and seminars are arranged to enhance Life Skills and Values among the students.					
22	The teachers demonstrate fairness and objectivity.					
23	Admission and other administrative procedures of the school are fair, objective and transparent.					
24	Equal opportunities are given to all students irrespective of gender.					
25	The capabilities and potential of the students are recognized and further groomed by the school for reaching optimum levels.					

Note:

- Questionnaire may be administered on a minimum sample size of 10% of total student strength or 100 parents, whichever is minimum.
- Average of the sample taken will be treated as satisfaction index.

4. Questionnaire for Non-Teaching Staff

- The Questionnaire for non-teaching staff is based on the primary dimensions of quality improvement and accountability in his/her school.
- The questionnaire contains basic and comprehensive compilation of data about the school based on the different domains of Quality Assurance. The questionnaire consisting of 24 statements collects data on the viewpoints of non-teaching staff to school policies and practices. It also seeks information about the availability of innovative, relevant and socially conscious learning environment in his/her school.
- Staff may seek clarification from the Assessment Team and submit the completed questionnaire to them.

Dear Staff,

- This questionnaire is a part of a research study on Quality Education. All information that is collected in this study will be kept confidential.

About the Questionnaire

- This questionnaire asks for your opinion about the school education system.
- This questionnaire must be filled in by the non-teaching staff only.
- After completing the questionnaire, please return it to the facilitator.
- When in doubt about any aspect of the questionnaire, please discuss with the facilitator.

Name of School: _____

Date: _____

Place: _____

Please indicate your degree of agreement against each statement by checking/ticking against one of the five columns: Strongly Agree - 4, Agree - 3, Partly agree - 2, Not Sure - 1 or Disagree - 0.

As a staff, I feel that:



S. No.	Statement	Disagree (0)	Not Sure (1)	Partly Agree (2)	Agree (3)	Strongly Agree (4)
1	The School's vision, philosophy and objectives are referred to and reflected in school decision.					
2	Students are disciplined and respect the staff members.					
3	Counselling facility is available for the staff.					
4	School provides opportunities for continuous development of staff.					
5	Equal opportunities for all staff are provided.					
6	School has adequate medical facilities and is equipped to handle medical and other emergencies.					
7	Rest rooms/Toilets, laboratory, playground, classrooms are clean and well maintained.					
8	Clean drinking water is available.					
9	There are separate toilets for male and female staff members.					
10	The library is well equipped and is accessible.					
11	The school pays attention to conservation of environment and has taken initiatives to implement waste management practices.					
12	There are regular evacuation/ fire drills for disaster management.					
13	The school has provision for differently- abled children.					
14	The Principal/ Head is approachable and accessible and believes in building partnerships.					
15	The school provides conducive working environment with growth opportunities.					
16	Administrative systems are in place including handbook/ job manual/ induction policy etc.					
17	The staff is appropriately represented in the Governing Body of the school.					
18	Sensitization workshops are held to work with differently- abled individuals.					
19	There is a mechanism for feedback, review and performance enhancement of the staff.					
20	Data, documents, records and evidences are well maintained.					

21	Instructional leadership/ mentoring is evident and innovative practices are encouraged.					
22	Staff development needs are identified and programs initiated for the same.					
23	Capabilities/ potential of the staff are fully utilized.					
24	Recognition/ incentives appreciation of the individual work is given.					

Note:

- Questionnaire may be administered on a minimum sample size of 80% of total non-teaching staff in the school.
- Average of the sample taken will be treated as satisfaction index.

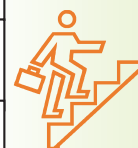


SAFETY CHECKLIST

This safety checklist is divided into five sections- Physical Safety, Emotional Safety, Social Safety, Emergency Preparedness to handle disasters and Cyber Safety.

Section- I: Physical Safety				
S. No.	Statement	Yes	Needs Improvement	No
1	The school maintains Health Cards as envisaged by the Comprehensive School Health Programme of CBSE.			
2	The school keeps the medical records of students with special health problems.			
3	Parents communicate their child's health issues to the school.			
4	The school has a qualified full - time doctor and/or nurse in the school.			
5	There is a doctor-on-call for emergency.			
6	The school has tied up with a local hospital within two kilometers.			
7	There is a first - aid box placed at every floor of the building.			
8	The school carries out an annual medical check-up of all the students.			
9	The teachers have undergone basic training / bridge courses on counselling, first-aid and identification of disabilities / learning difficulties.			
10	The school has a 'Health and Wellness Club'.			
11	Every teacher regularly makes use of the 'School Health Manual'.			
12	There is an emphasis on the intake of a balanced diet by the students and nutritious alternatives to junk food are encouraged.			
13	The school follows a fruit-break, milk-break or mid -day meal plan.			
14	There is a dietician and meal planner on the school panel (in case of schools offering meals to its students).			
15	The teachers have their meals with the students of junior classes and monitor their eating habits.			
16	The school calls medical experts from time to time to sensitize students and teachers on health-related issues.			
17	The First-Aid protocol for common injuries is displayed at prominent places in school.			
18	The health management facilities are evaluated on a regular basis in school.			
19	The medical history of every student is available in the school.			
20	The special records like blood groups, allergies and medication that need to be prescribed frequently are updated with parental support.			

21	The laboratories are well equipped to handle common emergencies.			
22	The laboratories are safe and spacious enough for hazard free learning.			
23	The school has constituted a parent-teacher-student committee to address the safety needs of the students.			
24	The school has proper sewerage, drainage and garbage disposal arrangements.			
25	There is a proper facility for safe drinking water with adequate number of water taps.			
26	The washrooms are hygienic and the disinfectants are kept away from the reach of the children.			
27	The auditorium, assembly hall and gymnasium are free from hazardous fixtures and are adequately lit up and well ventilated.			
28	The benches have rounded edges.			
29	The windows are fixed with proper railings and grills.			
30	There is a central alarm system in the school.			
31	There is regular maintenance and /or testing of the entire security alarm system at least every six months.			
32	The electrical appliances are maintained and are regularly checked.			
33	Access to electrical panels is restricted.			
34	The secluded corners, corridors and staircases are kept under watch by staff during lunch breaks and at the time of dispersal.			
35	There are ramps and wheel-chairs for differently abled students / teachers and the school environment is disabled friendly.			
36	The elevators and exit ways are examined periodically and on a daily basis, and are maintained with a fitness certificate from the appropriate authorities.			
37	The access to school building by outsiders/visitors is controlled and monitored.			
38	The parents are connected with a messaging system or mobile phone networking.			
39	The physical education instructors are sensitive enough to involve students in sports according to their physical capabilities and health related issues.			
40	The sports room is well - ventilated and well - equipped to handle common sports injuries.			



41	The school playgrounds, swings, rides, sports - equipment etc. are safe.			
42	The school buses have passed the safety test.			
43	There is a teacher on board and a helper or an attendant accompanying the children in the school buses.			
44	The school buses are equipped with first - aid boxes, drinking water and mobile phones.			
45	Students are restricted from loitering in corridors, hallways, stairways and restrooms.			
46	All the areas in the school are adequately supervised by the staff.			
47	The staff actively supervises the students both inside and outside the classroom.			

Section- II: Emotional Safety

S. No.	Statement	Yes/No	Remarks
1	The school has a strong policy statement against child abuse and exploitation.		
2	The staff has been trained to be alert to signs of abuse.		
3	There is a procedure for checking on staff background before they are allowed to work with the children.		
4	There is a child protection policy which includes procedures to be followed for a teacher or any another member of the staff if accused of harming a child.		
5	The school provides ongoing training and development for staff to address their responsibilities to protect children from abuse.		
6	There is a regular qualified guidance counselor on school roll.		
7	The school informs and consults parents and encourages the participation of families in child protection issues.		
8	There is a rehabilitation programme to restore the self-esteem of abused children.		
9	The children are taught the difference between 'good touch and bad touch'.		
10	The child is helped to understand his right over his own body especially, the right to say 'No'.		
11	The children enjoy an enabling environment and are encouraged to share their personal confidence with the teachers.		
12	The school provides workshops by medical experts and counselors on adolescence related issues.		
13	The school provides a sensitive platform for building self - esteem and communication skills among children.		



Section- III : Social Safety			
S. No.	Statement	Yes/No	Remarks
1	The children are given enough guidance on managing emotions and building healthy peer relationships.		
2	The children are sensitized to recognize and resist negative peer pressure.		
3	They are taught skills to manage fear, anger and stress.		
4	They are given positive reinforcement to stay away from criticism, rude language, gossiping and trivial matters that may lead to violence.		
5	The school addresses the issues of bullying, harassment and prejudice against children.		
6	The teachers try to make their influence positive and there is an atmosphere of connectedness.		
7	There is a strict monitoring of theft, graffiti and social cliques to handle behavioural modifications.		
8	The students feel safe reporting abuse and authority.		
9	The disciplinary and safety problems are quickly addressed.		
10	Awareness programs are conducted on AIDS, harmful effects of tobacco and drugs.		
11	Stress management workshops, yoga classes and meditation sessions are conducted for students and teachers regularly.		
12	There is a happy learning ambience in school.		
13	There is a strict restriction on corporal punishment and emotional harassment of students by teachers.		
14	Academic guidance is provided to low achievers and children with special needs.		
15	There is a regular ongoing program to build up self-esteem and confidence among students.		



Section - IV: Emergency Preparedness to Handle Disasters

S. No.	Statement	Yes/No	Remarks
1	There are enough exits and entry points and staircases to be used in the case of emergency.		
2	The evacuation plan is displayed at different places in the building.		
3	The students and staff know and understand the evacuation plan to avoid stampede in case of a disaster.		
4	The school premises are under surveillance by the Principal through CCTVs.		
5	There is a provision for legal alternatives and advice.		
6	The staff has been trained to respond in case of an emergency.		
7	The students and staff know how to use fire -extinguishers.		
8	There are enough fire-extinguishers installed at sensitive places.		
9	The floors, stairways and railings are safe.		
10	CPR and first-aid classes are held at periodic intervals for staff and students.		
11	The drain hole pipes and water tanks are covered properly.		
12	There are fire-alarms and smoke-alarms installed at different places.		
13	The disaster management drills and evacuation plans are practised from time to time.		
14	There is provision for well-equipped ambulance in case of emergencies or during any disaster.		
15	The protocols to be followed in case of emergencies are displayed at different places in the building.		
16	The teachers and paramedical staff are trained to provide resuscitation.		
17	The Fire Service, Ambulance Service, Police Service or any other Community Service can be contacted by immediate dialing.		
18	The school is equipped with a Public-Address System to make emergency announcements.		
19	There is a stable Disaster Management Plan which is updated regularly.		
20	There is a School Disaster Response Team consisting of members, administration, teachers and senior students.		
21	The school staff is sensitized to address the trauma and post-disaster interventions.		
22	The Principal is capable enough to take one or many crucial decisions in case of a disaster.		
23	The school is equipped with school security technologies.		
24	The school's design is safe enough to handle terrorist attacks.		
25	The school handles media briefing and updates without sensationalization.		
26	The safety and security checklist is used for planning and designing new facilities or assessing existing ones.		

27	The safety and security checklist of school is updated frequently.		
28	There is a well-equipped disaster management cell in school.		
29	There are regular preventive checks to ensure safety related to high risk areas-electrical, fire, civil work, school gates, transport etc.		

Section- V: Cyber Safety			
S. No.	Statement	Yes/No	Remarks
1	Access to computer rooms and technological usage is monitored by teachers.		
2	There is Internet Security for children.		
3	Cyber-crimes are handled with sensitivity.		
4	Social Networking sites are blocked during school hours.		
5	Parents and children are provided enough awareness on safe usage of technology and how to avoid taking risks.		
6	Cyber-bullying is handled with utmost care.		
7	There is proper handling of e- waste.		



CHECKLIST FOR GENDER SENSITIVITY IN SCHOOLS

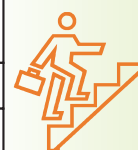
The checklist for Gender Sensitivity consists of gender sensitive parameters which should be followed to promote gender sensitivity in classroom transaction and extra-curricular activities. The checklist identifies the specific standards that the schools should conform to in order to build and support an environment, system and processes that are sensitive towards the requirement of students of both the genders.



Courtesy : DLF PUBLIC SCHOOL, SAHIBABAD

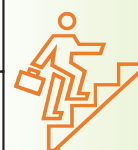


S. No.	Parameter	Yes	Partially	No
1. School Vision				
1.1	Does the school vision convey specific commitment for basic human rights and gender sensitivity?			
1.2	Does the vision statement communicate the commitment to all stakeholders of its intent?			
2. School Mission				
2.1	Does the mission statement of the school reflect the spirit and commitment of the vision in terms of gender sensitivity and human rights?			
2.2	Does it identify and support the activities or interventions to reduce gender gaps and inequalities?			
3. School Management				
3.1	Does the school management ensure abiding by the constitutional and legal rules and regulations supporting Gender equity and equality in all systems and processes of the school?			
3.2	Does the constitution of the school management reflect the broad understanding and spirit of gender sensitivity?			
3.3	Is the delegation of responsibilities in the management structure and executive plan gender inclusive?			
3.4	Does the functional and operational domains of the executive functions of management indicate gender sensitive concepts?			
3.5	Is there a fair and equal representation of females and males in the School Managing Committee?			
3.6	Does the selection committee of school, select teachers based on transparent assessment of candidates' competencies and does not reflect bias in terms of gender, diversity and community?			
3.7	Does the management provide opportunities and responsibilities to all members without any gender bias?			
4. School Infrastructure and Utilities				
4.1	Does the school design and infrastructure offer equal comfort level to both the genders?			
4.2	Does the school have separate toilet facilities for both genders?			
4.3	Is the ratio of urinals/toilets same for boys and girls?			
4.4	Does the school provide sanitary assistance facilities in the event of any specific needs?			
4.5	Does the school have a female nurse/mentor teacher to attend to the specific requirements of girl students?			
4.6	Does the school have special restroom facilities for female staff?			
4.7	Does the school have separate and covered change rooms for girls in the immediate environment of swimming pools?			
4.8	Is there a mechanism in the school for continuous supervision, surveying and reporting of gender specific requirements?			
4.9	Does the school provide adequate sports facilities to meet the requirement of both genders?			



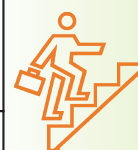
4.10	Does the school have a separate green room for both gender students in their auditoriums?			
4.11	Does the school have a counselor to address the growing up concerns of both genders and provide support?			
5. School Administration				
5.1	Is there bias reflected towards either of the gender in the school policies?			
5.2	Does the verbal and written communication to the parents reflect any gender bias?			
5.3	Are the teachers/other staff members sensitized to the use of appropriate verbal/non-verbal language towards either gender?			
5.4	Does the school provide opportunities for both the parents to exercise their individual options in decision-making processes with regard to their children?			
5.5	Are all documentation procedures of the school same for students of both genders?			
5.6	Does the school follow the same policy of administration for teaching/non-teaching staff of both genders?			
5.7	Are the rules and procedures of the school sensitive to the specific requirements of the female staff with regard to the norms prescribed by the central/state government?			
5.8	Are there equal and adequate space/seating procedures for staff of both genders?			
5.9	Does the school have adequate female support staff to meet the needs of children?			
5.10	Is there a zero-tolerance policy with clear punitive measures for gender-based abuse/teasing/harassment?			
5.11	Is there any bias reflected in approach or action towards either of the gender in school discipline policy?			
5.12	Are advocacy activities/programs conducted periodically to involve and sensitize parent community towards gender issues and concerns?			
5.13	Does school conduct community activity periodically to promote gender sensitivity and address gender issues?			
5.14	Does the school conduct regular trainings / talks / interactive sessions for staff and students to strengthen gender sensitivity in approach, attitude, systems, processes and practices?			
6. Curricular Approach				
6.1	Does the curriculum vision suggest a gender sensitive approach?			
6.2	Does the curriculum offer equal learning opportunities to both the genders?			

6.3	Do both genders get equal opportunity and encouragement in the choice of the subjects?			
6.4	Does the curriculum provide equal opportunity for students in the subjects like Physical Education and Work Education?			
6.5	Are there adequate representation of both genders in the committees dealing with the design and architecture of different disciplines?			
6.6	Is there any specific guideline for various subject departments/committees with regard to the gender sensitive approach?			
6.7	Does the curriculum in various disciplines have components that support gender appreciation?			
6.8	Does the school integrate Life-Skills and Values Education with adequate focus on Gender Sensitivity as an integral component of its pedagogical practices?			
6.9	Is information about educational/career opportunities and support readily available to students of both genders?			
7. Textual Material (In case the school is prescribing Textbooks other than NCERT)				
7.1	Does the textual content reflect gender sensitive approach?			
7.2	Is there any bias reflected towards a gender in any of the textual content?			
7.3	Is there equal weightage for both genders in the selection of content?			
7.4	Are there any guidelines to the content developers with regard to gender sensitivity?			
7.5	Is the language used by the content developers gender sensitive or does it show any gender bias?			
7.6	Do the images, pictures or visuals used in the textual content indicate any bias towards a gender?			
7.7	Is there adequate representation of women in the texts of History, Science, Technology, Mathematics, Language and Literature?			
7.8	Are there any statements or inputs that provoke gender bias/demean either gender in the content?			
7.9	Are there guidelines to publishers of textual materials with regard to gender sensitivity?			
7.10	Is there any mechanism to vet the content published by the private agencies with regard to gender sensitivity?			
7.11	Are there any anecdotes, incidents, events and descriptions in any of the textual material that directly or indirectly suggest gender bias?			



7.12	Is the language used in textbooks gender neutral?			
8. Pedagogical Practices				
8.1	Are there any guidelines shared with teachers with regard to gender sensitive approach in the classroom?			
8.2	Is there any bias reflected on the part of teachers towards instructional strategies in the classrooms?			
8.3	Do the teachers take note of gender sensitivity in the use of language?			
8.4	Do the teaching aids inclusive of charts; visuals or e-materials indicate any bias to a specific gender?			
8.5	Are teachers equipped to approach in a gender responsive manner towards students of either gender in their formative and adolescent periods?			
8.6	Are the Physical Education teachers adequately oriented towards the methodologies to be adopted for instruction to different genders?			
8.7	Do the physical education/work education/ other learning programs involving bodily movements take care of the issues of gender needs and requirements?			
8.8	Are students of both genders given adequate support to participate in classroom interactions?			
8.9	Are teachers conscious of the number of questions being asked to either gender and of equality in responses received?			
8.10	Do teachers provide examples and activities in class which reflect experiences and interests of both gender?			
8.11	Do teachers ensure a class setting supportive towards both the genders?			
8.12	Do teachers ensure fair division of responsibilities in between the students of either gender?			
8.13	Do teachers stress upon the values of respect and responsibility to be practised by both genders?			
8.14	Do teachers avoid the use of clichés- like 'boys don't cry' or 'a tomboy' consciously?			
8.15	Do teachers openly question and are critical of teaching and learning materials (such as textbooks) which do not include or reflect gender sensitivity?			
8.16	Do teachers moderate pedagogical material which is, not gender sensitive and develop appropriate material/support material for use?			
8.17	Do teachers provide guidance and encouragement to students of both the genders in subjects like Mathematics/Science/ICT without supporting stereotyping?			

8.18	Do teachers encourage male interest in normally female-pursued studies and vice versa?			
8.19	Do teachers promote and provide guidance towards vocational education to students of both the genders?			
9. Co-curricular and extra-curricular activities				
9.1	Is there a fair and sensitive approach towards selection of school leaders/prefects, house captains and other student designates?			
9.2	Are both genders given equal opportunities in representing the school in various programs?			
9.3	Is there any specific bias towards selection of candidates for school programs and events?			
9.4	Are there any restrictions to either gender students for participating in field trips, excursions, and external visits?			
9.5	Are both genders given opportunities in programs like Scouts & Guides, NCC, NSS, Road Safety Patrol etc.?			
9.6	Are both genders given opportunities to participate / represent the school in sports of their choice?			
9.7	Are both gender students provided adequate support, guidance and opportunities to develop bodily strength and endurance?			
9.8	Are students of both the genders encouraged and provided equal opportunities to learn and practice self-defense techniques?			
10. School Uniform				
10.1	Is the design of the school uniform sensitive to the need and comfort of both the genders?			
11. School Transport				
11.1	Does the school transport system have in place measures to ensure the safety of children in terms of Gender Based Violence?			
11.2	Is there responsible support staff to escort the children till they are dropped at their point of dismemberment?			
11.3	Is there any provision for peer audit and verification for avoiding any possible abuse of children by the staff in charge?			
11.4	Are the guidelines provided in the CBSE Affiliation Byelaws regarding school transport followed?			
12. School Support Mechanisms (Clinic/Infirmary/Counseling Services)				
12.1	Does the school clinic have a qualified nurse in place?			



12.2	Does the school have a qualified counselor to meet the counselling/guidance needs of children?			
12.3	Do the facilities/medical support in the nursing room adequate enough to meet the specific needs of children belonging to either gender?			
12.4	Is there provision for privacy for children when they are placed in the nursing center?			
12.5	Does the school have doctor(s) enrolled/empanelled who would attend to the specific needs of children belonging to either gender?			
12.6	Are regular sessions conducted by School nurse/counselor to handle and address gender specific growing up queries and concerns?			
13. Gender Based Violence (GBV)				
13.1	Is it ensured that all areas of the school compound are safe for all students and that there are no 'no go areas' in which students feel threatened or afraid?			
13.2	Is there a mechanism to prevent/pre-empt such happenings in the school premises?			
13.3	Is there a school team in place to prevent GBV incidents?			
13.4	Are there specific guidelines to teachers / non-teaching staff /part-time/temporary staff of both genders to prevent such happenings?			
13.5	Are there any video/CCTV coverage in schools and a central monitoring mechanism to prevent such incidents?			
13.6	Are there specific guidelines to the students/staff/ other employees in school transport to prevent child abuse cases during travel/transport?			
13.7	Are there any specific guidelines to parents to provide instructions to children to prevent, report such happenings on time?			
13.8	Is there a provision for imparting refusal skills to the children as a part of Life Skills Education?			
13.9	Is there a specific instruction/circular to the teachers indicating therein their conduct towards children to ensure gender safety?			

Source: Educator's Manual on Gender Sensitive Pedagogy, CBSE

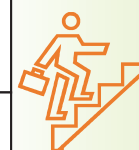
Score Card

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

Schools will have data to track their performance and which 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.

Interpretation of the score card will become the basis for the reports to be prepared by the Peer Assessor Team.

S. No.	Domains/Sub-domains	Score	Remarks
1	Scholastic Processes		
1.1	Curriculum Planning		
	1.1.1 Principal and teachers are familiar with the spirit and content of NCF.		
	1.1.2 Curriculum develops skills and abilities which prepare students for lifelong learning and fosters global citizenship.		
	1.1.3 The Principal and teachers are familiar with the curriculum documents and support material brought out by CBSE.		
	1.1.4 There is an Annual Curriculum and Pedagogical Plan for the development of Scholastic Skills.		
1.2	Teaching Learning Processes		
	1.2.1 School follows an optimum number of teaching days and teaching hours.		
	1.2.2 Teacher - Student Ratio.		
	1.2.3 Teachers adopt varied teaching learning approaches reflecting their understanding of the needs of the students.		
1.3	Student Performance, Assessment of Learning Outcomes and Feedback		
	1.3.1 Learning Indicators/Outcomes are used as check points to assess child's learning at different points of time.		
	1.3.2 The school has defined procedures and criteria to regularly assess the students' performance and uses the results to improve their performance.		
	1.3.3 Varied assessment tools and techniques are used to assess the performance of the students.		
	1.3.4 Teachers prepare balanced question papers to assess the performance of students.		
	1.3.5 The school ensures 75% attendance of its students.		
	1.3.6 The school ensures all students achieve and progress on their development continuum.		
Total	Score Obtained -'x' _____	Maximum Marks - 52	(x×25)/52 =



2	Co-Scholastic Processes		
2.1	Curriculum and Pedagogical Planning		
	2.1.1 There is an Annual Curriculum and Pedagogical Plan for the development of Co- Scholastic Skills (CSS).		
2.2	Art Education		
	2.2.1 The school provides opportunities for Art and Visual and Performing Arts activities.		
2.3	Work Education		
	2.3.1 The school implements Work Education Programme.		
2.4	Skill Enhancement		
	2.4.1 The school provides facilities to the students to participate in Literary and Creative Skills; Scientific Skills; Information and Communication Technology Skills; Organizational Leadership Skills and Aesthetic Skills.		
2.5	Mainstreaming Physical Education and Sports		
	2.5.1 School has a Policy for promoting Health and Physical Education in Students.		
	2.5.2 School has a strong leadership and management of PE and Sports.		
	2.5.3 Teaching and learning of PE is rich and engaging.		
	2.5.4 PE is given designated time in the curriculum.		
	2.5.5 Assessment is as per the learning outcomes and the grade given in the curriculum document.		
	2.5.6 PE helps in making healthy life style choices.		
	2.5.7 Inclusive PE and Sport is an important aspect of school ambience.		
	2.5.8 PE follows an integrated approach and all the four strands are a part of the larger curriculum.		
2.6	Life Skills Education		
	2.6.1 The school has a Life Skills development programme.		
2.7	Values Education		
	2.7.1 The school has a well-integrated Value Education Programme.		
Total	Score Obtained - 'x' _____	Maximum Marks - 56	(x×15)/56 =

3	Infrastructure - Adequacy, Functionality, Aesthetics and Safety		
3.1	Classrooms, Library, Laboratory, Computer Labs and ICT Facilities		
	3.1.1 The school has sufficient classrooms conducive to learning.		
	3.1.2 The School Library facilitates effective delivery/implementation of its educational programmes.		
	3.1.3 Laboratories are available to support learning activities.		
	3.1.4 Computer and other ICT facilities are available to support different administrative and educational activities in the school.		
3.2	Principal's Office, Staff Room and Administration Offices		
	3.2.1 The school has sufficient space for Principal, Staff and Administration as per requirements.		
3.3	Infirmary (Medical room) and Health Management facilities		
	3.3.1 The school has effective health management facilities.		
3.4	Water, Sanitation Facilities and Waste Management		
	3.4.1 The school provides safe drinking water; adequate sanitation facilities and follows effective waste management practices.		
3.5	Furniture		
	3.5.1 The school has adequate, safe, comfortable, age appropriate and aesthetically designed furniture.		
3.6	Lighting and Ventilation		
	3.6.1 The school building is designed for natural lighting and ventilation in keeping with the best international norms.		
3.7	Disaster Management Provisions		
	3.7.1 Adequate provisions/ effective measures are in place for Disaster Management.		
3.8	Eco-friendly Orientation, Aesthetics, Lawns and Green Plants		
	3.8.1 The school practices eco-friendly processes.		
3.9	Safety Provisions		
	3.9.1 The school ensures safety measures as per statutory requirements and as defined by the Board from time to time.		
3.10	Playground and Sports Facilities		
	3.10.1 Indoor and outdoor sport facilities are available and support differently-abled students.		
3.11	Rooms for Activities - Arts, Sculpture, Music, Dance, Theatre and Technology.		
	3.11.1 The school has adequate number of activity rooms for art, sculpture, music, dance, theatre and technology.		
Total	Score Obtained -'x' _____	Maximum Marks - 56	(x×10)/56 =

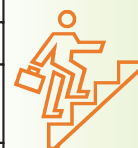


4	Human Resources		
4.1	School Staff - Teaching and Non-Teaching		
	4.1.1 The school recruits qualified and competent staff (teaching and non-teaching) that is sufficient in number to support fulfilment of school mission and objectives.		
	4.1.2 The school has an induction policy in place for the new employees.		
	4.1.3 The school conducts staff appraisal.		
	4.1.4 The school carries out staff development programmes and capacity building of teachers.		
	4.1.5 The school decides the salary and other allowances as per state norms/central norms.		
	4.1.6 The school provides staff incentives and appreciation.		
	4.1.7 The school has a well-developed mechanism of mentoring of teachers.		
4.2	Parents		
	4.2.1 Parents interface with school.		
4.3	Students		
	4.3.1 Students as Resources.		
4.4	Alumni		
	4.4.1 The school interacts with Alumni.		
4.5	Community		
	4.5.1 The school is committed to fostering effective school community partnership for providing enriching opportunities to enhance students' achievement and wellbeing.		
Total	Score Obtained -'x'	Maximum Marks - 44	(x ×10)/44 =

5	Inclusive Practices		
5.1	Barrier free environment		
	5.1.1 The school provides barrier free access in terms of physical environment to the students with disabilities.		
	5.1.2 The school provides barrier free access in terms of curriculum to students with special needs.		
	5.1.3 The school provides barrier free access in terms of teaching and assessment to the children with disabilities.		
5.2	Games, Sports and other Recreational Facilities		
	5.2.1 Adequate and appropriate indoor and outdoor games, sports and other recreational facilities are provided to students with disabilities.		
5.3	Transportation Facilities		
	5.3.1 The school provides adequate transportation facilities to students with disabilities.		
5.4	Overcoming Attitudinal Barriers		
	5.4.1 Training and sensitization programmes are conducted by the school for all the concerned with the students with disabilities.		
5.5	Other Support Services		
	5.5.1 Training and sensitization programmes are conducted for all staff members by the school with respect to students with disabilities.		
Total	Score Obtained -'x'	Maximum Marks - 28	(x ×10)/28 =



6	Management and Governance		
6.1	Vision and Mission Statement		
	6.1.1 The school is guided by clear vision and mission statements.		
6.2	Institutional Planning Mechanism		
	6.2.1 The school has both long term and short term plans commensurate with its vision and mission statement for institutional planning.		
6.3	Effective Coordination		
	6.3.1 The management ensures effective co-ordination within the school and with outside community.		
6.4	Resource Management		
	6.4.1 There is a rationale for resource management and mechanisms are in place.		
6.5	Relationship Management		
	6.5.1 There is a formal mechanism for relationship management (staff, parents, community, alumni, etc.).		
6.6	Activity Management		
	6.6.1 There is complete activity management mechanism available in the school.		
6.7	Data and Record Maintenance		
	6.7.1 There is complete data and record maintenance.		
6.8	Oral and Written Communication		
	6.8.1 Effective oral and written communication systems are in place.		
6.9	Standard Operating Procedures		
	6.9.1 The administration follows Standard Operating Procedures.		
6.10	Financial Administration		
	6.10.1 There is a mechanism for financial administration including record keeping, budget, audit, etc.		
6.11	Fee Structure		
	6.11.1 Judicious fee is charged commensurate with the facilities provided by the school.		
6.12	Admission Process		
	6.12.1 The school has a provision for Free and Compulsory Education under the RTE Act 2010.		
	6.12.2 The school admission policy is in consonance with CBSE guidelines and norms.		
Total	Score Obtained - 'x' _____	Maximum Marks - 52	(x×10)/52 =



7	Leadership		
7.1	Scholastic and Pedagogical Leadership		
	7.1.1 The school leader has a clear Vision and Direction to take the school forward.		
7.2	Collaborative Leadership		
	7.2.1 The school leaders demonstrate effective communication, cross-functional collaborations and build relationships.		
7.3	Systems for Ongoing Quality and Change Management		
	7.3.1 The school leaders strive for continual improvement in the learning outcomes of students.		
	7.3.2 The school leaders demonstrate capacity to improve systems in the school and ensure an ethos of responsibility and accountability.		
	7.3.3 The school leaders promote innovation by introducing creative methods and techniques that equip students and the institution with 21st century skills.		
Total	Score Obtained -'x'	Maximum Marks - 20	(x×10)/20 =

8	Beneficiary Satisfaction		
8.1	Satisfaction of Students		
	8.1.1 The school allows students to express their opinions, views and suggestions on policies and develops a mechanism to involve them in the decision-making process.		
8.2	Satisfaction of Teachers		
	8.2.1 The school creates a non-threatening and caring environment for the teachers to voice their feedback and develops a mechanism to review this feedback periodically and use it for improvement, planning and assessing teacher satisfaction.		
8.3	Satisfaction of Office Staff		
	8.3.1 School provides opportunities to the Office Staff to express their opinion, views and suggestions regarding the policies and uses this feedback for improvement.		
8.4	Satisfaction of Principal		
	8.4.1 The Management/Society provides a mechanism to the Principal to voice his/her suggestions, views and concerns and periodically reviews the same for continual improvement and also uses it to assess the Principal's satisfaction.		
8.5	Satisfaction of Parents and Alumni		
	8.5.1 The school provides a platform to the parents and the alumni to share their feedback on the ongoing processes of the school and review the same for improving performance of the school and for assessing their satisfaction.		
8.6	Satisfaction of Community		
	8.6.1 The school principal charts relevant community outreach programmes (viz, preserving the heritage, working with old age homes, preserving environment) and integrates them in the annual curriculum plan for all age groups.		
8.7	Satisfaction of Management		
	8.7.1 The management develops a mechanism for reviewing the vision and mission statement of the school and assesses it and		
Total	Score Obtained -'x'	Maximum Marks - 28	(x×10)/28 =




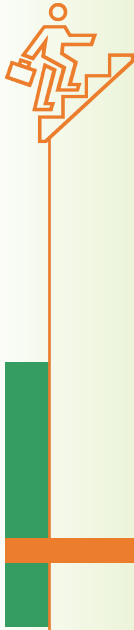
Summary:


S. No.	Domain	No. of Items	Total Score	Score Obtained
1	Scholastic Processes	13	52	
2	Co-Scholastic Processes	14	56	
3	Infrastructure - Adequacy, Functionality, Aesthetics and Safety	14	56	
4	Human Resources	11	44	
5	Inclusive Practices	7	28	
6	Management and Governance	13	52	
7	Leadership	5	20	
8	Beneficiary Satisfaction	7	28	
	Total Score Obtained in 84 Items (out of 336 Marks)	84	336	




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 without changing 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.

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22. **Counseling:** It constitutes three components, viz, informing, advising and counseling, where informing means giving appropriate and correct information; advising covers suggesting appropriate courses of action; and counseling means helping the learners to clarify their needs, feelings, etc. so that they can make appropriate decision for themselves.
23. **Curriculum:** The word has been derived from the Latin verb currere 'meaning to run'. From this follows an extension of the meaning to a course to be run and as a metaphor "an educational course to be taught/learned". In this sense, it is virtually synonymous with the term syllabus as is developed by expert committees or boards of studies of a university. In its broader sense the word 'curriculum' includes teaching strategies, learning activities and evaluation devices in relation to a particular syllabus. In the context of distance education, curriculum implies syllabi, multimedia course packages, self-learning processes of the student, and student support services.
24. **Decorum:** Dignified propriety of behavior, speech, dress, etc. orderliness; regularity.
25. **Developmental Continuum:** It outlines the sequence of skills that children can be expected to acquire as they develop. It covers a broad range of developmental domains (physical, social, emotional, communication/language and cognitive). It is a base for observation and discussion of children's growth and learning.
26. **Diagnostic:** Serving to identify a characteristic or being a precise indication.
27. **Differently abled:** Disabled (coined by US Democratic National Committee as a more acceptable term)
28. **Disaster Management:** Preparing for any calamity beforehand.
29. **Emblem:** A sign, design or figure that identifies or represents something e.g. the emblem of a school.
30. **Evaluation:** A process wherein the parts, processes, or outcomes of a programme are examined to see whether they are satisfactory, particularly with reference to its stated objectives. The assessment of a programme's outcomes or results is facilitated by measurement. Such measurement is affected by means of tools such as test, questionnaires, opinionnaires, inventories, interview schedules, scales, etc.
31. **Feedback:** A reaction or response to a particular process or activity.
32. **Formative Assessment:** A form of assessment that is done during the course of instruction; its outcome provides information that teachers can use to revise their teaching and students can use to improve their learning.
33. **Formative Evaluation:** Monitoring learning progress during instruction and to provide continuous feedback to both pupil and teacher concerning learning successes and failures. It includes assessment of paper - pencil test, assignments, projects, class work, homework, practical work etc.
34. **Four Strands:** The new format of Health and Physical Education by CBSE envisions that each student will undertake activities categorized under the following four strands:
- Strand 1 - Games/Sports
 - Strand 2 - Health and Fitness
 - Strand 3 - Social Empowerment through Work Education and Action (SEWA)
 - Strand 4- Health and Activity Card (For record)
35. **Hubs of Learning:** Clusters of 4-5 neighbourhood schools each, for the purpose of collaborative growth, promotion of self-improvement and enhancement of quality of education
36. **Indicator:** Data or statistic that indicates or signals something.
37. **Induction:** Formal installation in office.
38. **Infrastructure:** Fundamental facilities and systems.
39. **Innovation:** Starting something for the first time; introducing something new, which has resulted from research and experimentation.
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40. **Inter-disciplinary:** Of the inherent connections between academic subjects.
 41. **Individual Education Plan (IEP):** A detailed plan for a specific child's special educational needs and identifies the services that will be provided to meet those needs.
 42. **Learning Objectives:** Statements that define the expected goal of a curriculum, course, lesson or activity in terms of demonstrable skills or knowledge that will be acquired by a student as a result of instruction.
 43. **Learning Outcomes:** Statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a lesson or a unit or a course or program. In other words, learning outcomes identify what the learner will know and be able to do by the end of a lesson or a unit or a course or program.
 44. **Leadership Team:** A leadership team is a group of two or more people who are committed to collaboratively serve some significant organizational purpose for which they hold themselves mutually accountable.
 45. **Logo:** Sign or character representing a word.
 46. **Mission:** An assigned or self-imposed duty or task.
 47. **Motto:** A sentence, phrase or word expressing the spirit or purpose of an organization.
 48. **Observation schedule:** A time frame for illuminating issues based on diagnostic review of a situation.
 49. **Pay Commission:** A legislative body created under law to set the minimum rate of pay for employees.
 50. **Parent Participation Tracker:** A mechanism to track and measure parent involvement in school activities.
 51. **PEC:** Physical Education Card. PEC has been developed by CBSE as a collaborative venture with the British Council. It is being implemented to build a healthy and fit generation and initiate a trend of joyful learning. Each concept of learning is linked to games.
 - a. **Primary PEC:** Classes I to V
 - b. **Secondary PEC:** Classes VI-X
 - c. **Ability:** Special need students
 52. **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.
 53. **Pedagogy:** The art or science of teaching; education; instructional methods.
 54. **Peer:** A person who is equal to another in abilities, qualities.
 55. **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.
 56. **Policies:** A definite course of action adopted for the sake of expediency, facility etc.
 57. **Portfolio:** A collection of evidences of students work over a period of time.
 58. **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.
 59. **Process Owner:** Persons responsible for the management of processes within the organization.
 60. **Project:** A task given over a period of time and generally involves collection an analysis of data. It is useful in theme based learning.



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



REFERENCE

- CBSE School Quality Assessment and Accreditation Manual - 2013

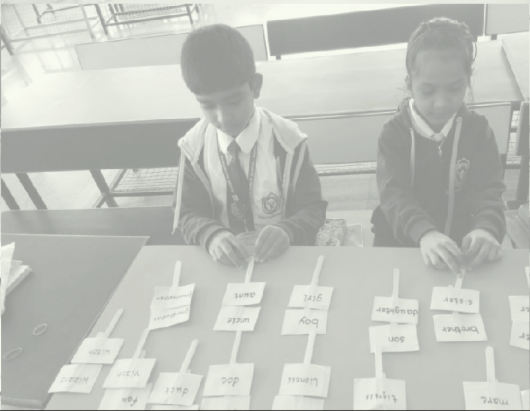
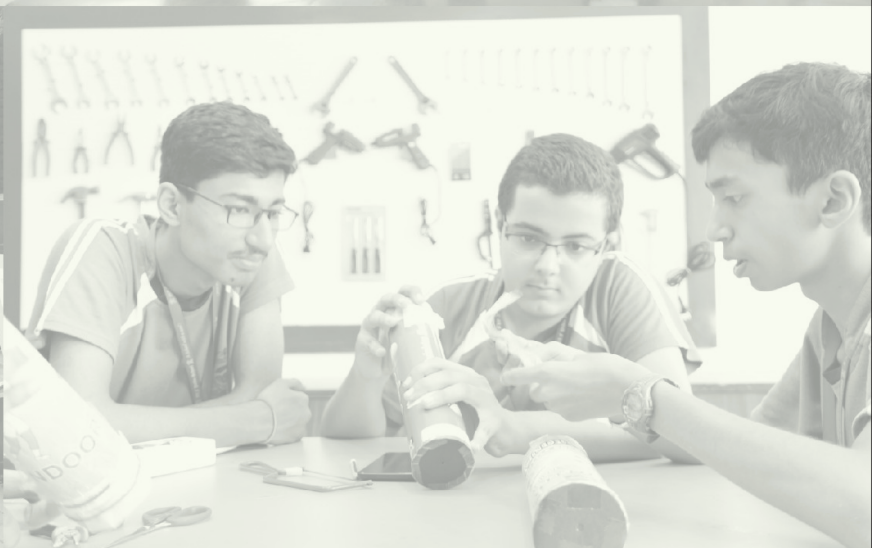




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