



शिक्षा मंत्रालय
MINISTRY OF
EDUCATION

PM SHRI SCHOOLS

FRAMEWORK ON SCHOOL TRANSFORMATION



Part 3

School Quality Assessment Framework

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सत्यमेव जयते

Ministry of Education
Government of India

A. About the PM SHRI Guiding Framework

PM SHRI schools are envisioned to be exemplar schools that meet the demands of the 21st century. These schools will be qualitatively strengthened to showcase the various aspects of the National Education Policy, 2020 and to emerge as exemplar schools in their regions, which will further mentor schools in a given region with an aim to amplify the excellence of these schools and develop the quality standards of the PM SHRI Schools within these schools. This will help in handholding, collaboration and clustering, finally leading to a ripple effect for developing more potential exemplar schools every year.

This guiding framework has been developed to assist school authorities to transform and enhance their schools to the quality standards that are assured by the PM SHRI schools.

Outline of the Guiding Framework

The guiding framework is prepared with the intention to provide the school ecosystem with the tools and strategies through which they can create a stimulating learning experience. Accordingly, a comprehensive approach has been undertaken to develop the guiding framework, which is divided into three parts as follows -

Part I: Lays out the theoretical aspects and explores the pillars of the PM SHRI schools, i.e. Curriculum, Pedagogy and Assessment; Access and Infrastructure (Adequacy, Functionality, Aesthetics and Safety); Human Resources and School Leadership; Inclusive Practices and Gender Equity; Management, Monitoring and Governance, and Beneficiary Satisfaction. The section further explains how transformations across these pillars can be brought to life within the school environment.

Part II: Lays out the programmatic and financial norms, along with suggestive activities that schools may undertake in order to fulfil the norms.

Part III: Lays down School Quality Assessment Framework (SQAF)

Purpose of the Framework

It is to be noted that the framework is not prescriptive but suggestive in nature. School transformation may look different for each school, and readers can use this framework as a resource that enables the kind of transformation that the school wants. Keeping the purpose of NEP at the centre, any homogenisation /uniformization/ rigid structuring would not allow for uniqueness of excellence. This is an evolving document, which can be modified/changed as per State/UT/KVS/NVS requirement and local context at any stage.

As such, this framework has been developed keeping various enablers in mind. These may be school principals, school management committees, teachers, parents, and even government officials. The purpose and ways to utilise this framework differ from user to user. In particular, the framework serves the users in the following ways:

- a. It acts as a reference for suggestive actions that may be undertaken by schools to achieve school transformation
- b. It acts as a practical guide to aid the implementation for concepts that may be novel to some users
- c. It acts as a reinforcement of methods that users are already familiar with

It is expected that this framework will answer most queries pertaining to the different aspects of PM SHRI Schools and aid different stakeholders in achieving that.

B. Introduction to PM SHRI Schools

As we continue to build an education system for the future, it is critical that the school ecosystem is resilient in the face of an increasingly unpredictable, dynamic and non-linear world. The PM SHRI schools are being designed to achieve that. These schools will help showcase the implementation of the National Education Policy 2020 and emerge as exemplar schools. They will provide leadership in their respective regions in providing high-quality education in an equitable, inclusive and joyful school environment that takes care of the diverse background, multilingual needs, and different academic abilities of children and makes them active participants in their learning process. Schools are incentivized to yield results and perform better through a funding mechanism that is tracked through quality parameters. A decentralised administration strategy will be followed to ensure the effective implementation of the scheme. A system of transparency and accountability will be created for the effective delivery of performance at school levels.

These schools will focus on not only enhancing cognitive development but also creating holistic and well-rounded individuals equipped with key 21st-century skills. The pedagogy adopted in these schools will be more experiential, holistic, integrated, play/toy-based (particularly in the foundational years), inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and enjoyable. The focus will be on the learning outcomes of every child in every grade. Assessment at all levels will be based on conceptual understanding and application of knowledge to real-life situations and will be competency-based.

The dignity of the school as an institution would be restored, and important dates, such as the school's foundation day, will be celebrated along with the community and the list of important alumni may be displayed and honoured. Furthermore, the unutilized capacity of school infrastructure would be used to promote social, intellectual, and volunteer activities for the community and to promote social cohesion during non-teaching / schooling hours and may be used as a "Samajik Chetna Kendra". Suitable facilitating systems shall be put in place to achieve universal participation in school by carefully tracking students, as well as their learning levels, to ensure that they are enrolled in and attending school and have suitable opportunities to catch up and re-enter school in case they have fallen behind or dropped out.

The PM SHRI schools should act as a network of exemplar schools that will demonstrate excellence and act as belief, practises and knowledge centres for the entire learning ecosystem. PM SHRI schools may invite other schools in the same cluster or block to visit these exemplar schools to facilitate knowledge sharing and school improvement conversations. The following sections are built around these ideas and provide actionable insights to achieve school transformation.

C. Aims and Objectives

- i. The selected schools will help showcase the implementation of the National Education Policy 2020 and emerge as exemplar schools over a period of time.
- ii. This initiative is intended to prepare more than 14,500 exemplar schools in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students.
- iii. These schools will provide leadership in their respective regions in providing high-quality education in an equitable, inclusive and joyful school environment that takes care of the diverse background, multilingual needs, and different academic abilities of children and makes them active participants in their own learning process as per the vision of NEP 2020.
- iv. These schools aim to nurture students in a way that they become engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by the National Education Policy 2020.
- v. The aim of these schools will not only be cognitive development, but also to create holistic and well-rounded individuals equipped with key 21st century skills.
- vi. Pedagogy adopted in these schools will be more experiential, holistic, integrated, play/toy-based (particularly, in the foundational years) inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and, enjoyable.
- vii. Focus will be on the learning outcomes of every child in every grade – with continuous formative assessment of Quantitative, Verbal & Logical Reasoning Skills. Assessment at all levels will be based on conceptual understanding and application of knowledge to real life situations and will be competency-based. Skill-Based Aptitude Test (SBAT) will be introduced for vocational education.
- viii. Assessment of the resources available and their effectiveness will be done in terms of availability, adequacy, appropriateness, and utilisation for each of the domains and their key performance indicators will be done and gaps will be filled in a systematic and planned manner.

- ix. Linkage with Sector Skill Councils and local industry for enhancing employability and providing better employment opportunities.
- x. These schools will be developed as Green Schools incorporating environment friendly aspects like energy efficient using solar panels and LED lightings, nutrition gardens with natural farming, waste management, plastic-free, water conservation and harvesting, study of traditions/practises related to protection of the environment, climate change related hackathons and awareness generation to incorporate organic lifestyle.
- xi. Efforts to be made to involve community and alumni in volunteer efforts for enhancing learning by providing at schools: one-on-one tutoring; the teaching of literacy and holding of extra help sessions; teaching support and guidance for educators; career guidance and mentoring to students.
- xii. The dignity of the school as an institution would be restored and important dates, such as the foundation day of the school, will be celebrated along with the community and the list of important alumni may be displayed and honoured. Furthermore, the un-utilized capacity of school infrastructure could be used to promote social, intellectual, and volunteer activities for the community and to promote social cohesion during non-teaching / schooling hours and may be used as a "Samajik Chetna Kendra"
- xiii. It is also aimed to achieve universal participation in the school of neighbourhood children by carefully tracking the enrolment of students, as well as their learning levels, in order to ensure that they (a) are enrolled in and attending school, and (b) have suitable opportunities to catch up and re-enter school in case they have fallen behind or dropped out.
- xiv. For providing equitable and quality education from the Foundational Stage through Grade 12 to all children up to the age of 18, suitable facilitating systems shall be put in place.
- xv. These schools are expected to emerge as leaders in education and will offer guidance to neighbourhood schools to achieve the benchmarks of PM SHRI schools over time.
- xvi. These schools will be aligned with the requirements for the emerging economy as per Industrial Revolution 4.0.
- xvii. Regular visits in the PM SHRI Schools by other schools in the district/block/cluster or nearby sub-locality will be encouraged to motivate them to adopt the interventions and become exemplar schools themselves

PART III

SCHOOL QUALITY ASSESSMENT FRAMEWORK



Table of Contents	
Particulars	Pg no
About the PM SHRI Guiding Framework	1
Introduction to PM SHRI Schools	2
Aims and Objectives of PM SHRI Schools	4
Chapter 1	
1.1 Why Quality Assessment	11
1.2 Introduction to School Quality Assessment Framework (SQAF)	12
1.3 Assessing School Quality	12
Chapter 2	
2.1 Structure and Organization of SQA Framework	19
2.2 Key Elements	20
2.3 Domains, Sub Domains and Standards/Benchmarking Statements	25
2.4 Total Weightage	30
Chapter 3	
Domain 1: Curriculum, Pedagogy and Assessment	32
Curriculum Planning	39
Teaching Learning Processes and integration of Lifestyle For Environment (LIFE)	45
Skill Based/ Vocational Education Programmes	54
Main- streaming Physical Education and Sports	67
Values and Ethos; Knowledge of India	72
Learning Enhancement Programme, Student Performance, Assessment of Learning Outcomes and Feedback	76
Early Childhood Care and Education & Foundational Literacy and Numeracy (grades 1-5)	87
Counselling for mental health and well- being and career	96
School as hub for innovations by teachers and students	97
21st Century Learning and Information skills	99
Citizenship skills, Constitutional values and Knowledge of India and the world	101
Domain 2: Access Infrastructure - Adequacy, Functionality, Aesthetics and Safety	106
Classrooms, library, laboratories, and rooms for different activities	109
Principal's Office, Staff room and Administrative Offices	118
Infirmary and Health Management Facilities	118

Water, Sanitation Facilities and Waste Management	120
Furniture	123
Safety provisions and Disaster Preparedness	123
Eco friendly orientation, aesthetics, lawns and green plants	126
Playground and Sports Facilities	130
Hostels (Only for Residential Schools and separate for Boys and Girls)	131
School Canteen (For Day Schools, wherever required)	138
ICT infrastructure	139
School accessibility	141
Domain 3: Human Resources and School Leadership	148
School Staff – teaching and non- teaching	150
Pedagogical Leadership	159
Collaborative Leadership	160
Systems for ongoing change and quality management	162
Teacher Professional development/capacity building	164
Domain 4: Inclusive Practices and Gender Equity	166
Barrier free environment	168
Games, Sports and other Recreational Facilities	172
Transportation Facilities (in case of schools which provides transportation facilities as per norms)	173
Overcoming Attitudinal Barriers	174
Zero drop out school	175
Special Educators for CWSN	176
Guidance and mentoring of gifted/talented children in the Area of Science, Technology, Arts, Sports etc.	177
Teaching Learning Material available in languages spoken by the children	179
School participates in Block level/school level screening camps for disability	180
School provides equal opportunities for girls in all areas of holistic education	181
Special Equity Projects	183
Domain 5: Management, Monitoring and Governance	185
Vision and Mission Statement	188
Institutional Planning Mechanism	189
Effective Coordination	190
Resource Management	192

Relationship Management	195
Activity Management	197
Data and Record Maintenance	198
Oral/Virtual/Online and Written Communication	200
Financial and Fee Administration (wherever applicable)	201
Admission Process	202
Systems for On- going Quality and Change Management	204
School is uploading data for PRABANDH, UDISE+, SQAF and National and State VSK in a timely manner	209
Domain 6: Beneficiary Satisfaction	210
Satisfaction of Students	212
Satisfaction of Teachers	214
Satisfaction of Office Staff	216
Satisfaction of Principal	217
Satisfaction of Parents and Alumni	218
Satisfaction of Community	219
Satisfaction of Management	220
Resources	221
Annexures	231

The previous part covered the Programmatic and Financial Norms that are provided for the interventions under the six pillars of the PM SHRI Schools. The next part elaborates on the School Quality Assessment Framework, and explains the importance, purpose and structure of the framework. The framework further provides guidelines for quality assessment for all the 6 pillars of the PM SHRI schools.

CHAPTER 1

1.1. WHY QUALITY ASSESSMENT

Quality in education has assumed great significance throughout the world. Quality is at the heart of education and is neither a standalone entity nor a sequential element. It is integral to all the components; be it input, process, output, or outcome.

The monitoring and supervision of easily quantifiable aspects have generally received the attention of the planners, implementers, and supervisors. Monitoring of quality dimensions, especially of learning and learning conditions of every child, must be given equal attention. Quality education through school improvement is best carried out by understanding a set of dimensions that are to be improved within each school, i.e., students' learning outcomes (what students learn), the governance of schools (how schools are run in terms of classroom processes, assessments, governance, and leadership) and the resources or the provisions in the school. To be continuously informed about the quality of education, both at the classroom level as well as at the systematic level, some monitoring and assessment systems need to be put in place.

NEP 2020 and School Quality Assessment

NEP 2020 in paragraph 8.1 states, "The goal of the school education regulatory system must be to continually improve educational outcomes; it must not overly restrict schools, prevent innovation, or demoralize teachers, principals, and students. All in all, regulation must aim to empower schools and teachers with trust, enabling them to strive for excellence and perform at their very best, while ensuring the integrity of the system through the enforcement of complete transparency and full public disclosure of all finances, procedures, and educational outcomes."

The public education system is the foundation of a vibrant democratic society, and the way it is run must be transformed and invigorated to achieve the highest levels of educational outcomes for the nation. An effective quality self-regulation or accreditation system will be instituted for all stages of education including pre-school education - private, public, and philanthropic - to ensure compliance with essential quality standards. The School Assessment System will be objective and developmentally oriented while ensuring accountability will provide a pathway to plan for the future development of the school.

1.2. Introduction to School Quality Assessment Framework (SQAF)

The school quality assessment is to help answer the question *'How good is our school?'* Its findings are meant to be understood by the students, parents, teachers, leaders, and policy planners in the school education community. The School Quality Assessment is to further the National Education Policy 2020's goal to make the education of good quality available, accessible, and affordable to all school-going age persons.

The school assessment indicators are meant to be broadly applicable in diverse contexts, including urban, rural, and tribal schools. The school assessment framework is to be used for self-assessment by schools as well as by assessors nominated to review the quality of the provision, governance, and student learning outcomes of schools. The challenge of improving any school is met by the school itself supported by the local community, with appropriate support from district and state authorities.

School quality is revealed most clearly by the learning's students take with them when they leave, both academically and socially. These indicators build upon broadly agreed aspects of school quality that have been used to improve schools around the world for more than twenty years.

School improvement is a local undertaking. It is the role of districts, state, regional, and national educators to support school stakeholders in their efforts to improve, but improvements happen incrementally. Significant changes in schools take years, not months or weeks. The school assessment parameters represent ways to assess school quality at one point in time. It is hoped that the findings emanating from the assessment of the schools against the defined parameters/standards will be used repeatedly to monitor progress along the road to improved resource provision, governance, and student learning outcomes.

1.3. Assessing School Quality

1.3.1. Goals of SQAF

- To improve the quality of the education system in the PM SHRI schools by building the capacities of stakeholders at school, district, and state levels

- To transform the system into one that is responsive and committed to the learning needs of students
- To ensure enhanced student learning.

The SQAF tools and processes will broadly provide information on the quality of resource provision, governance and the processes that help in improving students' learning outcomes.

1.3.2. Objectives

- To promote understanding of various dimensions of quality of school education.
- To enable usage of SQAF tools and reporting structures by the PM SHRI schools and the state system for monitoring for school improvement.
- To assess the resources made available and their implementation effectiveness in terms of availability, adequacy, appropriateness, and utilisation for each of the domains and their standards.
- To inform policy planning, practice, and implementation.
- To assist schools to embed self-evaluation, reflective practice and responsiveness to the needs of learners in their classrooms and other learning settings
- To help schools to identify their strengths and areas for development
- To enable schools to take ownership of their own development and improvement.

1.3.3. Guiding Principles of SQAF

- **Realistic and Implementable Standards/Benchmarking Statements** - Standards set for schools are realistic and implementable to bring guided transformational change rather than being unrealistic and overburdening.
- **Learner at the centre stage of the Assessment Framework** - The main intention of the framework is to enable the schools to engage themselves in an on-going and cyclical process of evaluating the impact of their endeavours on the achievement of learner outcomes. The learners have been kept at the centre of the assessment framework, with the goal of developing them to be confident, connected, actively involved, lifelong learners as envisioned by NEP 2020. The standards/benchmarking statements delineating the student profile

across the different domains will act as a yardstick for evaluating effectiveness of school practices.

- **Thrust on holistic Development of learners:** The quality framework takes a holistic view of learning and of the learner that includes cognitive, affective and psychomotor aspects of child development. It emphasises the need for pupils to develop a broad range of skills, competences and values that enable personal well-being, active citizenship and lifelong learning. Learning experiences for all pupils should therefore be broad, balanced, challenging and responsive to individual needs.
- **NEP 2020 recommendations as the guiding force** - The NEP recommendations as given in the figure below are the guiding force behind the framing of the assessment framework; these recommendations have not to be seen in silos but as seamlessly woven into the school processes.

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

1.3.4. Some Do's and Don'ts while using the Assessment Framework

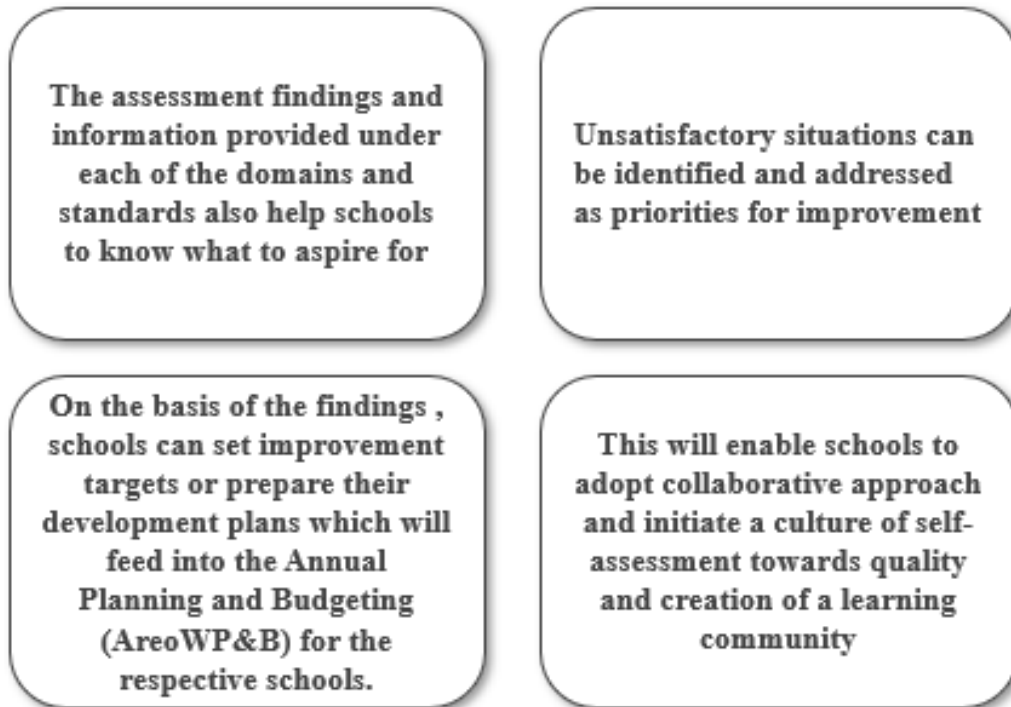
<p>DO's</p>	<ul style="list-style-type: none"> • There must be honesty of purpose leading to transparency and openness in all communication among all stakeholders. • Meaningful feedback should be provided to the schools and the system for improvement. • The findings should be presented in a manner that empowers and informs plans and practices.
<p>DONT's</p>	<ul style="list-style-type: none"> • The SQAF should not be an inspection as it should not lead to punitive action. • The SQAF results must not be used for comparison or ranking with other schools, districts, or state.

1.3.5. Purpose of School Quality Assessment Framework

<p>Provision of a common quality assessment framework</p>	<p>Enabling Schools to identify Strengths and Weaknesses</p>	<p>Enabling Schools to charter development plans</p>
<ul style="list-style-type: none"> • A common set of school quality assessment framework creates a vocabulary for conversations within and between schools. • The use of common domains and standards by assessors allows for consistent judgments to be made by different groups of people over time and in different parts of the system. • Finally, the publication of findings against the domains and the standards would allow everyone to see school quality assessment as a fair and transparent process that can engage all stakeholders and any interested citizen. 	<ul style="list-style-type: none"> • The assessment against the framework serves the purpose of identification of the strengths and weaknesses of the schools. • The aggregated findings of the school assessment at different levels (districts and states) can be used to improve policy, planning, practice, and implementation. • A assessment findings will help national and state-level organizations to identify quality issues and amend them from the macro-level through changes in policy and support to be provided to the schools 	<ul style="list-style-type: none"> • Findings emanating from the School Quality Assessment lead to self-reflection by schools and its staff. • The findings should become the basis for; <ul style="list-style-type: none"> ◦ future planning and goal setting ◦ motivating schools to strengthen teamwork and partnerships with the parent community ◦ chalking out school development plans.

1.3.6. SQAF Reporting

Reporting of the SQAF is designed to provide objective feedback to the school and the system. The report provides scores against each standard and aggregated for each of the domains. **(Refer to annex:2)**



(A sample school development/improvement plan template is given in annexure).

1.3.7. Operational Guidelines

The operational guidelines to SQAF are provided to help improve the overall reliability of internal and external school quality assessments and their integrated reporting at the districts and the state levels. Each school has unique characteristics and thus the guidance that follows should help Assessment teams to be thorough in their work while using the limited time available as efficiently as possible.

An implementation guidelines document (annex:1) is made available to be used in conjunction with the School Quality Assessment framework provided in section-4 below. The implementation guidelines document provides notes on preparatory and in-school assessment processes, research methods, and data sources to avail accurate information including methods of triangulating the data and evidence.

All school quality assessments will be digitally conducted using SQAF application and reports may be uploaded to the prescribed portal. This will make the entire assessment process efficient and error-free besides this facility will help in generating aggregated School Quality Assessment reports at the districts and the state levels.

1.3.7.1. Internal School Quality Assessment

- Will be conducted annually, and findings of the assessment must feed into the annual school planning.
- Should be conducted by a team of teachers that must include different subject teachers, a teacher representative, a member of the SMDC, an administration/accounts representative (if possible), and perhaps others.
- The team should have a diverse membership and include men and women, older and younger people.
- The suggested size of the team is five members or more in large schools. It is best if there is an odd number of a team member.
- The Team Leader should be someone who has been at the school for two to five years.
- Ideal approach to internal assessment is to start with the student outcomes or achievement and then assess the success of the governance and resource indicators that lead to student learning.
- If the student learning outcomes are limited, the reasons for the same should become clear when the quality of governance and resources are appraised.

1.3.7.2. External School Quality Assessment

- Must be conducted by CRC/BRC once every year in physical mode.
- Must be conducted at a two to three-yearly cycle by an external institution/agency nominated by the State and in due course by the School Quality Assessment and Accreditation Agency (SQAAA) in each of the states.
- After the External Assessment is completed and before finalising their report, the external assessors will review the report of internal assessments conducted by the school in the previous two years.

- External Assessment Report to be prepared by the external assessors will make a note of the anomalies in the internal assessment report, if any and the findings of the external assessment.

1.3.7.3. Aggregation of the School Level Quality Assessment Reports at the School, district and the state levels

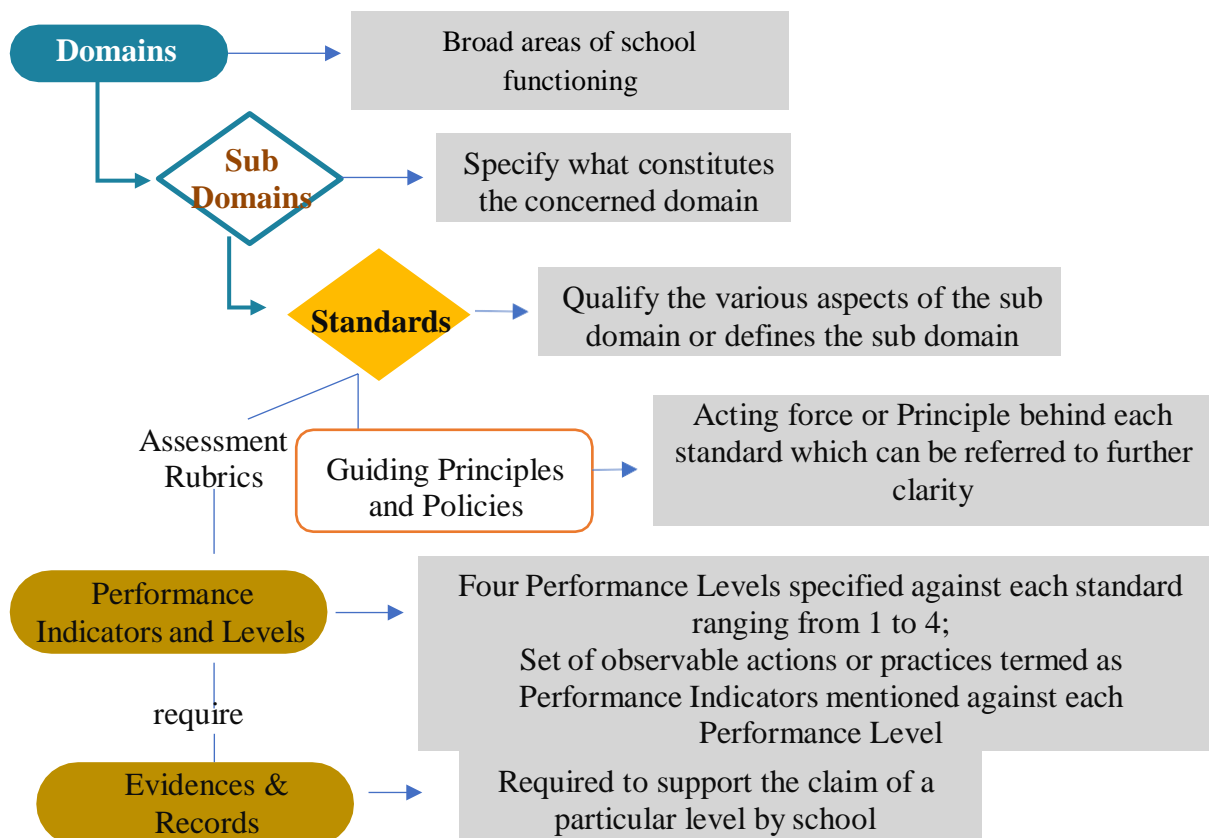
A portal has been developed by DoSE&L, MoE for implementation of the PM SHRI Scheme. All PM SHRI schools will be required to take School Quality Assessment on that portal. The reports will depict the level at which the school is presently against each domain. This will help the district and the states to identify the poorly and well-performing domains and take actions accordingly. To understand the standards that bring the status of any domain up or down can be examined at a micro level by the districts and the states by drilling down further to the level of the schools to understand the patterns of performance by the districts and the states by drilling down further to the level of the schools to understand the patterns of performance by each standard within the domain.

Chapter 2

2.1. Structure and Organization of SQA Framework

Standards and Performance Indicators are at the centre of any assessment framework. They provide a basis on which assessment is done. Since the concept of quality is complex and has to be seen holistically, therefore, the standards should cover almost all the key performance areas of school and consider the satisfaction of all the stakeholders concerned. In the proposed SQA Framework:

- The standards have been set in six different domains of school functioning
- Each domain is further subdivided into sub-domains detailing out the areas under them.
- Performance Indicators have been mentioned against each sub-domain which indicates the observable actions or practices in response to that particular Standard.
- Each sub-domain or standard has 4 levels of performance indicators.
- Schematically structure of SQA Framework may be understood through following graphical organizer:



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

2.2. KEY ELEMENTS:

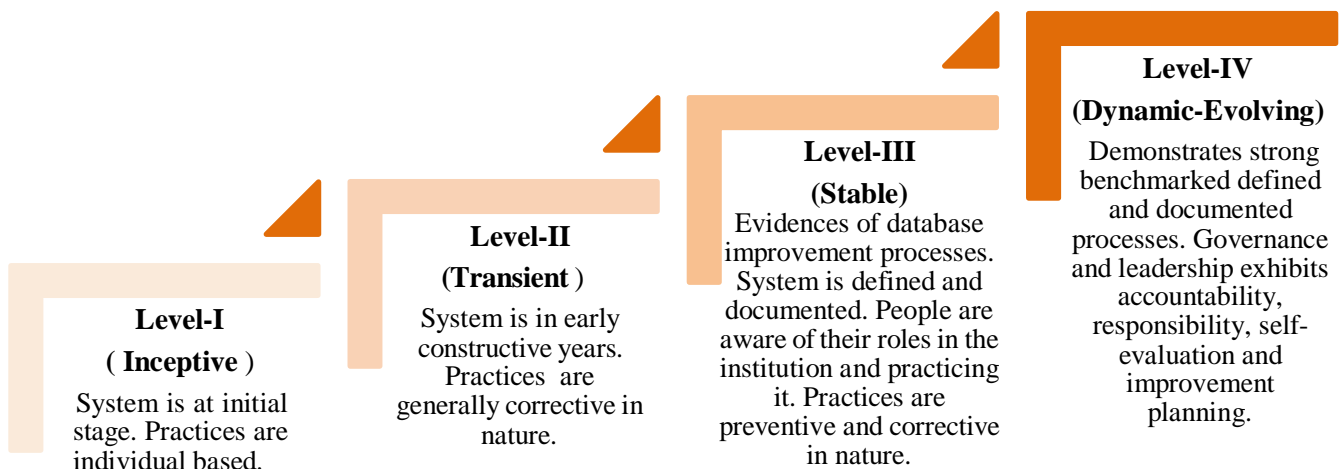
Key elements highlighted from macro to micro level in above mentioned graphical organizer are further detailed out for more clarity about the Framework.

Domain	<p>SQA Framework rests on domains or the key performance areas of school which ensure school effectiveness:</p> <p>The domains are not independent of each other but interlinked and interdependent in a systematic and seamless manner. <i>An example would be that of leadership that develops capacity of teachers by providing resources and training benchmarked with best practices and good governance leading to enhanced learning outcomes in all students in all curricular areas.</i></p>
Sub Domain	<ol style="list-style-type: none"> 1. Specifies what constitutes each domain 2. Ensures uniformity in understanding and interpretation across all users and stakeholders 3. Example: Sub domains of <i>Curriculum, Pedagogy and Assessment</i> may be: <ol style="list-style-type: none"> a. Curriculum Planning b. Teaching Learning Process c. Skill based/Vocational Education d. Mainstreaming Physical Education and Sports e. Values and Ethos, Knowledge of India

	<ul style="list-style-type: none"> f. Learning Enhancement Programme, Student performance, Assessment of Learning Outcome and Feedback etc. g. ICT, Digital initiatives & Innovation h. Early Childhood care and Education & FLN (grade 1-5) i. Counselling for mental health and well-being and career j. School as hub for innovations by teachers and students <p>4. Based on aforementioned sub-domains of '<i>Curriculum, Pedagogy and Assessment</i>', it may be inferred that sub-domains having some sort of similarities would be subsumed under a particular domain.</p>
<p>Standards/ Benchmarking Statements</p>	<p>Standard is benchmarking statement under the sub domain. It is a rule or principle that is used as a basis for judgement.</p> <p>In School Quality Assessment Framework, standards are the benchmarking statements expressed in terms of behaviours and attributes of practices of an effective and well-functioning school.</p> <p>All standards set under any sub-domain tend to qualify various aspects of the concerned Sub-domain.</p> <p>Example: Under Curriculum Planning – a sub domain of domain '<i>Curriculum, Pedagogy and Assessment</i>', we would find following Standards or Benchmarking Statements:</p> <ul style="list-style-type: none"> ● The Principal and teachers are familiar with the curriculum documents and support material brought out by SCERT/NCERT. ● There is an Integrated Annual Curriculum and Pedagogical Plan. <p>As compared to Domain and Sub Domain, Standards:</p> <ul style="list-style-type: none"> ○ are more concrete and specific

	<ul style="list-style-type: none"> ○ tend to give operational definition of concerned Sub-domain <p>Due to concreteness and distinctiveness of each Standard or Benchmarking Statement, assessment exercise would be objective and reliable in nature. This is the reason why Standards are given central stage within any assessment framework.</p>
<p>Performance Levels, Performance Indicator and Rubrics</p>	<p>Performance Levels, Performance Indicators and Rubrics answer the following questions:</p> <ul style="list-style-type: none"> ○ How School would be assessed on each standard? ○ How to determine where school stands on each standard so that school may aspire for continual improvement? ○ How to determine appropriate performance level on standard for school? <p>For facilitating assessment of school on each standard, four performance levels ranging on scale of 1 to 4 have been specified. Performance Level-IV would be highest and Performance Level-I would be lowest. Performance Level indicates the developmental stage of the school.</p> <p>Further to determine on which performance level school stands, along with each performance level, observable actions or practices termed as performance indicators are specified. Technically, if against each standard or benchmarking statement, performance levels and associated performance indicators are specified, resultant scoring guide tool is called 'Rubric'.</p> <p><i>Note: Performance levels are ordered incrementally from low to high, it means for getting higher performance level, requirements of previous levels would be met by school. It means for attaining performance level-IV which is the highest level, school would have to meet requirements of preceding performance levels.</i></p> <p>The school has flexibility to self-assess its maturity level, define its aspirational level and then devise its plan of action after each domain of the framework to achieve the aspired level.</p>

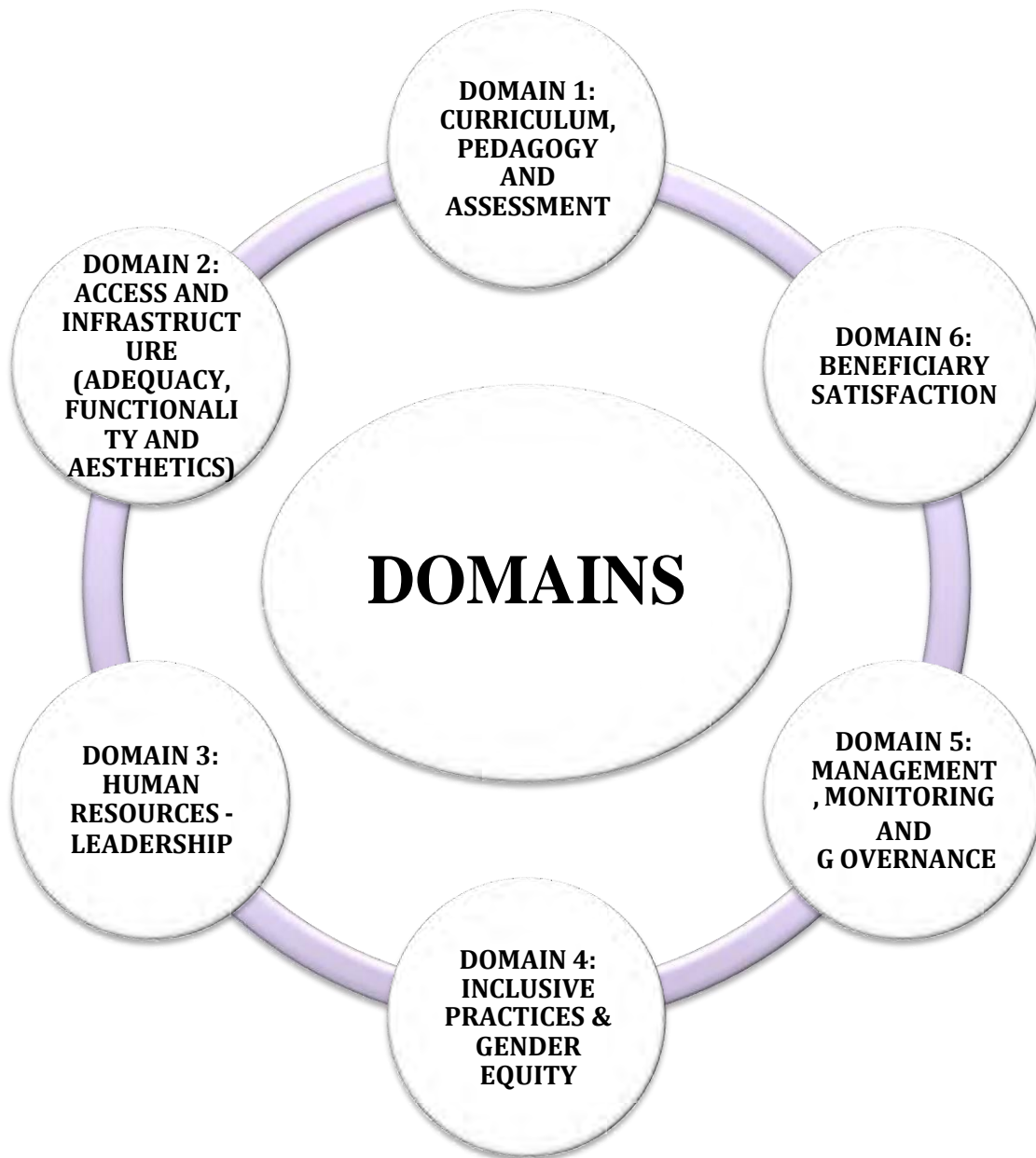
Score	<p>Against each standard, Performance levels have been specified ranging on four-point scale. Level-IV of Performance Indicators under each standard depicts the best practice(s) carrying a weightage of 4. In order to get a score of 4, the performance indicators at other three levels must stand true/appropriate for the school. Evidence for score of 4 therefore shall be provided for Level1, Level 2, Level 3 and Level 4. Similarly, Performance level-III, II and I are carrying weightage scores of 3, 2 and 1 respectively.</p>
Record/ Evidence	<p>Against each standard, set of records and evidences have been specified which support that observable actions or practices are happening in school as per requirements specified for performance levels of concerned standard. (Availability of documents at all levels: 5+3+3+4 is preferred)</p> <p>The same document can also be an evidence for other domains and their sub domains and standards. For example, <i>lesson plan can be an evidence of capacity building, assessment, leadership, management and governance, pedagogical strategies, inclusive practices, satisfaction of students, integration of art education, life skills, health and physical education, SDGs etc.</i></p>
Policy/ Reference Document	<p>Against each standard, policy or reference documents are mentioned which are acting force or principles behind the concerned standard. It means for more detailed information regarding any standard concerned policy or reference document(s) may be referred.</p>



<p>Maturity Level</p>	<p>In the framework, along with each standard, four Performance levels ranging on scale of 1-4 have been specified. These four levels of performance namely Performance level-IV, III, II and I denotes '<i>Dynamic-Evolving</i>', '<i>Stable</i>', '<i>Transient</i>' and '<i>Inceptive</i>' maturity levels respectively. These are given in the figure below:</p> <p>The school can refer the above criteria or developmental stages of performance to know where it stands in terms of developmental stage and formulate appropriate and achievable plans for self-improvement and enhance accountability.</p> <p>Although it is expected that each school meets the best practices as depicted in these performance indicators, not all indicators will apply to or be appropriate for each school.</p>
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Level 4 of Performance Indicators

Level-IV of Performance Indicators under each standard depicts the best practice(s) carrying a weightage of 4. **In order to get a score of 4, the performance indicators at other three levels must stand true/appropriate for the school.** Also, the practices followed by the school should reflect SYSTEMS APPROACH TO QUALITY MANAGEMENT. **A level IV score is expected to be supported by a video/documentation on Vidya AMRIT portal of Government of India.**



2.3. DOMAINS, SUB DOMAINS AND STANDARDS/BENCHMARKING STATEMENTS

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

Domain (6)	Sub-Domain (58)	Foundational (Anganwadi –2) (50)	Preparatory (3-5) (54)	Middle (6-8) (57)	Secondary (9-12) (57)	Number of standards in sub-domain	Total standards in the domain (123)

Curriculum pedagogy and assessment	1.1 Curriculum Planning	Y	Y	Y	Y	4	41
	1.2 Teaching Learning Processes and LIFE ((Lifestyle For Environment)	Y	Y	Y	Y	5	
	1.3 Skill Based/ Vocational Education Programmes			Y	Y	7	
	1.4 Main-streaming Physical Education and Sports	Y	Y	Y	Y	3	
	1.5 Values and Ethos; Knowledge of India		Y	Y	Y	2	
	1.6 Learning Enhancement Programme, Student Performance, Assessment of Learning Outcomes and Feedback	Y	Y	Y	Y	6	
	1.7 Early Childhood Care and Education & Foundational Literacy and Numeracy (grades 1-5)	Y	Y			7	
	1.8 Counselling for mental health and well-being and career	Y	Y	Y	Y	1	
	1.9 School as hub for innovations by teachers and students	Y	Y	Y	Y	1	
	1.10 21 st Century Learning and Information skills			Y	Y	2	

	1.11 Citizenship skills, Constitutional values and Knowledge of India		Y	Y	Y	3	
Access and infrastructure (Adequacy, Functionality, and Aesthetics)	2.1 Classrooms, library, laboratories, and rooms for different activities	Y	Y	Y	Y	6	30
	2.2 Principal's Office, Staff room and Administrative Offices	Y	Y	Y	Y	1	
	2.3 Infirmery and Health Management Facilities		Y	Y	Y	1	
	2.4 Water, Sanitation Facilities and Waste Management	Y	Y	Y	Y	2	
	2.5 Furniture	Y	Y	Y	Y	1	
	2.6 Safety provisions and Disaster Preparedness	Y	Y	Y	Y	3	
	2.7 Eco friendly orientation, aesthetics, lawns and green plants	Y	Y	Y	Y	3	
	2.8 Playground and Sports Facilities	Y	Y	Y	Y	1	
	2.9 Hostels (Only for Residential Schools and separate for Boys and Girls)			Y	Y	4	
	2.10 School Canteen (For Day Schools)	Y	Y	Y	Y	1	
	2.11 ICT infrastructure		Y	Y	Y	2	

	2.12 School accessibility	Y	Y	Y	Y	5	
Human Resources and School Leadership	3.1 School Staff – teaching and non-teaching	Y	Y	Y	Y	6	12
	3.2 Pedagogical Leadership	Y	Y	Y	Y	1	
	3.3 Collaborative Leadership	Y	Y	Y	Y	1	
	3.4 Systems for ongoing change and quality management	Y	Y	Y	Y	1	
	3.5 Teacher Professional development/capacity building	Y	Y	Y	Y	3	
Inclusive Practises and Gender Equity	4.1 Barrier free environment	Y	Y	Y	Y	3	13
	4.2 Games, Sports and other Recreational Facilities	Y	Y	Y	Y	1	
	4.3 Transportation Facilities (in case of schools which provide transportation facilities)			Y	Y	1	
	4.4 Overcoming Attitudinal Barriers	Y	Y	Y	Y	1	
	4.5 Zero drop out school	Y	Y	Y	Y	1	
	4.6 Special Educators for CWSN	Y	Y	Y	Y	1	
	4.7 Guidance and mentoring of gifted/talented children in the Area of Science, Technology, Arts, Sports etc.	Y	Y	Y	Y	1	

	4.8 Teaching Learning Material available in languages spoken by the children	Y	Y	Y	Y	1	
	4.9 School participates in Block level/school level screening camps for disability	Y	Y	Y	Y	1	
	4.10 School provides equal opportunities for girls in all areas of holistic education	Y	Y	Y	Y	1	
	4.11 Special Equity Projects	Y	Y	Y	Y	1	
Management , Monitoring and Governance	5.1 Vision and Mission Statement	Y	Y	Y	Y	1	17
	5.2 Institutional Planning Mechanism	Y	Y	Y	Y	1	
	5.3 Effective Coordination	Y	Y	Y	Y	1	
	5.4 Resource Management	Y	Y	Y	Y	2	
	5.5 Relationship Management	Y	Y	Y	Y	2	
	5.6 Activity Management	Y	Y	Y	Y	1	
	5.7 Data and Record Maintenance	Y	Y	Y	Y	1	
	5.8 Oral/Virtual/Online and Written Communication	Y	Y	Y	Y	1	
	5.9 Financial and Fee Administration (wherever applicable)	Y	Y	Y	Y	1	
	5.10 Admission Process	Y	Y	Y	Y	2	

	5.11 Systems for On-going Quality and Change Management	Y	Y	Y	Y	3	
	5.12 School is uploading data for PRABANDH, UDISE+, SQAF and National and State VSK in a timely manner	Y	Y	Y	Y	1	
Beneficiary satisfaction	6.1 Satisfaction of Students	Y	Y	Y	Y	3	10
	6.2 Satisfaction of Teachers	Y	Y	Y	Y	2	
	6.3 Satisfaction of Office Staff	Y	Y	Y	Y	1	
	6.4 Satisfaction of Principal	Y	Y	Y	Y	1	
	6.5 Satisfaction of Parents and Alumni	Y	Y	Y	Y	1	
	6.6 Satisfaction of Community	Y	Y	Y	Y	1	
	6.7 Satisfaction of Management	Y	Y	Y	Y	1	

2.4. TOTAL WEIGHTAGE:

The total weightage will have minor differences for different category of schools. This is so because even though all domains maybe applicable to all categories of schools, but all sub-domains and standards may not be applicable to all categories of schools. Therefore, category wise maximum weightage that can be achieved by any school in level 4 is as follows:

Sl. No	Category of School	Applicable Domains	Applicable Sub-domains	Applicable standards	Maximum weightage achievable (at level 4)
1	Foundational School (Balavatika to Class 2)	6	50	93	372
2	Preparatory School (3-5)	6	54	104	416
3	Middle School (6-8)	6	57	112	448
4	Secondary School/ School (9-12)	6	57	115	460

CHAPTER 3

DOMAIN ONE: CURRICULUM, PEDAGOGY AND ASSESSMENT

Domain 1 relates to Curriculum, Pedagogy and Assessment. According to researchers who worked on the Second International Mathematics Study, the curriculum has three levels (McKnight et al. 1987):

- The intended curriculum, which is defined by officials at the state and local levels;
- The implemented curriculum, which is how teachers translate the intended curriculum into practice;
- The attained curriculum, which is what students learn as represented by their scores on standardized tests.

“The intended curriculum consists of the topics that teachers are expected to teach. Curriculum topics are often prescribed by content standards set by states and local school districts; those standards are frequently influenced by national organizations such as the National Council for Teachers of Mathematics and the National Academy of Sciences. The intended curriculum is represented most directly by the curriculum materials provided to teachers: **curriculum guides, textbooks, videos, computer software, and other curriculum-related items**. Because the intended curriculum is, at best, a set of goals for what teachers and students address in the classroom, the intended curriculum has limited value to those interested in knowing how those goals are implemented and how they relate to student learning.

The implemented curriculum includes **that part of the intended curriculum that is actually taught, the instructional practices and tools employed, and the conditions under which those things happen**. It has direct implications for how course content is covered, how much time is available for other topics, and, ultimately, how much and how well students might learn. Aspects of the implemented curriculum that might reflect school quality **include not only the content of the implemented curriculum (the curriculum topics actually addressed in the classroom), but also the pedagogy (or instructional practices), the materials and equipment (such as technology), and the conditions under which the curriculum is implemented**

(such as the number of students in the class). Furthermore, each must be related to student learning.

The attained curriculum is the final product of that part of the intended curriculum that was implemented. These three linked levels of curriculum become a classroom input-output model where the intended curriculum represents the inputs, the attained curriculum equals the outputs, and the implemented curriculum is the black box of the classroom and what happens inside it. **In this model, the implemented curriculum has the greatest potential variation and is projected to be the only direct effect on student learning.**³⁸

DOMAIN 1: CURRICULUM, PEDAGOGY AND ASSESSMENT

DOMAIN OVERVIEW

The students attain excellence through a wide range of inclusive and innovative policies, practices and well-defined outcomes that allow for holistic, cohesive and free learning spaces for learners, based on the intended curriculum. The many student-friendly systems and operatives that make education a functional and living entity are a part of academic and non-academic processes and products - relevant curriculum ,teachers' knowledge of their subjects and how students learn; learning environment and creating positive classrooms, teacher-student interactions; teaching learning methodologies; integration of arts, values, life skills, sports in teaching learning practices, use of inter-disciplinary approaches to achieve student learning outcomes, continuous and comprehensive assessments to measure students on their developmental continuum; Holistic Progress Card, continual upgrade by staff on their knowledge, competencies and skills; inclusivity inculcating values and ethos, promoting knowledge of India and building a culture of innovation are some of the descriptors of a strong curricular, pedagogical and assessment policy in place.

³⁸ Monitoring School Quality: An Indicators report, December 2000, Office of Educational Research and Improvement, US Department of Education

SUB DOMAINS	STANDARDS
<p>1.1 Curriculum Planning</p>	<p>1.1.1 The Principal and teachers are familiar with the curriculum documents and support material brought out by SCERT/NCERT. <i>(Foundational, Preparatory, Middle & Secondary)</i></p> <p>1.1.2 There is an Integrated Annual Curriculum and Pedagogical Plan that is based on innovative pedagogy. <i>(Foundational, Preparatory, Middle & Secondary)</i></p> <p>1.1.3 School actively builds capacities for innovative pedagogies for its own teachers as well as advocates the same for teachers from neighbourhood schools. <i>(Foundational, Preparatory, Middle & Secondary)</i></p> <p>1.1.4 School provides opportunities to secondary stage learners for flexibility in choice of subjects/disciplines to be studied. <i>(Secondary)</i></p>
<p>1.2 Teaching Learning Processes and integration of Lifestyle For Environment (LIFE)</p>	<p>1.2.1 Teachers are empowered to adopt varied teaching learning approaches/pedagogies reflecting their understanding of the needs of the diverse students. <i>(Foundational, Preparatory, Middle & Secondary)</i></p> <p>1.2.2 The school is using the explicitly defined competencies/Learning Outcomes for all classes. <i>(Foundational, Preparatory, Middle & Secondary)</i></p> <p>1.2.3 Teaching and learning in the school integrates use of technology for an enhanced experience. <i>(Foundational, Preparatory, Middle & Secondary)</i></p> <p>1.2.4 Peer learning is institutionalised. <i>(Foundational, Preparatory, Middle & Secondary)</i></p> <p>1.2.5 Environmental education is integrated in curricular transactions across all grades and subjects and school focuses on attitudinal change and adoption of Lifestyle For Environment. <i>(Foundational, Preparatory, Middle & Secondary)</i></p>

<p>1.3 Skill Based/ Vocational Education Programmes</p>	<p>1.3.1 The School Vocational Education Programme is aimed at developing employability and entrepreneurial skills in the students. <i>(Middle & Secondary)</i></p> <p>1.3.2 The school ensures mandatory digital, financial, communication, citizenship and health literacy to all students in a grade-appropriate manner. <i>(Middle & Secondary)</i></p> <p>1.3.3 School provides internship / bagless days/ entrepreneurship opportunities with local industry through internships. <i>(Middle & Secondary)</i></p> <p>1.3.4 The school has a Life Skills development program focussing on thinking, social and emotional skills. <i>(Middle & Secondary)</i></p> <p>1.3.5 School Provides opportunities related to development of state of art knowledge and futuristic technologies such as- IT, Tinkering labs, Artificial Intelligence, Machine Learning, 3-D printing, IOT, technology, Data Analytic, Space Technology, Business Intelligence, Augmented Reality/ Virtual Reality, Cyber Security, Data Science, Robotics etc. to students. <i>(Middle & Secondary)</i></p> <p>1.3.6 School promotes local "Lok Vidya" by exposing learners to its practical as well as theoretical aspects. <i>(Middle & Secondary)</i></p> <p>1.3.7 The school provides ample opportunities for Art Education to every learner in any of its areas or combination of areas, (such as – art and painting, dance, music, literature and poetry, theatre, graphic designing, animation, etc.) with the help of teachers/local artists/parents/joint topic circles or clubs with neighbourhood schools/online classes, etc. <i>(Middle & Secondary)</i></p>
<p>1.4 Main-streaming Physical Education and Sports</p>	<p>1.4.1 School has a Policy and a leadership by example for inculcating a lifelong habit and culture for Health, sports and fitness in Students. <i>(Foundational, Preparatory, Middle & Secondary)</i></p> <p>1.4.2 All children in the school undergo annual health check ups</p>

	<p>1.4.3 All children in the school are screened on PRASHASHT App (developed by NCERT for screening disabilities). <i>(Foundational, Preparatory, Middle & Secondary)</i></p>
<p>1.5 Values and Ethos; Knowledge of India</p>	<p>1.5.1 The school fosters values through a climate of care, compassion, and respect; welcomes diversity and creates a culture of pride for the school amongst the stakeholders. <i>(Preparatory, Middle & Secondary)</i></p> <p>1.5.2 School ensures that classroom transactions includes knowledge of heritage, civilizational ethos and culture of India and encourages students to be conscious of duties towards society, living beings and the nature. <i>(Preparatory, Middle & Secondary)</i></p>
<p>1.6 Learning Enhancement Programme, Student Performance, Assessment of Learning Outcomes and Feedback</p>	<p>1.6.1 Teachers use multiple modes of assessment to assess the performance of the students. Continuous formative assessments are conducted in these multiple modes that does not rely only on pen-paper format of assessment. <i>(Foundational, Preparatory, Middle & Secondary)</i></p> <p>1.6.2 Peer and self-assessment techniques are understood and integrated. <i>(Foundational, Preparatory, Middle & Secondary)</i></p> <p>1.6.3 Competencies/Learning Outcomes are used as check points to assess student & learning through initiatives such as Rashtriya Avishkar Abhiyan for making learning of Science and Mathematics a joyful and meaningful activities etc. <i>(Foundational, Preparatory, Middle & Secondary)</i></p> <p>1.6.4 Holistic Progress Card (designed by SCERT) is prepared for each child. The school ensures all students achieve and progress on their developmental continuum. <i>(Foundational, Preparatory, Middle & Secondary)</i></p> <p>1.6.5 Post NAS Activities undertaken based on NAS District Report card. <i>(Preparatory, Middle & Secondary)</i></p> <p>1.6.6 The school ensures attendance of its students. <i>(Foundational, Preparatory, Middle & Secondary)</i></p>

<p>1.7 Early Childhood Care and Education & Foundational Literacy and Numeracy (grades 1-5)</p>	<p>1.7.1 School has 1-3 years of Balavatika for 3-6 year olds integrated as pre-primary sections. <i>(Foundational, Preparatory)</i></p> <p>1.7.2 Variety of TLM in local language is made available. <i>(Foundational, Preparatory)</i></p> <p>1.7.3 School Fosters mother tongue/home language/regional language & Teachers are nurturing development and maintenance of relationships. <i>(Foundational, Preparatory)</i></p> <p>1.7.4 School has adopted innovative Toy-based/ play-based/activity-based pedagogy for all five years of foundational stage. <i>(Foundational, Preparatory)</i></p> <p>1.7.5 School conducts observation-based assessment in grades 1-2, to ensure progress of each child. <i>(Foundational, Preparatory)</i></p> <p>1.7.6 School monitors FLN activities very closely to ensure all children reaching grade 3 acquire foundational skills of literacy and numeracy. <i>(Foundational, Preparatory)</i></p> <p>1.7.7 Exchange visits of Teachers and Students are held for an enriching and learning experience. <i>(Foundational, Preparatory)</i></p>
<p>1.8 Counselling for mental health and well-being and career</p>	<p>1.8.1 Counselling/Counsellor made available in order to support students in their concerns related to career guidance, mental health and emotional well-being. <i>(Foundational, Preparatory, Middle & Secondary)</i></p>
<p>1.9 School as hub for innovations by teachers and students</p>	<p>1.9.1 Innovative projects are undertaken in the school by teachers in new disciplines/topics, etc. in the areas of teaching and learning, TLM development, teacher capacity building, to bring qualitative improvement in school education. <i>(Foundational, Preparatory, Middle & Secondary)</i></p>
<p>1.10 21st Century Learning and Information skills</p>	<p>1.10.1 Teachers guide students for acquiring critical thinking, creativity, problem-solving skills along with design thinking skills, to enable them to come out with solutions for various socio-economic-technological-sectoral challenges. <i>(Middle & Secondary)</i></p>

	<p>1.10.2 Learners are adept at 21st Century Media skills of Information literacy, Media Literacy and Technology Literacy. <i>(Middle & Secondary)</i></p>
<p>1.11 Citizenship skills, Constitutional values and Knowledge of India and the world</p>	<p>1.11.1 School fosters citizenship skills and constitutional values, and knowledge and understanding of one's responsibility towards Fundamental Duties. <i>(Preparatory, Middle & Secondary)</i></p> <p>1.11.2 School integrates Knowledge of India, throughout the curriculum at all stages, wherever relevant. <i>(Preparatory, Middle & Secondary)</i></p> <p>1.11.3 School ensures awareness and understanding of current affairs and knowledge of critical issues facing local communities, States, the country, and the world. <i>(Preparatory, Middle & Secondary)</i></p>

DOMAIN 1: CURRICULUM, PEDAGOGY AND ASSESSMENT- PERFORMANCE INDICATORS

Sub - Domain – 1.1 Curriculum Planning			
1.1.1 The Principal and teachers are familiar with the curriculum documents and Support Material brought out by SCERT/NCERT.			
1.1.1.1 - Level I - Inceptive	1.1.1.2 - Level II – Transient	1.1.1.3 - Level III – Stable	1.1.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> School leaders have identified the key recommendations of NEP 2020 and NCF. 	<ul style="list-style-type: none"> The school organizes orientation programmes and discussions for teachers on NEP 2020 and NCF. 	<ul style="list-style-type: none"> Teachers integrate recommendations of NCF and NEP 2020 while preparing their lesson plans. Classroom practices, including lesson plans and pedagogy are observed regularly for giving feedback in relation to students' achievements and aspirations. 	<ul style="list-style-type: none"> The school has integrated the recommendations of NCF and NEP 2020 in the school curriculum plan. School leaders engage in regular data analysis related to teaching practices to see alignment with NEP 2020 and NCF and to see its effectiveness on student learning and development.
GUIDING PRINCIPLES/POLICIES			
NCF/SCF Document, NEP 2020, Position Papers/guidelines/handbooks/circulars issued by NCERT/SCERT/DIETs/NCTE, Circulars issued by the affiliating Body/Board, NISHTHA			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> Minutes of principal and staff meetings reflecting the discussion on: 	<ul style="list-style-type: none"> Orientation Programmes on NCF/NEP 2020/SCF 	<ul style="list-style-type: none"> Annual Assessment and Examination Calendar 	<ul style="list-style-type: none"> Integrated Annual Curriculum and Pedagogical

NCF/Position Papers /guidelines/hand books/etc. Of NCERT/SCERT			Plan of all grades of the school
	<ul style="list-style-type: none"> School Calendar 	<ul style="list-style-type: none"> Parental Involvement Calendar 	<ul style="list-style-type: none"> Teachers' diary and Teacher Observation/Classroom Participation Record
	<ul style="list-style-type: none"> List of text books and study material 	<ul style="list-style-type: none"> Innovation Policy and its applications in the school 	<ul style="list-style-type: none"> Student-wise analytics for interventions
	<ul style="list-style-type: none"> Annual Professional Development Plan for Teachers 	<ul style="list-style-type: none"> Competency based question papers and parent teacher meeting register 	<ul style="list-style-type: none"> Plan on Equity and Inclusion

1.1.2 There is an Integrated Annual Curriculum and Pedagogical Plan that is based on innovative pedagogy

1.1.2.1 - Level I – Inceptive	1.1.2.2 - Level II – Transient	1.1.2.3 - Level III – Stable	1.1.2.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> A documented draft of integrated Annual Curriculum and Pedagogical Plan is available with the Principal and in the Library. 	<ul style="list-style-type: none"> Innovative timetable prepared every year Meetings are conducted to share the integrated Annual Curriculum and Pedagogical Plan with students and parents. The school focuses on inculcation of 	<ul style="list-style-type: none"> Teachers innovate themselves in teaching-learning methods and develop the model most suited to local/classroom context such that it promotes critical thinking, curiosity and creativity, problem-solving, collaboration, etc. 	<ul style="list-style-type: none"> The Pedagogical plan is implemented in all grades and also discussed during PTM. Attendance of children in school has seen a marked increase The curriculum plan details strategies on promoting multilingualism

	reading habit from grade 1 and closely monitors each child's progress in literacy skills		which are being implemented. <ul style="list-style-type: none"> Peer learning and other collaborative/group work conducted
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GUIDING PRINCIPLES/POLICIES

NEP 2020, NCF/SCF, NCERT Learning Outcomes, RTE Act, Circulars issued by SCERT/NCERT/NCTE concerned School Board's, Teachers Manuals on Pedagogy developed by the Relevant School Board

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> Minutes of meeting reviewing the Curricular and pedagogical plans for the year 	<ul style="list-style-type: none"> Integrated Annual Curriculum and Pedagogical Plan/School Calendar based on New pedagogical and curricular structure of school education (5+3+3+4) 	<ul style="list-style-type: none"> Description of various pedagogies in which the teachers are trained and are using in classrooms 	<ul style="list-style-type: none"> Sample Lesson plans reflecting multiple approaches to learning - experiential learning, cooperative learning, inquiry based, research based, blended learning, design thinking, usage of ICT tools etc.
<ul style="list-style-type: none"> List of Capacity Building Plan for teachers related to the annual curricular and pedagogical plan 	<ul style="list-style-type: none"> Details of Clubs/Activities/ Courses/ Internship/ Vocational Education/Contemporary Courses 	<ul style="list-style-type: none"> Sample Lesson plans reflecting enhancement in critical and creative thinking 	<ul style="list-style-type: none"> Testimonials from parents about their child's feedback on joyful and engaging learning
<ul style="list-style-type: none"> Sample Lesson Plans reflecting integrated approach to learning 	<ul style="list-style-type: none"> Lesson plans reflecting enhancement of life skills, values, art education, 	<ul style="list-style-type: none"> Sample Lesson plans reflecting enhancement in skills and competencies of 21st century 	<ul style="list-style-type: none"> Number of languages known by teachers in school; number

	health and fitness		of languages taught in school
	<ul style="list-style-type: none"> Strategies to incorporate multilingualism 		<ul style="list-style-type: none"> Evidence of PTM on teaching learning methods in school; Attendance improvement statistics
	<ul style="list-style-type: none"> List of strategies being implemented for inculcating reading habit 		<ul style="list-style-type: none">

1.1.3 School actively builds capacities for innovative pedagogies for its own teachers as well as advocates the same for teachers from neighbourhood schools			
1.1.2.1 - Level I – Inceptive	1.1.2.2 - Level II – Transient	1.1.2.3 - Level III – Stable	1.1.2.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> Principals and teachers are trained in competency-based education and its reliance in use of variety of engaging and innovative pedagogies. 	<ul style="list-style-type: none"> Principals and teachers share among themselves and learn from each other the concept of inclusive, integrated and competency-based learning and importance of use of innovative pedagogies to achieve Learning Outcomes. School has created few lesson plans based on innovative pedagogies. 	<ul style="list-style-type: none"> School has reviewed all its lesson plans, to ensure all topics are taught using innovative pedagogies in all grades. Every teacher is making efforts to use innovative pedagogies at least once a week 	<ul style="list-style-type: none"> Innovative pedagogies have become central to teachers lesson and annual planning and classroom transactions. Teachers are able to combine various aspects of different innovative pedagogies, and also add their own based on experience, to make teaching and learning joyful and engaging.

			<ul style="list-style-type: none"> Interactive session conducted with neighbourhood schools on innovative pedagogies and their benefits and outcomes.
GUIDING PRINCIPLES/POLICIES			
NEP 2020, NCF/SCF, NCERT Learning Outcomes, RTE Act, Circulars issued by SCERT/NCERT/NCTE concerned School Board's, Teachers Manuals on Pedagogy developed by the Relevant School Board			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> Trainings and awareness programme - schedules and attendance 	<ul style="list-style-type: none"> Sample lesson Plans 	<ul style="list-style-type: none"> Sample lesson plans with innovative pedagogies developed by teachers 	<ul style="list-style-type: none"> Samples of lesson plans and annual plans that reflect different innovative pedagogies in teaching learning practices
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Entry on Vidya Amrit Portal - link 	<ul style="list-style-type: none"> Testimonial from students/parents on engaging classrooms 	<ul style="list-style-type: none"> Evidence of Workshops/Seminars/Interactive sessions with the neighbouring schools regarding sharing of innovative pedagogies
		<ul style="list-style-type: none"> CRC/BRC visit reports use of innovative pedagogies at least once a week 	<ul style="list-style-type: none"> Entries on Vidya Amrit Portal – link
			<ul style="list-style-type: none"> CRC/BRC visit reports use of

			innovative pedagogies all through
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1.1.4 School provides opportunities to secondary stage learners for flexibility in choice of subjects/disciplines to be studied. (Only for Secondary Schools)

1.1.4.1 - Level I – Inceptive	1.1.4.2 - Level II – Transient	1.1.4.3 - Level III – Stable	1.1.4.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> The School gives opportunity to students to choose core/ elective and optional subjects/disciplines in the secondary schools, and learn through offline mode. An engaging course on Indian Knowledge Systems is available to students in secondary school as an elective. 	<ul style="list-style-type: none"> At-least 25% of students have opted for their choice subjects through the flexible courses available in the school. 	<ul style="list-style-type: none"> At-least 50% of students have opted for their choice subjects through the flexible courses available in the school. The School gives opportunity to students learn through offline, online and blended modes. 	<ul style="list-style-type: none"> 100% of students have opted for their choice subjects through the flexible courses available in the school. Cutting edge skills are offered as subjects to students at secondary level.

GUIDING PRINCIPLES/POLICIES

NEP 2020, NCF/SCF, Circulars issued by the SCERT/NCERT/Relevant School Boards. NCERT Learning Outcomes for all grades, NISHTHA

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> Data filled on UDISE+ 	<ul style="list-style-type: none"> Consolidated Time Table of all classes in school reflecting the periods 	<ul style="list-style-type: none"> Lesson plans of different subjects depicting integration 	<ul style="list-style-type: none"> Subject wise list of courses offered in offline, online and blended modes.
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	allocated for these activities	<ul style="list-style-type: none"> Subject wise distribution of students - list 	
	<ul style="list-style-type: none"> Subject wise distribution of students - list 	<ul style="list-style-type: none"> Links of subject wise e-content made available to students to pursue different subjects. 	<ul style="list-style-type: none"> List of courses and Internship offered (AI, machine Learning, Data Science, Organic Living, Healthy Living etc.)

Sub - Domain – 1.2 Teaching Learning Processes and integration of Lifestyle For Environment (LIFE)

1.2.1 Teachers are empowered to adopt varied teaching learning approaches/pedagogies reflecting their understanding of the needs of the diverse students.

1.2.1.1 - Level I - Inceptive	1.2.1.2 - Level II - Transient	1.2.1.3- Level III- Stable	1.2.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> Teachers make use of textbooks while teaching and Lessons are planned and implemented with clear learning objectives. Teaching Learning Material (TLM) is available in each class as required. Students follow instructions of teachers. 	<ul style="list-style-type: none"> Teachers prepare integrated lesson plans (integrating the needs of a diverse group). Informal/format ive assessments are integrated in the lesson plan. 	<ul style="list-style-type: none"> Teachers make use of experiential learning methods, storytelling, art-integrated and sports-integrated learning, in their classrooms. Teachers facilitate application of knowledge to real life situation and develop critical and creative 	<ul style="list-style-type: none"> Teachers adopt pedagogical strategies that meet the requirements of Divyang learners, students coming from diverse socio-economic groups and diverse learners with different learning styles. Teachers support talented/gifted students by preparing

		<p>thinking skills in students.</p> <ul style="list-style-type: none"> • Each teacher receives mentorship on planning and implementing lessons. • Infrastructural facilities such as extra staff rooms, furniture, resources are provided to teachers for preparation of teaching learning material for innovative pedagogies. • Teachers are involved in development of Teaching Learning Material. • Teachers are able to create no-cost/low-cost teaching aids/tools 	<p>individual education plans, interventions in regional languages.</p> <ul style="list-style-type: none"> • Formative assessments are integrated in classroom teaching and used for filling learning gaps/remediation and understanding the needs of students. • Two or more innovative TLM have been developed by school teacher, such as topic wise Lesson and/or Learning Plans, games, storybooks, Apps, Flash Cards, videos, Mind maps etc.
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GUIDING PRINCIPLES/POLICIES

NEP 2020, NCF/SCF, RTE Act, NCERT Documents, Circulars issued by the Concerned Board, Teachers Manuals/Handbooks on Pedagogy developed by the appropriate authority, NISHTHA, Continuous and Comprehensive Evaluation Guidelines by NCERT

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

• List and Certificates of Capacity Building	• List and Certificates of Capacity Building	• List and Certificates of Capacity Building	• List and Certificates of Capacity Building
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Programmes attended by teachers	Programmes attended by teachers	Programmes attended by teachers	Programmes attended by teachers
List of workshops, In house training programmes,	<ul style="list-style-type: none"> • Sample Teacher's Diary with Lesson Plans reflecting: Objectives, Learning Outcomes, material used, methodology, assessments (for /of /in/as learning), accommodations 	<ul style="list-style-type: none"> • New pedagogical and curricular structure of school education (5+3+3+4): adopted by school – minutes of meeting related to the discussion on strategy for adoption. 	<ul style="list-style-type: none"> • Interventions for talented/gifted students - list
List of TLM available	<ul style="list-style-type: none"> • Sample Lesson plans reflecting multiple approaches to learning - experiential learning, cooperative learning, inquiry based, research based , blended learning, design thinking , usage of ICT tools, project-based, critical and creative thinking, skills and competencies of 21st century etc. 		<ul style="list-style-type: none"> • Interventions for Divyang students and SEDG students - list

1.2.2 The school is using the explicitly defined competencies/Learning Outcomes for all classes

1.2.2.1 - Level I - Inceptive	1.2.2.1 - Level I - Inceptive	1.2.2.1 - Level I - Inceptive	1.2.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> Teachers make use of textbooks while teaching and Lessons are planned and implemented with clear learning objectives. Teaching Learning Material (TLM) is available in each class as required. Students follow instructions of teachers. 	<ul style="list-style-type: none"> Teachers prepare integrated lesson plans (integrating the needs of a diverse group). Informal/format ive assessments are integrated in the lesson plan. 	<ul style="list-style-type: none"> Teachers make use of experiential learning methods, storytelling, art-integrated and sports-integrated learning, in their classrooms. Teachers facilitate application of knowledge to real life situation and develop critical and creative thinking skills in students. Each teacher receives mentorship on planning and implementing lessons. Infrastructural facilities such as extra staff rooms, furniture, resources are provided to teachers for preparation of teaching learning 	<ul style="list-style-type: none"> Teachers adopt pedagogical strategies that meet the requirements of Divyang learners, students coming from diverse socio-economic groups and diverse learners with different learning styles. Teachers support talented/gifted students by preparing individual education plans, interventions in regional languages. Formative assessments are integrated in classroom teaching and used for filling learning gaps/ remediation and understanding the needs of students. Two or more innovative TLM

		<p>material for innovative pedagogies.</p> <ul style="list-style-type: none"> Teachers are involved in development of Teaching Learning Material. Teachers are able to create no-cost/low-cost teaching aids/tools 	<p>have been developed by school teacher, such as topic wise Lesson and/or Learning Plans, games, storybooks, Apps, Flash Cards, videos, Mind maps etc.</p>
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GUIDING PRINCIPLES/POLICIES

NEP 2020, RTE Act, NCF/SCF, Circulars issued by the SCERT/NCERT/Relevant School Boards. NCERT/SCERT Learning Outcomes for all grades, DIKSHA resources on Learning Outcomes, Teacher’s Resource for Achieving Learning Outcomes by CBSE

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> Photograph of classroom display of LOs 	<ul style="list-style-type: none"> Testimonials from parents of SEDG students about their awareness of LOs 	<ul style="list-style-type: none"> Sample Lesson plans of subject teachers 	<ul style="list-style-type: none"> Sample Assessment item bank
		<ul style="list-style-type: none"> Observation Record of Teachers 	<ul style="list-style-type: none"> Stage-wise (Foundational, Preparatory, Middle, Secondary) entries on Vidya Amrit portal regarding micro-steps taken to reach Level 4 in each stage – Give link
			<ul style="list-style-type: none"> Evidences reflecting use of varied modes of assessment by teachers such as research,

			<p>presentation, individual & group work, portfolio, competency-based task, MCQs, Journal writing, essay, book review, newspaper article, case study or analysis, oral assessment, role play, etc.</p>
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1.2.3 Teaching and learning in the school integrates use of technology for an enhanced experience.			
1.2.3.2 - Level II – Transient	1.2.3.2 - Level II – Transient	1.2.3.2 - Level II – Transient	1.2.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> The school uses technology about once a week for an enhanced experience in teaching and learning 	<ul style="list-style-type: none"> School has smart classrooms, for using digital pedagogy on a daily basis and thereby enriching the teaching-learning process with online resources and collaborations. 	<ul style="list-style-type: none"> Learn concepts through engaging e-content. The learners of Foundational stage and Preparatory stage to School encourages Schools encourages learners (middle school and above) to browse, prepare presentations, papers, assignments with the help of online resources 	<ul style="list-style-type: none"> Learners are adept at the use of technology for enhancing their learning and for presenting their understanding in the form of presentations, brochures, portfolios, documents, papers, articles, journals, films, graphics, etc. Teachers are adept at using just the right amount of technology for making the classroom transactions an

			engaging learning experience
Guiding Principles/Policies			
NEP 2020, RTE Act, NCF/SCF, Circulars issued by the SCERT/NCERT/Relevant School Boards. NCERT Learning Outcomes for all grades. Teacher’s Resource for Achieving Learning Outcomes by CBSE			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> • Timetable reflecting use of technology 	<ul style="list-style-type: none"> • Photograph 	<ul style="list-style-type: none"> • Sample Evidence of ICT based work prepared by students (presentations, papers, assignments, videos, mind maps, etc.) 	<ul style="list-style-type: none"> • Sample Evidence of ICT based work prepared by students - presentations, brochures, portfolios, documents, papers, articles, journals, films, graphics, etc.

1.2.4 Peer Learning is Institutionalised			
1.2.4.2 - Level II – Transient	1.2.4.2 - Level II – Transient	1.2.3.2 - Level II – Transient	1.2.1.4 - Level IV- Dynamic Evolving

<ul style="list-style-type: none"> Peer tutoring taken up as a voluntary and joyful activity for fellow students under the supervision of trained teachers and by taking due care of safety aspects 	<ul style="list-style-type: none"> School provides innovative models to foster such peer-tutoring and volunteer activities, as well as launch other programmes to support learners 	<ul style="list-style-type: none"> School conducts Peer Assessment as evidenced in HPC. 	<ul style="list-style-type: none"> School conducts self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning, quizzes, role plays, group work, portfolios, etc., along with teacher assessment
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GUIDING PRINCIPLES/POLICIES

RTE Act, NEP 2020, NCF/SCF, Guidelines/Circulars issued by the SCERT/NCERT/Relevant School Boards

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> Annual pedagogical Plan reflecting Peer Learning 	<ul style="list-style-type: none"> Capacity Building of Teachers for Peer Assessment 	<ul style="list-style-type: none"> Holistic Progress Card sample showing Peer Assessment 	<ul style="list-style-type: none"> Holistic Progress Card sample showing Self-Assessment and Peer Assessment
<ul style="list-style-type: none"> List of activities for Peer Learning Activities 	<ul style="list-style-type: none"> Sample Evidences of peer evaluation 		<ul style="list-style-type: none"> Student testimonials on the impact of self and peer assessment
<ul style="list-style-type: none"> Peer learning and assessment blue print and rubrics for varied modes of assessment 			

1.2.5 Environmental Education is integrated in curricular transactions across all grades and subjects, and school focuses on attitudinal change and adoption of Lifestyle For Environment

1.2.5.3 - Level III – Stable	1.2.5.3 - Level III – Stable	1.2.5.3 - Level III – Stable	1.2.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> School has ensured that environment education becomes an integral part of school curricula. Every child is encouraged to acquire adequate awareness of environmental conservation and climate change to be able to act as an Environment Ambassador in her neighbourhood 	<ul style="list-style-type: none"> School focuses on learners imbibing attitudinal change and adoption of Lifestyle For Environment. 	<ul style="list-style-type: none"> School conducts at-least 2 workshops or orientation program every year for students, focusing on environment education Topic clubs on Environment/Eco Clubs are very active 	<ul style="list-style-type: none"> School conducts at-least 3-4 workshops or orientation program for students per year focusing on environment education Students are actively engaged in advocacy regarding need and ways of environmental conservation in their school, homes, community and neighbourhood

GUIDING PRINCIPLES/POLICIES

RTE Act, NEP 2020, NCF/SCF, Circulars issued by the SCERT/NCERT/Relevant School Boards, NCERT Learning Outcomes for all grades, NCF/SCF, Continuous and Comprehensive Evaluation Guidelines by NCERT

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> Sample lesson Plans of language/maths/ Science/Social Studies showing integration of Environment awareness 	<ul style="list-style-type: none"> List of activities/learning undertaken for water conservation 	<ul style="list-style-type: none"> Write up of details of Workshops/ orientation program undertaken for students, its expected outcomes, impact and feedback 	<ul style="list-style-type: none"> Write up of details of Workshops/ orientation program undertaken for students, its expected outcomes, impact and feedback
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<ul style="list-style-type: none"> List of Quiz programmes/debates/assembly presentations/role plays/work done by students/etc. on environmental awareness 	<ul style="list-style-type: none"> List of activities/learning undertaken for air and soil conservation 	<ul style="list-style-type: none"> Eco Club details – number of students, list of activities in last one year 	<ul style="list-style-type: none"> Testimonial from two members of community, from one parent and local self-government on advocacy work done by students
	<ul style="list-style-type: none"> List of activities/learning undertaken for waste management/vocal for local, etc. 		

Sub - Domain – 1.3 Skill-Based / Vocational Education Programmes

1.3.1 The School Vocational Education Programme is aimed at developing employability and entrepreneurial skills in the students.

1.3.2.1 - Level I - Inceptive	1.3.2.2 - Level II - Transient	1.3.2.3 - Level III- Stable	1.3.2.4- Level IV- Dynamic Evolving
<ul style="list-style-type: none"> Schools are offering vocational courses in secondary and senior secondary classes 	<ul style="list-style-type: none"> Vocational courses on new and emerging skill demands of the industry such as AI, Data Science, Gaming apps, Drone Technology, semi-conductor technology, Geo-tagging, etc. are offered to the students. School collaborates with the local industry to provide hands on experiences to the students in 	<ul style="list-style-type: none"> School offers pre-vocational exposure/education to students of classes 6-8. Apart from new and emerging skill courses, school provides hands on experience of important vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, etc. through fun-based activities. 	<ul style="list-style-type: none"> Pre-vocational exposure is undertaken from grades 6-8 by tying up with local trades and crafts persons and parental class participation to sensitise about their own vocations. Skill Based Aptitude Testing for students from class 8 onwards to provide guidance to students for making informed career choices.

	the courses taken by the students.	<ul style="list-style-type: none"> • Career Counselling Sessions are organized for students of classes 9-12. • Students are allowed to mix and match academic subjects with skills education. 	<ul style="list-style-type: none"> • The School Vocational Education Programme focuses on developing employability and entrepreneurial skill • Every child who passes out of grade- 12 has learnt at-least one vocation. • Ten or more students are provided internship/ apprenticeship opportunity • Career Fairs are organized for students of classes 9-12.
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GUIDING PRINCIPLES/POLICIES

NEP 2020, NCF/SCF, RTE Act, NCERT Documents, Circulars issued by the Concerned Board, Teachers Manuals/Handbooks on Pedagogy developed by the appropriate authority, NISHTHA, Continuous and Comprehensive Evaluation Guidelines by NCERT

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> • School Vocational Education Program details 	<ul style="list-style-type: none"> • School timetable reflecting space for Skill courses 	<ul style="list-style-type: none"> • School timetable for Middle stage reflecting time allotted to pre-vocational exposure 	<ul style="list-style-type: none"> • Number of students appeared for SBAT
<ul style="list-style-type: none"> • Capacity Building Plan – number of teachers completed training 	<ul style="list-style-type: none"> • List of vocational subjects offered to the students; number of hours given per course 	<ul style="list-style-type: none"> • Interaction Programme with experts from industry; Reports of Exposure 	<ul style="list-style-type: none"> • List of grade 12 by vocational/skill acquired

		visits to industry/ local artisans	
Records of Aptitude Testing	<ul style="list-style-type: none"> Teachers Diary with lesson plans 	<ul style="list-style-type: none"> Evidences of Clubs/Activities/Courses/Internship/ Vocational Education/ Contemporary courses 	<ul style="list-style-type: none"> Records of involvement of local industry and artists in the School Vocational Education Programme
		<ul style="list-style-type: none"> Career Counselling Sessions & Records of Awareness Programmes regarding employability and entrepreneurship 	<ul style="list-style-type: none"> List of students provided internship/ apprenticeship opportunity
			<ul style="list-style-type: none"> One page note on career fair organised either wholly by school or jointly with other schools/organisations

1.3.2 The school ensures mandatory digital, financial, communication, gender and health literacy to all students in a grade-appropriate manner

1.3.2.1 - Level I - Inceptive	1.3.2.2 - Level II - Transient	1.3.2.3 - Level III- Stable	1.3.2.4- Level IV- Dynamic Evolving
<ul style="list-style-type: none"> The school has digital, financial, environmental, information and media, gender and health literacy Manuals/guidelines/SOP developed/referred by the Relevant School 	<ul style="list-style-type: none"> The timetable/annual calendar reflects the integration of these areas from Preparatory stage onwards (Grade 3 onwards) 	<ul style="list-style-type: none"> Learners from preparatory stage onwards are comfortable with online and blended teaching and learning methods Learners from Middle stage 	<ul style="list-style-type: none"> All learners of the school are adept at each of the skills mentioned above and display the same through their participation in various school activities and in guided

<p>Board/state in its library.</p>	<ul style="list-style-type: none"> • School uses project-based learning/role plays/quizzes/case studies/hands-on sessions/activity-based learning for developing these skills in students 	<p>onwards are good communicators as reflected in their active participation in school activities</p> <ul style="list-style-type: none"> • Learners of secondary stage learn financial literacy through experts • School undertakes Sports-integrated learning in classroom transactions to help students adopt fitness as a lifelong attitude and to achieve the related life skills along with the levels of fitness as envisaged in the Fit India Movement 	<p>community outreach activities.</p>
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GUIDING PRINCIPLES/POLICIES

NEP 2020, RTE-2009 (Section 29.2), Life Skills Manuals developed/referred by the relevant School Board, Advisories and Circulars issued by the School Board, WHO Policy, NCF/SCF, NISHTHA

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> • Availability of Resources (Online and offline) 	<ul style="list-style-type: none"> • Integration of the above activities in Annual Curriculum and Pedagogical Plan 	<ul style="list-style-type: none"> • Preparatory stage - Sample Teachers Diary along with Lesson plans 	<ul style="list-style-type: none"> • Mentoring, Monitoring and Reviewing Practices
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<ul style="list-style-type: none"> Details of Capacity Building Programmes and teacher training modules on digital, financial, communication, citizenship, gender and health literacy Teachers and students 	<ul style="list-style-type: none"> Sample Teachers Diary along with Lesson plans 	<ul style="list-style-type: none"> Middle stage – sample list of participation in school activities 	
<ul style="list-style-type: none"> Holistic Progress Card reflecting these areas 	<ul style="list-style-type: none"> Consolidated School Time Table showing space given for sports/yoga/games activities 	<ul style="list-style-type: none"> Secondary Stage – Timetable reflecting space given for health/financial/gender/digital literacy 	

1.3.3 School provides internship / Bagless days/ entrepreneurship opportunities with local industry through internships.

1.3.2.1 - Level I - Inceptive	1.3.2.2 - Level II - Transient	1.3.2.3 - Level III- Stable	1.3.2.4- Level IV- Dynamic Evolving
<ul style="list-style-type: none"> School has one day per week for ten weeks or ten continuous working days designated as Bagless days when all kinds of joyful activities are taken up within the school. 	<ul style="list-style-type: none"> School has a system of regular bagless days for taking up joyful activities Schools encourages to hire local eminent persons or experts as 'master instructors' in various subjects, such as in traditional local arts, vocational crafts, entrepreneurship , agriculture, or 	<ul style="list-style-type: none"> All students have participated in a 10-day bagless period sometime during Grades 6-8 where they intern with local vocational experts such as carpenters, gardeners, potters, artists etc., 	<ul style="list-style-type: none"> Bagless days encouraged throughout the year for various types of enrichment activities involving arts, quizzes, sports, and vocational crafts. Children given periodic exposure to activities outside, school through visits to places/monuments of historical,

	<p>any other subject where local expertise exists, to benefit students and help preserve and promote local knowledge and professions.</p> <ul style="list-style-type: none"> • School exposes learners to various trades and professions/occupations by holding regular interactions with parents who are from various professions. 	<p>arranged within school premises or outside.</p> <ul style="list-style-type: none"> • School exposes learners to various trades and professions/occupations by holding regular interactions with such crafts persons/ trade-persons in school. 	<p>cultural and tourist importance, meeting local artists and craftsmen and visits higher educational institutions in their village/Tehsil/District/State</p>
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GUIDING PRINCIPLES/POLICIES

NEP 2020, RTE Act, Circulars and Guidelines on Vocational Education Programme by the NCVT/ PSSCIVE, Relevant School Board, NCF/SCF

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> • Timetable showing Bagless days 	<ul style="list-style-type: none"> • Integrated Annual Curriculum and Pedagogical Plan that includes planning for 10 bagless days 	<ul style="list-style-type: none"> • Sample Reflection by students of the 10 bagless days 	<ul style="list-style-type: none"> • Exhibition of student's artifacts of the activities conducted in different arts and crafts.
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Teachers Diary along with Lesson plans 	<ul style="list-style-type: none"> • School Record/register of activities on Bagless Days 	<ul style="list-style-type: none"> • Portfolios of the activities conducted in different arts and crafts.
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Consolidated School Time Table 	<ul style="list-style-type: none"> • Sample Reflection by students of the visit to local 	<ul style="list-style-type: none"> • Videos of the activities conducted in

		industry, local artisans and places/monuments of historical, cultural and tourist importance	different arts and crafts.
	Testimonials of two parents who interacted with students w.r.t their professions		<ul style="list-style-type: none"> Write-up on Theatre production written and acted by students

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

1.3.2.1 - Level I - Inceptive	1.3.2.2 - Level II - Transient	1.3.2.3 - Level III- Stable	1.3.2.4- Level IV- Dynamic Evolving
<ul style="list-style-type: none"> The school has a grade and age-appropriate Life Skills development program focussing on thinking, social and emotional skills from pre- school to grade 12. 	<ul style="list-style-type: none"> All teachers are trained for imparting Life Skills in an integrated manner Class teachers are responsible for imparting Life Skills Education. 	<ul style="list-style-type: none"> Collaboration , resilience, appreciation of diversity, recognising one's own strengths, etc., are skillsets that are focussed upon by integrating them in the classroom transactions of all subjects School has access to a Counsellor for its adolescent learners in particular The School Counsellor is actively involved 	<ul style="list-style-type: none"> The learners have acquired the desired life skills to deal with the demand of handling everyday life.

		with the teachers in guiding learners in acquiring life skills to deal with the demand of handling everyday life	
GUIDING PRINCIPLES/POLICIES			
NEP, RTE-2009 (Section 29.2), NCF/SCF, Life Skills Manuals developed/referred by the relevant School Board, Advisories and Circulars issued by the Relevant School Board, WHO Policy			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> List of Life Skills Clubs/Topic Circles formed 	<ul style="list-style-type: none"> Details of Clubs/Activities/Courses/ Internship/ Vocational Education/Contemporary Courses 	<ul style="list-style-type: none"> Lesson plans reflecting enhancement of life skills, values, art education, health /fitness and competencies of 21st century 	<ul style="list-style-type: none"> Lesson plans reflecting multiple approaches to learning - experiential learning, cooperative learning, inquiry based, research based, blended learning, design thinking, usage of ICT tools etc.
<ul style="list-style-type: none"> Vision and Mission of School 	<ul style="list-style-type: none"> Guidelines to prepare Annual Curriculum Plan and Annual Pedagogical Plan to integrate the Life Skills development focussing on thinking, social and emotional skills. 		<ul style="list-style-type: none"> School Records

<ul style="list-style-type: none"> • Sample Teacher training modules for life skills 	<ul style="list-style-type: none"> • Consolidated Time Table 	<ul style="list-style-type: none"> • 	Mentoring and Monitoring Practices of Life Skills Learning
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1.3.5 School provides opportunities related to development of state of art knowledge and futuristic technologies such as - IT, Tinkering labs, Artificial Intelligence, Machine Learning, 3-D printing, IOT, technology, Data Analytics, Space Technology, Business Intelligence, Augmented Reality/ Virtual Reality, Cyber Security, Data Science, Robotics etc. to students (Middle and Secondary level)

1.3.2.1 - Level I - Inceptive	1.3.2.2 - Level II - Transient	1.3.2.3 - Level III- Stable	1.3.2.4- Level IV- Dynamic Evolving
<ul style="list-style-type: none"> • The school has a plan for use of technology. 	<ul style="list-style-type: none"> • School Provides proper training and orientation for futuristic technologies to teachers and staff. • School has an Atal Tinkering Lab 	<ul style="list-style-type: none"> • School creates opportunities for learners to learn about new technologies, by exposing the learners to cutting edge technology through systematic classes, use of Atal Tinkering Lab, etc. as reflected in the timetable. • School conducts workshops and meet the industry leaders/Experts from time to time. 	<ul style="list-style-type: none"> • School Provides opportunities related to project-work, problem solving, Hackathon participation, etc. in areas related to futuristic technologies such as- IT, Artificial Intelligence, Machine Learning, 3-D printing, Internet of Things (IOT), technology, Data Analytic, Space Technology, Business Intelligence, Augmented Reality/ Virtual Reality, Cyber Security, Data Science, Robotics etc. to students.

			<ul style="list-style-type: none"> Projects/Activities are undertaken by Students using futuristic technology
GUIDING PRINCIPLES/POLICIES			
NEP 2020, NCF, SCF, NCERT documents, CBSE documents, Circulars issued by the Relevant School Board			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> Annual Curriculum and Pedagogical Plan integrates Art Knowledge Futuristic Technology 	<ul style="list-style-type: none"> Sample Teacher Training Modules for Art Knowledge and Futuristic Technology 	<ul style="list-style-type: none"> Workshop/ Seminar regarding Art Knowledge and futuristic technologies 	<ul style="list-style-type: none"> Lesson plans reflecting multiple approaches to learning - experiential learning, cooperative learning, inquiry based, research based, blended learning, design thinking , usage of ICT tools 21st Century Skills etc.
	<ul style="list-style-type: none"> Consolidated Time Table reflecting space for ATL activity 	<ul style="list-style-type: none"> Details of Clubs/Activities/ Courses/ Internship/ Vocational Education/Contemporary Courses 	<ul style="list-style-type: none"> Entry on Vidya Amrit Portal of these best practises
		<ul style="list-style-type: none"> Sample Lesson plans reflecting 	

		art knowledge and skill for futuristic technology	
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1.3.6 School Promotes Local 'Lok Vidya' by exposing learners to its practical as well as theoretic

1.3.2.1 - Level I - Inceptive	1.3.2.2 - Level II - Transient	1.3.2.3 - Level III- Stable	1.3.2.4- Level IV- Dynamic Evolving
<ul style="list-style-type: none"> Survey conducted/information gathered by school of the local Lok-Vidya, trade, industries and farming activities. 	<ul style="list-style-type: none"> School identifies local experts and effective practices in the identified trades/industries/farming and gets them to participate in sharing their knowledge and expertise with students. 	<ul style="list-style-type: none"> School plans a schedule of activities to expose students to the Lok-Vidya, local trade/industries and farm activities along with identified experts. Students have the opportunity to question and further explore the Lok-Vidya, trade/industry and farm activities through 1-2 days attachment. 	<ul style="list-style-type: none"> School develops annual calendar for exposing learner to local Lok Vidya and its promotion.

Guiding Principles/Policies

NEP 2020, NCERT documents, Circulars issued by the Relevant School Board

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> Survey findings/information gathered are available in a report. 	<ul style="list-style-type: none"> List of experts along with expertise 	<ul style="list-style-type: none"> Schedule for exposure including site visits/attachment and expert details 	<ul style="list-style-type: none"> Evidence of annual calendar for exposing learner to local Lok Vidya and its promotion
		<ul style="list-style-type: none"> Sample reflections by students on Lok Vidya explored 	

1.3.7 The school provides ample opportunities for Art Education to every learner in any one of its areas, or combination of areas, (such as – folk art, drawing and painting, dance, music, literature and poetry, theatre, graphic designing, animation, etc.) with the help of teachers/local artists/parents/joint topic circles or clubs with neighbourhood schools/online classes

1.3.2.1 - Level I - Inceptive	1.3.2.2 - Level II - Transient	1.3.2.3 - Level III- Stable	1.3.2.4- Level IV- Dynamic Evolving
<ul style="list-style-type: none"> The school provides for an art, music and dance period in the time table. School conducts bag-less days on regular basis. 	<ul style="list-style-type: none"> The school provides opportunities for participation in different art forms. The school maintains records of student participation. School encourages promotion of local/folk art and craft. 	<ul style="list-style-type: none"> Various streams of arts i.e. music, dance, visual arts and theatre are a part of arts curriculum offered by the school (through both, online as well as offline mode, as well as innovative methods, such as, utilising the services of a parent as art teacher, etc.). Culinary Art is a part of the curriculum in grades 6-8. Students participate at the Zonal/State/national Level in related competitions/events/activities/Topic circles/clubs, etc. 	<ul style="list-style-type: none"> Art activities are embedded in the Annual Curriculum and Pedagogical Plan of various subjects. Orientation programmes are organised to create awareness among the parents/guardians, school management about the importance of Art Education. <p>Art activities are integrated in teaching and learning of all other disciplines as well.</p>

Guiding Principles/Policies

NEP 2020, RTE Act, NCF/SCF, Circulars and Guidelines on Vocational Education Programme by the NCVT/ PSSCIVE, Relevant School Board

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> Integration of Art Education in Annual Curriculum and Pedagogical Plan 	<ul style="list-style-type: none"> CBPs attended by teachers 	<ul style="list-style-type: none"> Number of students participating in the learning of various forms of art in Foundational, preparatory, middle and secondary stage (art form wise) 	<ul style="list-style-type: none"> Observation/Assessment records of students for participation in these activities
<ul style="list-style-type: none"> School Calendar reflecting the inclusion of activities for art education for all students in the school 	<ul style="list-style-type: none"> Consolidated Time Table of all classes in school reflecting the periods allocated for Art Education 	<ul style="list-style-type: none"> Records/Documents (Certificates or school magazine and website) reflecting participation of students in activities related to Art Education such as competitions/events/activities/Topic circles/clubs, etc at the Zonal / State/ National/ International Level 	<ul style="list-style-type: none"> List of local artistes and craftsmen involved in ensuring student learning outcomes
<ul style="list-style-type: none"> List of Workshops/Seminars/ Orientation programmes organised to create awareness among the parents/guardians 	<ul style="list-style-type: none"> Art Education Activities conducted under Ek Bharat Shrestha Bharat 	<ul style="list-style-type: none"> Photos of Culinary art participation, art exhibitions, etc. 	<ul style="list-style-type: none"> Sample reflections by students of the impact of art forms on them

Sub Domain - 1.4 Mainstreaming Physical Education and Sports

1.4.1 School has a Policy and Leadership by example for inculcating a lifelong habit and culture for Health, sports and fitness in Students

1.4.1.1 - Level I - Inceptive	1.4.1.2 - Level II - Transient	1.4.1.3 - Level III- Stable	1.4.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> School has a regular sports/Physical Education/Yoga class in their schedule for elementary classes. School has basic sports, such as, skipping rope, chess, carrom, Pachisi, etc. Sports equipment for all children, including those with disabilities 	<ul style="list-style-type: none"> The school has a regular Physical Education Teacher. School has sports/Physical Education classes in their schedule for Secondary & Sr. Secondary as well. School has infrastructure or access to infrastructure for at least two outdoor sports/games School encourages and integrates indoor games in timetable, such as, Chess, Pachisi, Table Tennis, etc. Students are exposed regularly to crucial ingredients of a healthy lifestyle, such as, Yoga-Pranayam, meditation, balanced diet, exercise For CWSN, access to grassed pitches is 	<ul style="list-style-type: none"> Physical Education and Sports plan is shared with the students and parents. All students participate in Physical Education, Yoga and sports. Number of children whose annual health check-up is done and records are maintained vs total enrolled School undertakes health and fitness assessment of all students with the help of Fit India App of Sports Authority of India. For CWSN, quieter social spaces with seating should be provided for students to use. Where playgrounds are provided, equipment should be carefully selected to 	<ul style="list-style-type: none"> A clearly documented School Policy for promoting Health and Physical Education in students is in place. Physical Education and sports are integrated in the School Development Plan. School participates in Fit India programme and other Health and Fitness programmes initiated by the Government. School sports teams/individual students actively participate in sports/games competitions from local to national level Yoga is taught scientifically and in an engaging manner in the school. The Policy is monitored and

	<p>provided using pathways or matting products.</p>	<p>ensure accessibility for all students, including wheelchair users, those who use crutches and walking frames and those with hearing loss or vision loss.</p>	
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	(including flexibility, agility, strength and endurance)		<p>reviewed regularly at periodic intervals and changes made accordingly in accordance with the Health Standards.</p> <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 life style. • Students participated in Khelo India. • The activities are stringently monitored, and reviewed for their impact on student learning outcomes.
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GUIDING PRINCIPLES/POLICIES

NEP 2020, NCF/SCF, Guidelines/Circulars/Advisory issued on 'Mainstreaming PE and Sports' by Ministry of Education/State/UT/NIEPA /School Boards, NISHTHA

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> • School Plan for mandatory Physical Education and Sports 	<ul style="list-style-type: none"> • Evidence of access to playground and both indoor and outdoor sports and games 	<ul style="list-style-type: none"> • Physical Education Development Plan 	<ul style="list-style-type: none"> • List of Sports Infrastructure/ Sports related activities
<ul style="list-style-type: none"> • Annual Physical Education and Sports Calendar 	<ul style="list-style-type: none"> • Evidence of counselling regarding nutrition, balanced diet, 	<ul style="list-style-type: none"> • Integration of Sports Periods in Timetables 	<ul style="list-style-type: none"> • Availability of teachers/part-time experts for Physical Education

	and focus on local food and grains, such as, millets.		
<ul style="list-style-type: none"> Annual/periodic health check-up documentation, 	<ul style="list-style-type: none"> Evidence of conduct of Yoga, Health & Sports Activities etc. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Evidences of participation in Fit India programmes, Khelo India and other similar programmes of Govt. of India

1.4.2 All children in the school undergo annual health check ups

1.4.2.1 - Level I - Inceptive	1.4.2.2 - Level II - Transient	1.4.2.3 - Level III- Stable	1.4.2.4- Level IV- Dynamic Evolving
<ul style="list-style-type: none"> Annual health check-up is undertaken in school for primary school children 	<ul style="list-style-type: none"> 100% of school children shall undergo regular health check-ups 100% immunization is ensured Health cards are issued to monitor the same. 	<ul style="list-style-type: none"> All children have a ABHA (Ayushman Bharat) ID Health records are digitally maintained by integrating with ABHA ID 	<ul style="list-style-type: none"> Parental counselling is undertaken based on health check-ups Learners take the responsibility of their own health by setting achievable targets monitored by Fit India App, and their teachers.

Guiding Principles/Policies

NEP 2020, NCF/SCF, Guidelines/Circulars/Advisory issued on 'Mainstreaming PE and Sports' by Ministry of Education/State/UT/NIEPA /School Boards/Health Department Orders, NISHTHA

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> Evidences of school promoting healthy eating habits and 	<ul style="list-style-type: none"> Records of Health awareness programmes for students, 	<ul style="list-style-type: none"> Anonymised Sample of Health Records of students 	<ul style="list-style-type: none"> Records of meeting with parents in which the status of student's health
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discouraging junk food	teachers and other community members		card is shared with parents and accordingly guidance is provided
	Inclusion of Health Check-up plan in the School Calendar	<ul style="list-style-type: none"> Anonymised Sample of Counsellor Records on Health Issues 	Anonymised Sample of Records of improvement in physical health and fitness of learners

1.4.3 All children in the school are screened on PRASHASHT App (developed by NCERT for screening disabilities)

1.4.3.1 - Level I - Inceptive	1.4.3.2 - Level II - Transient	1.4.3.3 - Level III- Stable	1.4.3.4- Level IV- Dynamic Evolving
<ul style="list-style-type: none"> School Heads ensure that the general teacher is properly oriented by Special Educator/ Resource Teachers/IE Coordinators/SCERT/DIET/ Counsellors, in the use of PRASHAST for initial screening of students. 	<ul style="list-style-type: none"> School screens all children upto grade 5 in the PRASHASHT App School ensures that the teachers with the help of School Heads share their observations with parents / guardians based on the PRASHAST. 	<ul style="list-style-type: none"> School screens all children in all grades of the school on the PRASHASHT App. 	<ul style="list-style-type: none"> Learners identified after screening and expert assessment with Specific Learning Disabilities and Autism Spectrum Disorder have access to Special Educators for learning All teachers are trained to handle certain disabilities in their classrooms School undertakes regular parental counselling to facilitate the Disabled learners.
Guiding Principles/Policies			

NEP 2020, Inclusion Policy of the Relevant School Board, RTE Act, RPwD ACT 2016, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT, Handbook on Inclusive Education

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> Evidence of Sensitization of Teachers on pre-inclusive modules/ Prashasth apps 	<ul style="list-style-type: none"> Number of students in grades pre-school to V, versus number of children screened on PRASHAST 	<ul style="list-style-type: none"> Total enrolment of school versus number of children screened on PRASHAST 	<ul style="list-style-type: none"> Improvement in attendance of Disabled students
	<ul style="list-style-type: none"> Number of students referred to the Block Screening Camp 	<ul style="list-style-type: none"> Number of students referred to the Block Screening Camp 	<ul style="list-style-type: none"> Evidence of training of all teachers to handle certain disabilities in their classrooms
<ul style="list-style-type: none"> Evidence of Engagement with Parents through PTMs etc. 			<ul style="list-style-type: none"> Details of aids and appliances for Divyang

Sub Domain - 1.5 Values and Ethos; Knowledge of India

1.5.1 The school fosters values through a climate of care, compassion, and respect; welcomes diversity and creates a culture of pride for the school amongst the stakeholders.

1.5.1.1 - Level I - Inceptive	1.5.1.2 - Level II - Transient	1.5.1.3 - Level III - Stable	1.5.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> Value Education Framework developed /referred by the State/NCERT/Relevant School Board is available and used by teachers. Values are integrated in the curriculum transactions. 	<ul style="list-style-type: none"> Values are consistently integrated and imbibed through integrated curriculum plan, understood and demonstrate 	<ul style="list-style-type: none"> The school helps students imbibe traditional Indian values of respect for seniors, for environment, for food, for animals and plants, etc. 	<ul style="list-style-type: none"> Policies, curriculum, behaviours and relationships within the school are consistently inclusive, respectful, ethical and

<ul style="list-style-type: none"> The school focuses on strengthening Constitutional Values. 	<p>d.</p> <ul style="list-style-type: none"> School addresses discrimination, inequity, bullying and disrespect through a robust SOP known to all stakeholders. 	<ul style="list-style-type: none"> The school welcomes students and teachers of different backgrounds and perspectives and celebrates special events/occasions. 	<p>compassionate and are effectively implemented, monitored and reviewed regularly.</p> <ul style="list-style-type: none"> Informed decisions by all stakeholders, well supported by data and collaborative practices, reflect a moral and ethical code of equity and dignity, and are in the best interest of students. Students learning outcomes are visible in the narrative, School records, student portfolios and day to day observation and interactions.
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Guiding Principles/Policies

NEP 2020, RTE-2009 (Section 29.2), NCF/SCF, Advisories and Circulars issued by the Relevant School Board, Values Education Framework developed or referred by the Relevant School Board, Guidelines/Material developed by the Relevant School Board on Inclusive Education and Gender Sensitivity

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> Capacity Building Programmes for teachers on fostering climate of care, respect and diversity 	<ul style="list-style-type: none"> Integrated Annual Curriculum and Pedagogical Plan 	<ul style="list-style-type: none"> Celebration of festivals, themes, special days, etc. 	<ul style="list-style-type: none"> Mentoring, Monitoring and Reviewing Practices
<ul style="list-style-type: none"> Orientation of students on climate of care, respect and diversity 	<ul style="list-style-type: none"> Teachers Diary along with Lesson plans 	<ul style="list-style-type: none"> Testimonials from visitors to the school with regard to the cultural values, attitudes and behaviours of students 	<ul style="list-style-type: none"> Collaborative Improvement Plans
<ul style="list-style-type: none"> List of activities conducted for promoting diversity and values 	<ul style="list-style-type: none"> Records and Reports of Child Protection Committee 		<ul style="list-style-type: none"> Workshop / seminars organize for fostering climate of care, respect and diversity
			<ul style="list-style-type: none"> Evidences of Community participation

1.5.2 School ensures that classroom transactions include knowledge of heritage, civilizational ethos and values of India and encourages students to be conscious of duties towards society, living beings and the nature

1.5.2.1 - Level I - Inceptive	1.5.2.2 - Level II - Transient	1.5.2.3 - Level III - Stable	1.5.2.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> All teachers of the school have adequate knowledge and are trained in areas relating to heritage, civilizational ethos and values of India. 	<ul style="list-style-type: none"> School ensures that pedagogy/ classroom transactions integrate knowledge of heritage, civilizational ethos and values of India, across subjects. At least two activities under 	<ul style="list-style-type: none"> Students are proud of the country's history and heritage while respecting all other cultures. Through self-reflection, Students identify their 	<ul style="list-style-type: none"> All students are made aware of their duties towards society, living beings and nature. Through self-reflection, Students identify their own values and principles that

	Ek Bharat Shrersta Bharat (EBSB) are undertaken per year.	own values and principles that guide their own decisions and actions.	guide their own decisions and actions.
Guiding Principles/Policies			
NEP 2020, NCF, Advisories and Circulars issued by the Relevant School Board, Values Education Framework developed or referred by the Relevant School Board, Guidelines/Material developed by the Relevant School Board on Inclusive Education and Gender Sensitivity			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> List of activities encouraging values, ethos and knowledge of India 	<ul style="list-style-type: none"> Integration of Values, ethos and knowledge of India in Annual Curriculum and Pedagogical Plan 	<ul style="list-style-type: none"> List of Students participated in programmes related to Indian Knowledge System 	<ul style="list-style-type: none"> Sample reflections of Students on their duties towards society, living beings and nature
<ul style="list-style-type: none"> Capacity Building Programmes for teachers on Indian Knowledge Systems 	<ul style="list-style-type: none"> Consolidated School Time Table 	<ul style="list-style-type: none"> Records of Participation in EBSB 	<ul style="list-style-type: none"> Evidences of Community participation
	<ul style="list-style-type: none"> School Annual Report 	<ul style="list-style-type: none"> Sample self-reflections by students 	<ul style="list-style-type: none"> Testimonials / feedback of parents through PTMs etc.
	<ul style="list-style-type: none"> Records and Reports of Child Protection Committee 		<ul style="list-style-type: none"> School bulletin boards reflect values that school promotes with real examples from history, leaders and

			current affairs.
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Subdomain 1.6 Learning Enhancement Programme, Students Performance, Assessment of Learning Outcomes and Feedback

1.6.1 Teachers use multiple modes of assessment to assess the performance of the students.
Continuous formative assessments are conducted in these multiple modes that do not rely only on pen-paper format of assessment.

1.6.1.1 - Level I - Inceptive	1.6.1.2 - Level II - Transient	1.6.1.3 - Level III- Stable	1.6.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> Teachers prepare question papers and one or two outcome driven tasks to assess students' performance. School assesses the achievement of learning outcomes at classes 3, 5 and 8. There is an Annual Calendar for conducting on-going assessment. 	<ul style="list-style-type: none"> Teachers prepare the question papers and more than two outcome driven tasks each to assess students' performance. Teachers attend capacity building programmes conducted on designing outcome driven tasks. Continuous formative assessment conducted in school in all grades. 	<ul style="list-style-type: none"> Teachers integrate assessment of learning in their lesson plans. Assessment is criterion referenced. Modes of assessment include quizzes, group presentations, role play, research work, writing journals/brochures, making of portfolio, presentations and other project work involving experiential learning, etc. Child wise progress is tracked through IT based systems 	<ul style="list-style-type: none"> Assessment is undertaken by teachers only when she is convinced that the students are ready School has an item bank ready for all grades and subjects. There is a well-defined blue print for framing different kinds of questions using multiple modes. Defined rubric with criteria, levels and descriptors is used by staff. Oral assessment is undertaken in each grade by a teacher other than the teacher who has taught the class.

		for at least 50% learners.	<ul style="list-style-type: none"> • At least 40% of the pen-paper assessments are self-evaluated and self-evaluation criteria are well-defined. • Peer evaluation is done to determine validity, reliability and authenticity of the designed assessment tasks. • Improvement in proficiency level in achieving learning outcomes (3/5/8/10) is evidenced by NAS/SLAS/third party assessment. • Child wise progress is tracked through IT based systems for 100% learners.
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Guiding Principles/Policies

NEP 2020, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT/CBSE

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> • Annual Assessment Calendar 	<ul style="list-style-type: none"> • Sample Evidence of peer evaluation 	<ul style="list-style-type: none"> • Sample Evidences reflecting use of digital tools by teachers and students 	<ul style="list-style-type: none"> • Evidence of training of teachers in modern assessment practices and designing of
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			varied outcome driven tasks
<ul style="list-style-type: none"> Assessment blue print and rubrics for varied modes of assessment 	<ul style="list-style-type: none"> List of Capacity Building Programmes on competency based assessment attended by teachers 	<ul style="list-style-type: none"> Sample Evidences reflecting use of varied modes of assessment by teachers such as research, presentation, individual & group work, portfolio, competency-based task, MCQs, Journalwriting, essay, book review, newspaper article, case study or analysis, oral assessment, role play, etc. 	<ul style="list-style-type: none"> Sample Evidence of development of competency-based item banks by teachers
		<ul style="list-style-type: none"> Child wise progress is tracked through IT based systems 	

1.6.2 Peer and self-assessment techniques are understood and integrated.			
1.6.2.1 - Level I – Inceptive	1.6.2.2 - Level II – Transient	1.6.2.3 - Level III – Stable	1.6.2.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> School principal and teachers are aware about the peer and self-assessment techniques 	<ul style="list-style-type: none"> School teachers are trained in various modes of assessment and have begun practising peer and self-assessment in all grades. 	<ul style="list-style-type: none"> Students are adept at giving positive and constructive feedback at peer assessment 	<ul style="list-style-type: none"> Students are able to become aware of their own strengths and challenges with the help of the tool of self-assessment .

			<ul style="list-style-type: none"> Schools uses peer and self-assessment in sample HPC.
Guiding Principles/Policies			
NEP 2020, NCF/SCF, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT/School Boards			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> Teachers Training regarding peer and self-assessment 	<ul style="list-style-type: none"> Teachers' Diary with lesson plans 	<ul style="list-style-type: none"> Sample peer assessment in Foundational, Preparatory, Middle and Secondary Stages. 	<ul style="list-style-type: none"> Sample self-assessment in Foundational, Preparatory, Middle and Secondary Stages.
			<ul style="list-style-type: none"> Sample Holistic Progress Card

1.6.3 Competencies/Learning Outcomes are used as check points to assess learning; Rashtriya Avishkar Abhiyan is integrated for making learning of Science and Mathematics a joyful and meaningful activity.

1.6.3 .1 - Level I - Inceptive	1.6.3.2 - Level II - Transient	1.6.3.3 - Level III - Stable	1.6.3.4 - Level IV – Dynamic Evolving
<ul style="list-style-type: none"> The school has documents on Competencies/ learning outcomes for different classes as defined by NCERT. School conducts awareness trainings for teachers regarding aims and objectives 	<ul style="list-style-type: none"> Student assessments in science/maths draw on questions covered in the textbook. Teachers plan their science/maths lessons in accordance with the syllabus. 	<ul style="list-style-type: none"> Teachers are equipped to undertake criterion referenced assessment, that is, assess the students as per the Competencies/learning outcomes defined for each chapter using their own assessment tasks. School undertakes several activities/exhibitions/ research/ 	<ul style="list-style-type: none"> Competencies/ Learning outcomes are used to assess progress in conceptual clarity and application of knowledge to real-life situations, rather than on information in textbook chapters and topics.

<p>of Rashtriya Avishkar Abhiyan.</p>	<ul style="list-style-type: none"> • The science/mathematics Learning Outcomes are shared with the students and parents and explained to them. • Schools create a culture of thinking, inventing, tinkering and doing to promote enquiry-based learning 	<p>workshops/seminars in various disciplines, including science, on developing scientific temper and evidence-based thinking</p> <ul style="list-style-type: none"> • Students are encouraged to focus on mathematical and computational thinking through various interdisciplinary activities/interventions, including teaching Coding from Middle stage. 	<ul style="list-style-type: none"> • Students have developed science and mathematics projects with a focus on learning through real life situations. • School has active science and mathematics clubs/circles from Preparatory to Secondary levels • School regularly participates in district/state/national level activities/Hackathons, etc. related to science and mathematics.
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Guiding Principles/Policies

NEP 2020, NCERT Documents on Learning Outcomes, NCF/SCF, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT/School Boards

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> • Capacity Building Programmes for equipping teachers to undertake criterion referenced assessment 	<ul style="list-style-type: none"> • Sample Lesson Plans 	<ul style="list-style-type: none"> • Evidences of activities to promote scientific temper 	<ul style="list-style-type: none"> • List of science/maths projects developed by school students
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<ul style="list-style-type: none"> Awareness workshop for RAA 	<ul style="list-style-type: none"> Assessment Worksheets prepared by teachers 	<ul style="list-style-type: none"> Evidences of activities to promote mathematical thinking 	<ul style="list-style-type: none"> Sample items from item bank developed or compiled by school for Foundational, Preparatory, Middle and Secondary stage
	<ul style="list-style-type: none"> Evidence of activities based on ATL 	<ul style="list-style-type: none"> Details of teaching Coding 	

1.6.4 Holistic Progress Card (designed by SCERT) is prepared for each child. The school ensures all students achieve and progress on their developmental continuum.

1.6.4.1 - Level I - Inceptive	1.6.4.2 - Level II - Transient	1.6.4.3 - Level III - Stable	1.6.4.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> Assessment takes place once in a year. Records are maintained and updated regularly. 	<ul style="list-style-type: none"> Assessment is done by concerned subject teachers. Holistic Progress Card (HPC) is partially implemented in school. 	<ul style="list-style-type: none"> Holistic progress for each child is recorded in an informal manner and it is ensured that no ranking system or competition exists among students in a class. More than 50% of total teachers are competent in the use of assessment standards. Assessment is done in collaboration with teachers from different streams. 	<ul style="list-style-type: none"> The school actively undertakes assessment of Skills and Competencies - visual and performing arts, life skills, values and ethos, vocational skills, health and physical education is in place. There is a mechanism for mentoring, monitoring and reviewing the assessment

		<ul style="list-style-type: none"> Digital Records are maintained. 	<p>process to ensure learners achieve their individual and group developmental goals.</p>
Guiding Principles/Policies NEP 2020, Guidelines and Circulars on Assessment in different areas and HPC issued by the State/UT/CBSE			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> Assessment timetable 	<ul style="list-style-type: none"> Capacity Building Programmes of teachers on HPC 	<ul style="list-style-type: none"> Sample Holistic Progress Card 	<ul style="list-style-type: none"> Variety of methods are used for assessing skills and competencies in the areas of visual and performing arts, life skills, values, health and physical education to ensure objective findings on students' progress – confirmation by CRC/BRC visit.
<ul style="list-style-type: none"> Sample records 	<ul style="list-style-type: none"> School ensure regular weekly mediation activities to prevent cumulative learning loss for students. 	<ul style="list-style-type: none"> Records of HPC for each child is available in digital records system of the school – confirmation by CRC/BRC visit 	<ul style="list-style-type: none"> Student performance records are reviewed as cohorts and challenges to learning are identified by age, grade level, subjects and gender –

			confirmation by CRC/BRC visit.
<ul style="list-style-type: none"> • Sample Records of Remedial Programmes 			<ul style="list-style-type: none"> • Plans are developed by schools with respective teachers to ensure mitigating the challenges and improving student performance in all areas of development – confirmation by CRC/BRC visit.

1.6.5 Post NAS Activities undertaken based on NAS District Report card of 2021			
1.6.5.1 - Level I - Inceptive	1.6.5.2 - Level II - Transient	1.6.5.3 - Level III- Stable	1.6.5.4 - Level IV- Dynamic Evolving
Teachers have an understanding of the District NAS report and have identified the learning Outcomes that require more focus in class.	<ul style="list-style-type: none"> • Teachers have been trained to undertake post NAS interventions. • Teachers have prepared different innovative pedagogies for learning enhancement and different methods of assessment to assess the learning outcomes of students. 	<ul style="list-style-type: none"> • All learners are given additional learning opportunities in all the identified Learning Outcomes based on District NAS results. • Class-based and school-based formative assessments are undertaken by teachers to assess the progress on the aforementioned 	<ul style="list-style-type: none"> • Teachers have been trained on understanding the process of growth and development of students in cognitive, affective and psychomotor domains. • Teachers use self-assessment techniques by students to enable them to monitor their own growth and achievement.

		learning outcomes	<ul style="list-style-type: none"> Achievement levels of students at different levels and in different subjects/domains have surpassed the national average at those levels and those subjects/domains as per NAS.
Guiding Principles/Policies NEP 2020, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT, NAS Report Card			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> Document analysing NAS District Report Card - available in the school 	<ul style="list-style-type: none"> Capacity Building Programmes of teachers on post NAS Interventions 	<ul style="list-style-type: none"> Diagnostic and Remedial Records as per gaps identified in NAS District Report 	<ul style="list-style-type: none"> All teachers and students are aware of the gaps and strengths of the learning levels based on the NAS district level report card of the respective district -- confirmation by CRC/BRC visit.
	<ul style="list-style-type: none"> Evidence of identification of activities required/ remediation plan for the filling the gaps in Learning Outcomes as per NAS 2021 report 		<ul style="list-style-type: none"> Report of SAS and NAS subsequent to 2021
	Resource Planning for		<ul style="list-style-type: none"> Schools sets targets in

	post NAS Interventions and availability		keeping with the district targets on learning enhancement to ensure targeted improvement in the next cycle of NAS – attach school document showing targets.
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1.6.6 The school ensures high attendance of its students			
1.6.6.1 - Level I - Inceptive	1.6.6.2 - Level II - Transient	1.6.6.3 - Level III- Stable	1.6.6.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> The school maintains attendance records of the students. Strategies are in place to bring back the drop outs back in school. 	<ul style="list-style-type: none"> The principal and teachers have identified students who are regularly absent and Parents are informed about children who are regularly absent. 	<ul style="list-style-type: none"> All Student drop outs are tracked and brought back to the classroom. The school ensures at least 75% attendance of its students. 	<ul style="list-style-type: none"> The principal, teachers and other stakeholders create joint plans to improve student attendance. Students at risk (girl child, students belonging to diverse socio-economic disadvantaged groups and Divyang) are supported and encouraged to complete their schooling.

			<ul style="list-style-type: none"> • Zero drop out, 100% transition and retention along with regular communication, counselling and follow ups are done to encourage attendance. • The school ensures at least 90% attendance of its students.
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Guiding Principles/Policies

NEP 2020, RTE Act, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT/School Authorities

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> • Attendance records of students 	<ul style="list-style-type: none"> • Records of communication with parents 	<ul style="list-style-type: none"> • Written records of action taken for ensuring high attendance, other than communication to parents by the teachers • and principal 	<ul style="list-style-type: none"> • Number of dropout students brought back and enrolled in school registers.
<ul style="list-style-type: none"> • Registration records of students 	<ul style="list-style-type: none"> • Evidences of involvement of counsellors / experts to ensure regular attendance 	<ul style="list-style-type: none"> • Evidence of community participation in ensuring the attendance of students 	<ul style="list-style-type: none"> • Record of all who remain out of schools.
<ul style="list-style-type: none"> • Documentation of List of reasons for student drop out and strategies to 	<ul style="list-style-type: none"> • Evidences of support provided to students at risk (girl child, students belonging to 	<ul style="list-style-type: none"> • Record of drop outs brought back in the classroom 	<ul style="list-style-type: none"> • UDISE+ data

reduce drop outs	diverse socio-economic disadvantaged groups and Divyang)		
			<ul style="list-style-type: none"> School identifies challenges that makes students drop out of schools including "push and pull factors" of the schools, makes plan to remedy the same.

Domain – 1.7 Early Childhood Care and Education & Foundational Literacy and Numeracy

1.7.1 School has 1-3 years of Balvatika for 3-6 year olds integrated as pre-primary sections

1.7.1.1 - Level I - Inceptive	1.7.1.2 - Level II - Transient	1.7.1.3- Level III- Stable	1.7.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> Schools has started the new curricular and pedagogical structure of schooling i.e. 5+3+3+4 	<ul style="list-style-type: none"> Balvatika/Ang anwadi functioning at Foundational Stage 	<ul style="list-style-type: none"> Completion of the FLN-NISHTHA module by all teachers teaching grades 1 to 3 Completion of NISHTHA elementary modules by all teachers teaching Preparatory stage, that is 	<ul style="list-style-type: none"> All 6-year-olds entering grade 1 undertake 90 days Vidya Pravesh Programme Teachers ensure that 100% Foundational stage learners achieve all the "Lakshyas" laid down in NIPUN Bharat

		<p>grades 4 and 5.</p> <ul style="list-style-type: none"> Transition Rate is 100% from Balvatika to Class I. 	
Guiding Principles/Policies			
NEP 2020, NCF/SCF, NIPUN BHARAT Framework, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT/School Authorities			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> Capacity Building of teachers on ECCE 	<ul style="list-style-type: none"> Number of years of Balvatika introduced – 1/2/3 	<ul style="list-style-type: none"> Record of teachers of Balvatika to grade 5 having completed FLN-NISHTHA programme. 	<ul style="list-style-type: none"> Evidence of the implementation of Vidya Pravesh Programme
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Number of admissions in Balvatika/Angan wadi in this academic session 	<ul style="list-style-type: none"> Records of student transition levels based on school attendance registers of Balvatika to grade 1. 	<ul style="list-style-type: none"> Internal Record of student performance on Lakshya laid out in NIPUN Bharat

1.7.2 Variety of TLM is made available in local language			
1.7.2.1 - Level I – Inceptive	1.7.2.2 - Level II – Transient	1.7.2.3 - Level III – Stable	1.7.2.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> Availability of TLMs for reading literacy and mathematics literacy in regional language based on NCF/SCF. 	<ul style="list-style-type: none"> Textbook to student ratio is 2 in Foundational stage, or greater than 2 in Preparatory stage in accordance with norms. (In case the literacy and numeracy textbooks are 	<ul style="list-style-type: none"> Availability of TLMs for reading literacy and mathematics literacy in regional language as well as local language/mother tongue of the children in 	<ul style="list-style-type: none"> 100% of students in Foundational and Preparatory years (Class 1 to 5) have access to and use Supplementary graded material in regional/local language

	<p>combined at Foundational stage, the ratio will be 1).</p> <ul style="list-style-type: none"> Availability of TLMs for reading literacy and mathematics literacy in regional language as well as local language/mother tongue of the children 	<p>offline as well as online modes, including, story books, video games, flash cards, picture books, Apps, etc.</p> <ul style="list-style-type: none"> Digital and physical libraries available at school 	
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Guiding Principles/Policies

NEP 2020, NCF/SCF, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT/School Boards

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> Illustrative List of TLMs for reading literacy and mathematics literacy in regional language as well as local language/dialects/mother tongue of the children in offline as well as online modes, including, story books, video games, flash cards, picture books, Apps, etc. 	<ul style="list-style-type: none"> Grade wise textbooks to student ratio from grade 1 to 5 	<ul style="list-style-type: none"> Illustrative list of digital/e-content TLM in various languages 	<ul style="list-style-type: none"> Records of availability of graded reading materials in the local languages and dialects.
<ul style="list-style-type: none"> Capacity Building of teachers on development of locally 	<ul style="list-style-type: none"> List of TLM provided by SCERT/DIETs 	<ul style="list-style-type: none"> Illustrative list of School library has local story books and 	<ul style="list-style-type: none"> Evidence of attainment of NIPUN Lakshyas

contextualised TLMs			
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1.7.3 School Fosters mother tongue/home language/regional language & Teachers nurture the development and maintenance of peer bonding through class language diversity			
1.7.3.1 - Level I – Inceptive	1.7.3.2 - Level II – Transient	1.7.3.3 - Level III – Stable	1.7.3.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> • Availability of Teaching Learning Materials for reading literacy and mathematics literacy in regional language based on NCF/SCF. • School encourages children to bring in books written in their home language(s) to school, to share these with the class. 	<ul style="list-style-type: none"> • Availability of Teaching Learning Materials for reading literacy and mathematics literacy in regional language as well as local language/dialects/mother tongue of the children • Children read small extracts out loud from storybooks of their language, to demonstrate reading skills, whilst simultaneously building pride in their own culture and developing respect for all cultures within the school. 	<ul style="list-style-type: none"> • Parent workshops outlining the importance of the mother tongue are conducted by school • Availability of library books in regional language as well as local language/dialects/mother tongue of the children in offline as well as online modes, including, story books, video games, flash cards, picture books, Apps, etc. • Storytelling practices with the help of local leaders, grandparents, other community 	<ul style="list-style-type: none"> • 100% of students in foundational years (Class 1 to 3) have access to and use Supplementary graded material in regional/local language • Students have attained the benchmark in their local language /mother tongue as per Foundational learning study, if any.

		members, etc.	
Guiding Principles/Policies			
NEP 2020, NCF/SCF, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT/School Boards			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> • Illustrative List of teaching learning materials for reading literacy and mathematics literacy in various languages 	<ul style="list-style-type: none"> • Evidence of teachers and students having text books and teaching learning materials developed by the SCERTs in local languages for the reading and mathematical literacy. 	<ul style="list-style-type: none"> • Development of teaching learning materials in local dialects by the school teachers – illustrative list 	<ul style="list-style-type: none"> • NAS/SAS data subsequent to 2021.
		<ul style="list-style-type: none"> • School library has local story books – illustrative list 	
		<ul style="list-style-type: none"> • Testimonials of parents/community members regarding storytelling practices with the help of local leaders, grandparents etc. 	

1.7.4 School has adopted innovative Toy-based/ play-based/activity-based pedagogy for all five years of foundational stage

1.7.4.1 - Level I - Inceptive	1.7.4.2 - Level II - Transient	1.7.4.3 - Level III- Stable	1.7.4.4- Level IV- Dynamic Evolving
<ul style="list-style-type: none"> School teachers are trained about the Innovative pedagogies such as innovative Toy-based/ play-based/activity-based pedagogy School Provides Learning Materials based on Toy-based/ play-based/activity-based pedagogies (such as worksheets/work books, reading cards, activity materials, toys, puppets, etc.) to Teachers and Students. 	<ul style="list-style-type: none"> 25% of school Teachers are using innovative pedagogies in the classrooms, such as, toy/game-based pedagogy art-integrated learning, sport-integrated learning, experiential learning, story-telling pedagogy 	<ul style="list-style-type: none"> 50% Teachers are using innovative pedagogies in the classrooms, such as, toy/game-based pedagogy art-integrated learning, sport-integrated learning, experiential learning, story-telling pedagogy 	<ul style="list-style-type: none"> All Teachers are using innovative pedagogies in the classrooms, such as, toy/game-based pedagogy art-integrated learning, sport-integrated learning, experiential learning, story-telling pedagogy School has documented the innovative play-based/activity-based pedagogy being conducted in the school. Teachers handhold/hold discussions/exchange visits the teachers of neighbourhood schools to adopt these innovative pedagogies
Guiding Principles/Policies NEP 2020, NCF/SCF, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT/School Boards			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> Capacity Building of teachers on innovative pedagogies 	<ul style="list-style-type: none"> Sample lesson plans/or any other evidence of teachers 	<ul style="list-style-type: none"> Evidence of teachers using innovative pedagogies toy-based 	<ul style="list-style-type: none"> Evidence of collaboration with neighbouring schools for advocating

	using innovative pedagogies toy-based pedagogy/activity based/play based in the classroom transactions	pedagogy/activity based/play based in the classroom transactions	innovative pedagogies.
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1.7.5 School conducts observation-based assessment in grades 1-2, to ensure progress of each child

1.7.5.1 - Level I – Inceptive	1.7.5.2 - Level II – Transient	1.7.5.3 - Level III – Stable	1.7.5.4 - Level IV – Dynamic Evolving
<ul style="list-style-type: none"> School shares/develops plan for teachers and parents for age-appropriate assessment methods for grade 1-2 	<ul style="list-style-type: none"> Teachers are trained in the oral/Aural and observational techniques of student assessments 	<ul style="list-style-type: none"> Teachers practice oral/aural and observation-based assessments for the grade 1-2 in the school. 	<ul style="list-style-type: none"> Teachers use the assessment findings of the students of the grade 1-2 to further develop individual learning plans for filling gaps in learning of each student in the respective classes.

Guiding Principles/Policies

NEP 2020, NCF/SCF, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT/School Boards, NIPUN BHARAT Framework

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> Sample Records of plans shared with teachers and parents. 	<ul style="list-style-type: none"> Records of training and feedback provided to the teachers in using observation-based assessments. 	<ul style="list-style-type: none"> Records of observations by principal or peers on the implementation of the observation-based assessments 	<ul style="list-style-type: none"> Sample Records of the findings of the assessments
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		used in the grade 1-2.	
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1.7.6 School monitors FLN activities very closely to ensure all children reaching grade 3 acquire foundational skills of literacy and numeracy

1.7.6.1 - Level I – Inceptive	1.7.6.2 - Level II – Transient	1.7.6.3 - Level III – Stable	1.7.6.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> School has adopted the NIPUN Bharat Framework All Teachers have undergone the FLN NISHTHA Training 	<ul style="list-style-type: none"> School carries out FLN Activities for students, and parents, such as, awareness about the Lakshya of NIPUN Bharat. 	<ul style="list-style-type: none"> Teachers or educators prepare and implement study plan that develops the students' literary and basic language skills. 	<ul style="list-style-type: none"> School monitors FLN activities very closely to ensure all children reaching grade 3 acquire foundational skills of literacy and numeracy

Guiding Principles/Policies

NEP 2020, NCF/SCF, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT/School Boards, NIPUN BHARAT Framework

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> List of FLN Activities conducted for students, teachers such as awareness about the Lakshya of NIPUN Bharat. 	<ul style="list-style-type: none"> Evidence of Involvement of community and parents for attaining universal FLN 	<ul style="list-style-type: none"> The school level and grade level plans are developed for improving student learning as well as implementation of the NIPUN activities. 	<ul style="list-style-type: none"> Evidence of attainment of NIPUN Lakshyas
<ul style="list-style-type: none"> Capacity Building Programmes on foundational literacy and numeracy 		<ul style="list-style-type: none"> Calendar of NIPUN activities are prepared and responsibilities assigned. 	<ul style="list-style-type: none"> Analysis of learners who could not attain the Lakshyas, with reasons

1.7.7 Exchange visits of Teachers and Students are held for an enriching and learning experience			
1.7.7.1 - Level I - Inceptive	1.7.7.2 - Level II - Transient	1.7.7.3 - Level III- Stable	1.7.7.4- Level IV- Dynamic Evolving
<ul style="list-style-type: none"> School has proper plan for the exchange visits of teachers and students with neighbourhood schools/educational institutions and Anganwadis 	<ul style="list-style-type: none"> Teachers undertake Exchange visit programs with the nearby schools 	<ul style="list-style-type: none"> School arranges exchange visits by both teachers and students of neighbourhood schools/educational institutions and Anganwadis 	<ul style="list-style-type: none"> Several joint activities are undertaken in collaboration with neighbourhood schools/educational institutions and Anganwadis, such as, joint sports day, art exhibition, Eco clubs and other Topic Circles for students, Hackathon teams, Science exhibitions, EBSB activities, etc.
Guiding Principles/Policies			
NEP 2020, NCF/SCF, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT/School Boards			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> List of Planned Exchange visit programs with the nearby schools/institutions 	<ul style="list-style-type: none"> List of activities undertaken during exposure visits 	<ul style="list-style-type: none"> Sample reflections by students of exposure visit 	<ul style="list-style-type: none"> List of joint activities undertaken in collaboration with neighbourhood schools/educational institutions and

			<p>Anganwadis, such as, joint sports day, art exhibition, Eco clubs and other Topic Circles for students, Hackathon teams, Science exhibitions, EBSB activities, Mentoring/Co-ounselling, etc.</p>
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1.8 Counselling for mental health and well-being, and career			
1.8.1 Counselling/Counsellor made available in order to support students in their concerns related to career guidance, mental health and emotional well-being.			
1.8.1.1 - Level I - Inceptive	1.8.1.2 - Level II - Transient	1.8.1.3 - Level III- Stable	1.8.1.4- Level IV- Dynamic Evolving
<ul style="list-style-type: none"> School and Students are aware about the Manodarpan Initiative of NCERT/DoSE L and participate in the counselling. 	<ul style="list-style-type: none"> School has provision of Counselling/Counsellor to support students in their concerns related to career guidance, mental health and emotional well-being. Counsellor takes group counselling sessions for all classes 	<ul style="list-style-type: none"> School Counsellor also undertakes one to one individual counselling Parents are kept informed and are involved in supporting the school's efforts for ensuring mental health and well-being of their child 	<ul style="list-style-type: none"> Group/Class Counselling held regularly Career counselling for secondary stage students held regularly Children are well-informed about early warning signs of mental health issues and are able to ask for help and help their peers too.
Guiding Principles/Policies			

NEP 2020, NCF/SCF, Guidelines and Advisories issued by the Affiliating Board, SOP for Residential Schools			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> Awareness Programs conducted for parent and community on Manodarpan portal for mental health and emotional well being 	<ul style="list-style-type: none"> Capacity Building of teachers on counselling on mental health, well-being and career guidance 	<ul style="list-style-type: none"> Evidence of involvement of parents and community in career guidance, mental health and emotional well being 	<ul style="list-style-type: none"> Number of counselling sessions conducted on career guidance, mental health and emotional well being
	<ul style="list-style-type: none"> Number of sessions of group counselling and number of children participated 	<ul style="list-style-type: none"> Number of days/week fixed for making individual counselling available 	<ul style="list-style-type: none"> Record is maintained of support provided to students on the basis of counselling services – Yes/No.

1.9 School as hub for innovations by teachers and students			
1.9.1 Innovative projects are undertaken in the school by teachers in new disciplines/topics, etc. related to the areas of teaching and learning, TLM development, teacher capacity building, to bring qualitative improvement in school education			
1.9.1.1 - Level I - Inceptive	1.9.1.2 - Level II - Transient	1.9.1.3 - Level III- Stable	1.9.1.4- Level IV- Dynamic Evolving
<ul style="list-style-type: none"> School has undertaken one innovative project to improve quality of teaching and learning in 	<ul style="list-style-type: none"> School continuously engages in undertaking innovative projects in the areas of teaching and learning, 	<ul style="list-style-type: none"> School has established an Innovation Cell. 	<ul style="list-style-type: none"> School encourages the community and other stakeholders to participate in the Innovation projects that are undertaken in the

the last one year.	TLM development, teacher capacity building, to bring qualitative improvement in school education		school by teachers in new disciplines/topics, etc. in the areas of teaching and learning, TLM development, teacher capacity building, to bring qualitative improvement in school education.
Guiding Principles/Policies			
NEP 2020, NCF/SCF, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT/School Boards			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> One page write-up of innovative project 	<ul style="list-style-type: none"> Entry of innovative project on Vidya Amrit Portal – give link 	<ul style="list-style-type: none"> Records of establishment of Innovation Cell and its activities 	<ul style="list-style-type: none"> Use of TLMs and innovative projects and pedagogies in the regular schools working – Principal’s account
<ul style="list-style-type: none"> Capacity Building Programmes for teachers on undertaking innovative projects such as development of TLMs and use of innovative practices in teaching learning 			<ul style="list-style-type: none"> Community participation in Innovative Cell - Principal’s account.

1.10 21st Century Learning and Information skills

1.10.1 Teachers guide students for acquiring critical thinking, creativity, problem-solving skills along with design thinking skills, to enable them to come out with solutions for various socio-economic-technological-sectoral challenges

1.10.1 - Level I - Inceptive	1.10.2 - Level II - Transient	1.10.3 - Level III- Stable	1.10.4- Level IV- Dynamic Evolving
<ul style="list-style-type: none"> School has planned for skill development in students for 21st century cutting edge skills and industrial revolution 4.0 	<ul style="list-style-type: none"> Students eagerly participate in the Skill Development Sessions organised by the school and other organisations in online and offline mode. 	<ul style="list-style-type: none"> Skill-based topic circles help students to identify socio-economic-technological-sectoral challenges 	<ul style="list-style-type: none"> Teachers guide students for acquiring critical thinking, creativity, and problem-solving skills along with design thinking skills, and students in grades 9-12 come out with solutions for various socio-economic-technological-sectoral challenges every year.

Guiding Principles/Policies

NEP 2020, NCF/SCF, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT/School Boards, HPC

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> Plan document of the school 	<ul style="list-style-type: none"> Evidence of Skill-based topic circles conducted for students to identify socio-economic-technological-sectoral challenges – Students' account 	<ul style="list-style-type: none"> List of problems identified by students and sample solutions 	<ul style="list-style-type: none"> Teacher and student collaboration projects – illustrative account by Principal
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1.10.2 Learners are adept at 21st Century Media skills of Information literacy, Media Literacy and Technology Literacy

1.10.2.1 - Level I - Inceptive	1.10.2.2 - Level II - Transient	1.10.2.3 - Level III- Stable	1.10.2.4- Level IV- Dynamic Evolving
<ul style="list-style-type: none"> • School has integrated curriculum that meets the 21st century learning skills of Information literacy, Media Literacy and Technology Literacy (Technology literacy is • basically the • ability to understand, analyse and use technology, including digital technology, safely and effectively) 	<ul style="list-style-type: none"> • Teachers are trained or hired (if necessary) on Information literacy, Media Literacy and Technology Literacy • Resources are accessible to teachers 	<ul style="list-style-type: none"> • School provides opportunities and resources to students to be adept at 21st century learning skills of Information literacy, Media Literacy and Technology Literacy (like exposure/collaboration with media houses, CSOs, Tech companies, etc.) • School has allotted separate period in • timetable for these skills at secondary stage 	<ul style="list-style-type: none"> • Learners are adept at 21st Century Media skills of • Information literacy, Media Literacy and Technology Literacy

Guiding Principles/Policies
 NEP 2020, SARTHAQ, CBSE/MoE/NCERT resource materials, NCF/SCF, Circulars/Advisory issued by Ministry of Education/State/UT/NCERT

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> • Annual Curriculum Plan 	<ul style="list-style-type: none"> • Evidences of teachers' training on 21st century learning skills of Information literacy, Media Literacy and Technology Literacy • Literacy 	<ul style="list-style-type: none"> • Grade wise timetable 	<ul style="list-style-type: none"> • Evidences of students showcasing the skills Information literacy, Media Literacy and Technology Literacy
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	<ul style="list-style-type: none"> Teachers Diary along with Lesson plans 	<ul style="list-style-type: none"> Evidence of collaboration/exposure with media houses, CSOs, Tech companies, etc. 	<ul style="list-style-type: none"> setting up of in-school media house/school digital magazine, etc.
	<ul style="list-style-type: none"> Resources available in library 		

1.11 Citizenship skills, Constitutional values and Knowledge of India and the world

1.11.1 School fosters citizenship skills and constitutional values, and knowledge and understanding of one's responsibility towards Fundamental Duties

1.11.1.1 - Level I - Inceptive	1.11.1.2 - Level II - Transient	1.11.1.3 - Level III - Stable	1.11.1.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> School has a plan for promotion of citizenship skills and constitutional values / knowledge and responsibility towards fundamental duty. 	<ul style="list-style-type: none"> Teachers, Staff, Students are oriented about citizenship skills/knowledge and constitutional values, and knowledge and understanding of one's responsibility towards Fundamental Duties. 	<ul style="list-style-type: none"> Teachers use activity-based pedagogy to instill values and idea of duties. Morning assemblies are used for discussing and giving examples in these areas. School organises workshops/seminars. School celebrates all festivals to sensitise about diversity. 	<ul style="list-style-type: none"> Students conduct projects on promotion of citizenship skills and constitutional values, and knowledge and understanding of one's responsibility towards Fundamental Duties. Students undertake awareness programmes for parents and community members on constitutional values and citizenship skills, electoral rights and duties etc. Teachers integrate during classroom

			<ul style="list-style-type: none">• transactions
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			and during interaction with students, concepts of citizenship skills, constitutional values, and knowledge and understanding of one's responsibility towards Fundamental Duties .
Guiding Principles/Policies			
NEP 2020, NCF/SCF, Guidelines/Circulars/Advisories issued by NCERT/SCERT/DIETS/STATE/UT,			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> School Plan 	<ul style="list-style-type: none"> Capacity Building of Teachers, Staff and Students on citizenship skills/knowledge 	<ul style="list-style-type: none"> Lists of Seminars/workshops 	<ul style="list-style-type: none"> Lists of Seminars/workshops held involving community and parents
			<ul style="list-style-type: none"> Project undertaken by the students

1.11.2 School integrates Knowledge of India, throughout the curriculum at all stages, wherever relevant			
1.11.2.1 - Level I - Inceptive	1.11.2.2 - Level II - Transient	1.11.2.3 - Level III- Stable	1.11.2.4- Level IV- Dynamic Evolving
<ul style="list-style-type: none"> A documented draft of annual curriculum and pedagogical plan 	<ul style="list-style-type: none"> Meeting/workshops/seminars conducted to share annual curriculum and pedagogical 	<ul style="list-style-type: none"> Teacher involves themselves in teaching-learning methods by integrating aspects of 	<ul style="list-style-type: none"> Student conducts projects exhibiting their knowledge of Indian ethos and culture.

integrating Knowledge of India is available with the school.	plan integrating Knowledge of India with teachers, staff, students and parents.	knowledge of India during classroom transaction.	<ul style="list-style-type: none"> Curriculum and Pedagogical plan implemented in all grades and discussed during PTM.
Guiding Principles/Policies			
NEP 2020, NCF/SCF, NCERT documents, Circulars issued NCERT/SCERT/DIETs/STATE/UT, NISHTHA			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> Integrated annual curriculum and pedagogical plan/ School Calendar 	<ul style="list-style-type: none"> Documented records of Meetings/seminars/workshops. 	<ul style="list-style-type: none"> Sample lesson plan integrating Knowledge of India 	<ul style="list-style-type: none"> Evidence of projects conducted by students

1.11.3 School ensures awareness and understanding of current affairs and knowledge of critical issues facing local communities, States, the country, and the world.			
1.11.3.1 - Level I - Inceptive	1.11.3.2 - Level II - Transient	1.11.3.3 - Level III- Stable	1.11.3.4- Level IV- Dynamic Evolving
<ul style="list-style-type: none"> School develops plan/programme on current affairs and critical issues facing local communities, States, the country, and the world. 	<ul style="list-style-type: none"> School conducts awareness program for the teachers and staff on current affairs and critical issues facing local communities, States, the 	<ul style="list-style-type: none"> School conducts awareness programmes for parents on current affairs and critical issues facing local communities, States, the country, and the world. 	<ul style="list-style-type: none"> Students conduct projects for awareness of current affairs and critical issues for students, peer and staff in school.

	country, and the world.		
Guiding Principles/Policies NEP 2020, NCF/SCF, NCERT documents, Circulars issued NCERT/SCERT/DIETS/STATE/UT, NISHTHA			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> • School Plan/programme 	<ul style="list-style-type: none"> • List of Awareness Program conducted for teachers, staff and students 	<ul style="list-style-type: none"> • List of Awareness Program conducted for Parents 	<ul style="list-style-type: none"> • Project undertaken by the • students • Evidence of Exchange Visits

DOMAIN 2: ACCESS & INFRASTRUCTURE (ADEQUACY, FUNCTIONALITY AND AESTHETICS)

DOMAIN OVERVIEW

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. Access to school to be ensured so that there is increase in transition rate across all classes, It is imperative to maintain student registry for tracking the progress of every child. Through its sub-domains, all major aspects associated with infrastructure are accounted for in a simple and easy manner for institutions to follow.

SUB-DOMAIN	STANDARDS
<p>2.1 Classrooms, library, laboratories, and rooms for different activities</p>	<p>2.1.1 The school has sufficient classrooms that are conducive to learning, and school has planned for strengthening of existing school infrastructure within one academic session. <i>(Foundational, Preparatory, Middle & Secondary)</i></p> <p>2.1.2 School has adequate number of separate toilets for girls/boys/transgender/CWSN), and they are clean, and functional with running water. Hand wash area is clean, accessible, adequate and functional. <i>(Foundational, Preparatory, Middle & Secondary)</i></p> <p>2.1.3 The School Library facilitates effective delivery/implementation of its educational programmes. (Where an exclusive school library is not possible, the school has set up or has access to community/institutional libraries in the neighbourhood and/or to libraries in convergence with the provisions of other departments). <i>(Foundational, Preparatory, Middle & Secondary)</i></p> <p>2.1.4 Laboratories are available to support learning activities in the areas of science, maths, etc. <i>(Foundational, Preparatory, Middle & Secondary)</i></p> <p>2.1.5 Computer and other ICT facilities are available to support learning and different administrative activities in the school. <i>(Middle & Secondary)</i></p> <p>2.1.6 The school has adequate rooms or space/s for art education, such as for, art, sculpture, music, dance, theatre, Topic circles/clubs, etc. <i>(Foundational, Preparatory, Middle & Secondary)</i></p>

2.2 Principal's Office, Staff room and Administrative Offices	2.2.1 The school has sufficient space for Principal, staff and administration as per requirements. <i>(Foundational, Preparatory, Middle & Secondary)</i>
2.3 Infirmery and Health Management Facilities	2.3.1 The school has effective preventive health care and health management facilities & provision of Incinerators and Sanitary Pad vending Machines. <i>(Preparatory, Middle & Secondary)</i>
2.4 Water, Sanitation Facilities and Waste Management	2.4.1 The school fosters a culture of cleanliness and hygiene. <i>(Foundational, Preparatory, Middle & Secondary)</i> 2.4.2 The school provides safe drinking water; adequate sanitation facilities and follows effective waste management practices. <i>(Foundational, Preparatory, Middle & Secondary)</i>
2.5 Furniture	2.5.1 The school has adequate, safe, comfortable, age appropriate and aesthetically designed furniture. <i>(Foundational, Preparatory, Middle & Secondary)</i>
2.6 Safety provisions and Disaster Preparedness	2.6.1 The school ensures safety measures as per statutory requirements and as per DoSEL guidelines. <i>(Foundational, Preparatory, Middle & Secondary)</i> 2.6.2 School ensures fire safety measures. <i>(Foundational, Preparatory, Middle & Secondary)</i> 2.6.3 Effective measures are also in place for Disaster Management; School has its own Disaster preparedness plan which is displayed prominently in the school and every classroom. <i>(Foundational, Preparatory, Middle & Secondary)</i>
2.7 Eco friendly orientation, aesthetics, lawns and green plants	2.7.1 The school follows eco-friendly/green practices and Conduct Workshops/ Orientation Programs for Students, Teachers, Staff, Community, Parents on study of traditions/practises related to protection of environment, climate change related hackathons and awareness generation to incorporate organic lifestyle. <i>(Foundational, Preparatory, Middle & Secondary)</i> 2.7.2 School Follows Energy efficient/LED lighting//solar power; school has Waste Management/recycling, rainwater harvesting, water conservation/auditing, and is plastic-free. <i>(Foundational, Preparatory, Middle & Secondary)</i> 2.7.3 School has a kitchen/nutritional garden where children learn organic/natural farming practices. <i>(Foundational, Preparatory, Middle & Secondary)</i>

2.8 Playground and Sports Facilities	2.8.1 Indoor and/or outdoor sports/yoga facilities/equipment are available and support Divyang. <i>(Foundational, Preparatory, Middle & Secondary)</i>
2.9 Hostels (Only for Residential Schools and separate for Boys and Girls)	<p>2.9.1 School has sufficient rooms/dormitories, recreational spaces, washrooms, drinking areas, residence of warden, residence of staff, visitors' room, laundry room, storage room for food items (perishable and non-perishable) and additional bedding, and common room. <i>(Middle & Secondary)</i></p> <p>2.9.2 The hostel fosters a culture of cleanliness and hygiene. Girls' hostel provides for sanitary pad vending machine as well as incinerators. <i>(Middle & Secondary)</i></p> <p>2.9.3 School provides for safety and security of students. <i>(Middle & Secondary)</i></p> <p>2.9.4 Students' physical, mental, socio-emotional and intellectual well-being is taken care of by intensive pastoral care programmes. <i>(Middle & Secondary)</i></p>
2.10 School Canteen (For Day Schools, wherever required)	2.10.1 The school has a well-managed, clean, hygienic and safe canteen. <i>(Foundational, Preparatory, Middle & Secondary)</i>
2.11 ICT infrastructure	<p>2.11.1 The school has ICT labs/Smart class facilities to support educational activities. School ensures pre-loaded tablet and access to digital library. <i>(Preparatory, Middle & Secondary)</i></p> <p>2.11.2 Ensure availability of seamless internet connection to access the resources & contents. <i>(Preparatory, Middle & Secondary)</i></p>
2.12 School accessibility	<p>2.12.1 School has student and teacher registry and enrolment tracking of every child, particularly SEDGs. <i>(Foundational, Preparatory, Middle & Secondary)</i></p> <p>2.12.2 School maintains zero dropout rate and 100% transition rate in all grades. <i>(Foundational, Preparatory, Middle & Secondary)</i></p> <p>2.12.3 School gives access to education in all stages – Foundational, Preparatory, Middle and Secondary – either within same campus or in nearby and accessible campus. <i>(Foundational, Preparatory, Middle & Secondary)</i></p> <p>2.12.4 Number of students completing secondary education and accessing/joining tertiary education is increasing every year. <i>(Secondary)</i></p> <p>2.12.5 School maintains Alumni details and follows up on their school to work transition. <i>(Secondary)</i></p>

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

SUB DOMAIN - 2.1 Classrooms, Library, Laboratories and rooms for different activities

2.1.1 The school has sufficient classrooms that are conducive to learning, and school has planned for strengthening of existing school infrastructure within one academic session.

1.1.1.1 - Level I - Inceptive	1.1.1.2 - Level II – Transient	1.1.1.3 - Level III – Stable	1.1.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> • School ensures Student Classroom Ratio (SCR) as per norms, if any. • School ensures provision of barrier-free facilities in all buildings and transport services. 	<ul style="list-style-type: none"> • School has at least one common room for conducting multiple activities • All students can access and use the external spaces in a school so that they can participate in social and recreational activities. 	<ul style="list-style-type: none"> • School has separate rooms for library, laboratories and dedicated rooms for different activities • Classroom has at least adequate space to seat every child comfortably and with sufficient distance from next child • School uses tactile flooring, a supportive infrastructure with a slip-resistant feature, to help visually impaired to navigate safely and independently through sidewalks and staircases. 	<ul style="list-style-type: none"> • School has extensive infrastructure which can meet all contingent requirements for conducting all activities. • The signage system in school should depict the directions for various places in the school. Pictures, lights, and sounds can be incorporated to make the signage system accessible to all. • School reviews infrastructure related requirements periodically specially w.r.t. needs of CWSNs

Guiding Principles/Policies

NEP 2020, RTE Act, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT/School Boards

Suggested documents as evidences that can be reviewed

<ul style="list-style-type: none"> List of students Enrolled vs number of classrooms 	<ul style="list-style-type: none"> Scanned Photographs 	<ul style="list-style-type: none"> List of classrooms, and other facilities 	<ul style="list-style-type: none"> Asset Register
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Average Space available per child in the classroom 	<ul style="list-style-type: none"> Any Other

2.1.2 School has adequate number of separate toilets for girls/boys/transgender/CWSN) and they are clean, and functional with running water. Hand wash area is clean, accessible, adequate and functional

2.1.2.1 - Level I - Inceptive	2.1.2.2 - Level II – Transient	2.1.2.3 - Level III – Stable	2.1.2.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> School ensures adequate number of separate toilets for girls/boys/transgender/CWSN. School has a functional hand wash area 	<ul style="list-style-type: none"> School actively undertakes awareness program for public hygiene, cleanliness drives and maintains clean toilets on daily basis. School sensitises all students/teachers/staff on hygienic use of toilets. Hand wash area is clean and water is not wasted. A minimum of one toilet compartment has enough floor space for a wheelchair user to enter and exit. 	<ul style="list-style-type: none"> School has up to date Maintenance records/Log books with commensurate budget allocation for sanitation related works. School uses tactile flooring, a supportive infrastructure with a slip-resistant feature, to help visually impaired to safely use toilets. 	<ul style="list-style-type: none"> School conducts social drives in which students audit their homes/visit local communities to educate people - about proper sanitation and personal hygiene habits.

Guiding Principles/Policies

NEP 2020, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT/School Boards

Suggested documents as evidences that can be reviewed

<ul style="list-style-type: none"> • Stock/asset Register 	<ul style="list-style-type: none"> • Evidence of awareness program for public hygiene, cleanliness drives 	<ul style="list-style-type: none"> • Related documents - Maintenance records/Log books 	<ul style="list-style-type: none"> • Sample Evidence of home audits/social drives conducted
	<ul style="list-style-type: none"> • Photographs of clean toilets 		<ul style="list-style-type: none"> • Any Other

2.1.3 The School Library facilitates effective delivery/implementation of its educational programmes. (Where an exclusive school library is not possible, the school has set up or has access to community/institutional libraries in the neighbourhood and/or to libraries in convergence with the provisions of other departments)

2.1.3.1 - Level I - Inceptive	2.1.3.2 - Level II – Transient	2.1.3.3 - Level III – Stable	2.1.3.4 - Level IV- Dynamic Evolving
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<ul style="list-style-type: none"> • School has a separate library room as per affiliation norms. • The school has adequate shared Library resources as per norms. 	<ul style="list-style-type: none"> • The school librarian maintains records of borrowing and return. • The books are carefully selected to ensure that the content respects the sentiments of all gender, race, religion or community. • The school Library resources are utilized by both, teachers and students. • At-least 50% of Students in the schools are issued library books. 	<ul style="list-style-type: none"> • Library has separate reference section and a Reading Room. • Books are regularly updated to meet the developmental needs of learners of both the genders and all age groups. • The Library is used as a resource for alternative modes of learning and teaching. • At-least 75% of Students in the schools are issued library books. • There is a book club/book reading/book appreciation sessions/book review/story-telling (oral as well as written) activity in all grades. • A special room with appropriate signage is provided for people with hearing or vision impairment who need assistance while reading. 	<ul style="list-style-type: none"> • The library provides access to internet, e-library and various digital media to both teachers and students. • Students' views and suggestions are taken to procure relevant and age-appropriate books. • The Library is accessible to parents also. • Regular review of the needs of students and staff and appropriate action plan is evidenced. • All Students in the schools are issued library books.
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Guiding Principles/Policies

NEP 2020, RTE Act, Circulars issued by the Relevant School Board, Guidelines on Library Management issued by the Relevant School Board

Suggested documents as evidences that can be reviewed

<ul style="list-style-type: none"> • Photograph 	<ul style="list-style-type: none"> • Process of Procurement of books reflecting students' and staff suggestions – principal's account 	<ul style="list-style-type: none"> • Sample Book Club activity 	<ul style="list-style-type: none"> • Innovative techniques to encourage reading habits – Teacher's account
	<ul style="list-style-type: none"> • Consolidated time table showing Library time 	<ul style="list-style-type: none"> • Number of children enrolled in school versus number issued library books in last three months 	
	<ul style="list-style-type: none"> • Number of children enrolled in school versus number issued library books in last three months 		

2.1.4 Laboratories are available to support learning activities in the areas of Science, Maths, etc.

2.1.4.1 - Level I - Inceptive	2.1.4.2 - Level II - Transient	2.1.4.3 - Level III- Stable	2.1.4.4 - Level IV- Dynamic Evolving
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<ul style="list-style-type: none"> The school has a Science and Mathematics laboratory/ies as per norms. 	<ul style="list-style-type: none"> The school has equipped Science and Mathematics laboratory(ies). School has a full-time Lab Assistant. Written safety norms have been displayed in all laboratories. Students with various disabilities are paired or grouped with other students who can compensate, allowing students extra time, to complete laboratory work if possible. 	<ul style="list-style-type: none"> All safety and security compliances are met with as per the State/NCERT/Relevant School Board's and NCPCR norms and guidelines. Teachers and students are adequately trained to demonstrate safe and careful use of equipment. The Laboratories are well equipped to meet the desired learning 	<ul style="list-style-type: none"> The School Plan with regard to the effective usage of Laboratories is in place. The multipurpose lab facilities are optimally utilized by all students. Resources are added based on teacher and student feedback. On-going review of resources and subsequent action plan is evidenced as per the school policy.
		outcomes of students.	
Guiding Principles/Policies NEP 2020, NCF/SCF, Lab Manuals			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> As certified by CRC/BRC visit 	<ul style="list-style-type: none"> Lab usage registers 	<ul style="list-style-type: none"> Photographs/Evidence of display of charts on safety measures in the laboratory 	<ul style="list-style-type: none"> School Plan to use laboratories
	<ul style="list-style-type: none"> Consolidated time table 	<ul style="list-style-type: none"> Details of training of teachers, including on NCPCR Norms 	<ul style="list-style-type: none"> Sample student feedback
	<ul style="list-style-type: none"> Qualifications of Lab Assistant 		

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

2.1.5.1 - Level I - Inceptive	2.1.5.2 - Level II - Transient	2.1.5.3 - Level III - Stable	2.1.5.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> Computers are available in the school as per State/Relevant School Board's norms. There is evidence of a time table for computer learning. 	<ul style="list-style-type: none"> Computer and ICT facilities are available which are used by teachers as well as students. There is an evidence of computer aided learning. 	<ul style="list-style-type: none"> Computer and ICT facilities for updating School's Management Information System are available. Facilities are regularly upgraded and effectively utilized. Integration of ICT (Digital and online tools) with the learning design of some 	<ul style="list-style-type: none"> There is a well-defined Plan for Technology Integration and Digital literacy in school with a robust Blue Print. There are adequate computers for a given class with internet facility. Student Learning outcomes are clearly visible in their integration of ICT through a
		<p>subjects and activities is evidenced.</p>	<p>variety of digital platforms.</p> <ul style="list-style-type: none"> Parents are oriented towards digitalization of school processes. On-going review of equipment and facilities is evidenced together with an action plan for improvement. Access to assistive technology (such as a laptop with specialist software) to help CWSNs manage their learning processes.

Guiding Principles/Policies NEP 2020, NCF/SCF, Lab Manuals, Circulars/Advisory issued by Ministry of Education/State/UT/NCERT/School Boards			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> School Timetable 	<ul style="list-style-type: none"> Consolidated Time Table of all classes 	<ul style="list-style-type: none"> ICT content taught to students 	<ul style="list-style-type: none"> School Plan
<ul style="list-style-type: none"> Number of PCs in ICT lab and age of PCs 	<ul style="list-style-type: none"> Attendance Registers maintained for computer class for the students of different classes 	<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 	<ul style="list-style-type: none"> Records of orientation programmes for stakeholders
<ul style="list-style-type: none"> Number of PCs available for teaching-learning and number available for administrative work 		<ul style="list-style-type: none"> Teachers' Diary - integration of ICT in teaching learning process related with scholastic and co-scholastic aspects 	<ul style="list-style-type: none"> Sample student work with the aid of computers Sample teacher work with the aid of computers

2.1.6 The school has adequate rooms or space/s for art education, such as for, art, sculpture, music, dance, theatre, Topic circles/clubs, etc.

2.1.6.1 - Level I - Inceptive	2.1.6.2 - Level II - Transient	2.1.6.3 - Level III - Stable	2.1.6.4 - Level IV - Dynamic Evolving
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<ul style="list-style-type: none"> School has room(s) which are used as activity rooms. 	<ul style="list-style-type: none"> School has room(s) together with a multi-purpose space which is utilized for activities. Activity rooms are well designed and equipped to meet the diverse interests and needs of students. 	<ul style="list-style-type: none"> School has activity rooms for art, sculpture, music, dance, theatre, Topic circles/clubs, etc. All the activity rooms are well utilized. Students who have intellectual or learning disabilities are benefitting from a well- designed approach that reduces visual and auditory distractions like students passing through nearby corridors and from noisy sports or music activities. 	<ul style="list-style-type: none"> The School Plan for development of Aesthetics, Art and Culture in students is well in place. Open spaces are well utilized to develop a culture of art and aesthetics. Age-appropriate equipment is available Equipment for all the activities is effectively utilized and well maintained.
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Guiding Principles/Policies

NEP 2020, Circulars/Advisory issued by Ministry of Education/State/UT

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> Photographic Evidence 	<ul style="list-style-type: none"> Photograph 	<ul style="list-style-type: none"> Testimonial by parents and students 	<ul style="list-style-type: none"> School Plan
	<ul style="list-style-type: none"> Maintenance Record 		<ul style="list-style-type: none"> Evidence of availability of equipment
			<ul style="list-style-type: none"> Use of various forms of art by student and teachers to change the aesthetics of the school infrastructure

2.2 Principal's Office, Staff Room and Administration Offices			
2.2.1 The school has sufficient space for Principal, Staff and Administration as per requirements.			
2.2.1.1 - Level I - Inceptive	2.2.1.2 - Level II - Transient	2.2.1.3 - Level III - Stable	2.2.1.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> The school has a Principal's Office. 	<ul style="list-style-type: none"> The school has a space for Administrative Staff. 	<ul style="list-style-type: none"> In addition to the Principal and Administrative Offices, a separate Staff Room is available for teachers. 	<ul style="list-style-type: none"> The school has clean, aesthetically and functionally designed offices. The school office is equipped with relevant ICT facilities for Principal, teaching staff and Administrative Staff as well as for non-teaching staff. Review of infrastructure and aesthetics as per school plan is evidenced at regular intervals.
Guiding Principles/Policies			
NEP 2020, Circulars/Advisory issued by Ministry of Education/State/UT			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> Photographs 	<ul style="list-style-type: none"> Photographs 	<ul style="list-style-type: none"> Photographs 	<ul style="list-style-type: none"> School Plan

2.3 Infirmary and Health Management Facilities			
2.3.1 The school has effective preventive health care and health management facilities & provision of Incinerators and Sanitary Pad vending Machines.			
2.3.1.1 - Level I - Inceptive	2.3.1.2 - Level II - Transient	2.3.1.3 - Level III - Stable	2.3.1.4 - Level IV - Dynamic Evolving

<ul style="list-style-type: none"> • School has a first aid kit with necessary medicines and other supplies for emergency which are within the expiry period. • School follows all statutory requirements and Emergency protocols. • Emergency medical care numbers are displayed at prominent places in the school. 	<ul style="list-style-type: none"> • Annual health check-ups are conducted. • All teachers and students are trained in first aid. • Preventive Health Check-ups of students are conducted. • The school has provision of Incinerators and Sanitary Pad vending Machines. 	<ul style="list-style-type: none"> • Reports of regular Preventive Health Check-ups are shared with the parents. • Relevant medical records of all students are updated with parental support. • Health Cards/ABHA IDs of all students are maintained with special focus on immunization. • School has proper counselling mechanism for Mental Health and Well- Being in place. 	<ul style="list-style-type: none"> • The Plan for a Health Promoting School is in place and implemented. • School has a Health and Wellness Club which is the focal point of school health promotion. • Collaborations with parents and the community are evidenced. • School has an infirmary/sick room. • Either Nurse is available to attend to the needs of the students or school has tied up with a local nearest hospital. • The school medical room is equipped to handle medical emergencies, or school has tied up with a local nearest hospital to meet emergency needs.
Guiding Principles/Policies NEP 2020, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT/School Boards			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			

<ul style="list-style-type: none"> Record of First Aid Box 	<ul style="list-style-type: none"> Sample Health Cards of Students 	<ul style="list-style-type: none"> Percentage of students with ABHA ID 	<ul style="list-style-type: none"> Emergency Protocols : Tie up with a nearby Hospital and provision of an Ambulance
<ul style="list-style-type: none"> Illustrative List of Medicines 	<ul style="list-style-type: none"> Percentage of teachers and students trained on first Aid 	<ul style="list-style-type: none"> Timetable showing availability of counsellor for individual counselling (online or offline); Manodarpan Tele-counselling services may also be used 	<ul style="list-style-type: none"> Records of tie-up or provision of nurse
<ul style="list-style-type: none"> Evidence of Display of Emergency Contacts 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Evidence of functional and active Health and Wellness Clubs

2.4 Water, Sanitation facilities and Waste Management

2.4.1 The school fosters a culture of cleanliness and hygiene.

2.4.1.1 - Level I - Inceptive	2.4.1.2 - Level II - Transient	2.4.1.3 - Level III - Stable	2.4.1.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> The school fosters a culture of cleanliness and hygiene and waste management 	<ul style="list-style-type: none"> Waste bins are available at a few places in the school. Water conservation, waste management, sanitation and hygiene are part of curricula at all stages. 	<ul style="list-style-type: none"> Waste bins for segregating wet/dry waste available in school 	<ul style="list-style-type: none"> Sufficient group hand washing facilities are available and are easily scalable. There is no water logging in the drinking area and in the toilets. Water Harvesting System / Soak pit is available in the School

Guiding Principles/Policies

NEP 2020, Sanitation Policy, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT/School Boards			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> School activities around cleanliness and sanitation 	<ul style="list-style-type: none"> Certificate of safe drinking water from Competent Authority 	<ul style="list-style-type: none"> Sanitation Inspection/CRC/BRC visit reports 	<ul style="list-style-type: none"> CRC/BRC visit report on cleanliness and general hygiene Parent testimonials on clean toilets/hand wash area/waste management

2.4.2 The school provides safe drinking water and adequate sanitation facilities.			
2.4.2.1 - Level I - Inceptive	2.4.2.2 - Level II - Transient	2.4.2.3 - Level III - Stable	2.4.2.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> The school has adequate and separate functional toilets for boys and girls. Hand washing facility is available. Schools has the Potable Water Facility 	<ul style="list-style-type: none"> Toilets are kept clean. Hand washing facility with soap dispensers. There is provision of proper lighting in the toilets. The school has a drainage system. Environment Friendly dust bins are available in the school. 	<ul style="list-style-type: none"> There is regular supply of cleaning materials, soap, disinfectants, brooms, brushes, buckets etc. All disinfectants and cleaning materials are kept away from the reach of the children. There are working locks on the toilet doors. There is provision of proper lighting, exhaust fans and dust bins in the toilets. There is provision of separate and clean toilets for male and female staff. 	<ul style="list-style-type: none"> The School Plan for Sanitation, Personal and Public Hygiene is in place. Menstrual hygiene management facilities are available. Toilet(s) for Divyang with necessary provisions is/are available. Provision of Sanitary Pad dispenser in girls' toilets. Regular/daily inspection of water and sanitation facilities by a committee

		<ul style="list-style-type: none"> Water quality is tested periodically. 	<p>/person appointed for the task.</p> <ul style="list-style-type: none"> There is facility for safe drinking water with adequate number of water taps for all the students, located at a convenient point. Convergence with local Gram Panchayat/ ULBs for providing facilities for safe drinking water; adequate sanitation and waste management.
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Guiding Principles/Policies

WHO Guidelines on Health and Hygiene, Health Guidelines for Hostels, SOPs released by the Government from time to time, Advisories and Guidelines by the State/UT/School Board

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> Photographic Evidence 	<ul style="list-style-type: none"> Certificate of safe drinking water from Competent Authority 	<ul style="list-style-type: none"> Sanitation Inspection Reports 	<ul style="list-style-type: none"> School Plan
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> List of Supplies 	<ul style="list-style-type: none"> Evidence of convergence with local Gram Panchayat/ ULBs
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Water quality Report 	<ul style="list-style-type: none"> Photographic Evidence
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Listing in Swachchata rankings

2.5.1 The school has adequate, safe, comfortable, age appropriate and aesthetically designed furniture.			
2.5.1.1 - Level I - Inceptive	2.5.1.2 - Level II - Transient	2.5.1.3 - Level III – Stable	2.5.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> School ensures availability of Furniture in classrooms as per the strength of students and staff. 	<ul style="list-style-type: none"> Furniture is safe, adequate, comfortable and age appropriate. No paint containing lead is used on furniture 	<ul style="list-style-type: none"> Additional furniture is visible in order to engage students in multiple activities and enhance their skills. 	<ul style="list-style-type: none"> Aesthetically designed, age appropriate and safe furniture is available in the school. Appropriate furniture is available for differently-abled students. The infrastructure is periodically reviewed and changes made as per requirements.
Guiding Principles/Policies NEP 2020, Recommendations for Basic Requirements of School Building, 2006, National Building Code			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> Photographic Evidence 	<ul style="list-style-type: none"> Photographic Evidence 	<ul style="list-style-type: none"> Photographic Evidence of activity rooms, learning spaces 	<ul style="list-style-type: none"> Photographic Evidence for furniture for disabled children

2.6 Safety provisions and Disaster Preparedness			
2.6.1 The school ensures lighting and ventilation			
2.6.1.1 - Level I - Inceptive	2.6.1.2 - Level II - Transient	2.6.1.3 - Level III - Stable	2.6.1.4 - Level IV- Dynamic Evolving

<ul style="list-style-type: none"> Classrooms have adequate lighting system. All the light points are working. Training sessions for school staff and other stakeholders on safety related matters 	<ul style="list-style-type: none"> Natural lighting and cross ventilation is a part of building design. The window panes are clean. 	<ul style="list-style-type: none"> There are windows in classroom for natural lighting and cross ventilation. The classrooms are painted in white or light non-glossy paint to improve the light quality in the rooms. 	<ul style="list-style-type: none"> The School Plan with regard to the provision of conducive and enabling environment to students is in place. The entire school building is well lit as per norms. Entire school building is ventilated for learning and working as per norms.
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Guiding Principles/Policies

NEP 2020, Circulars and Guidelines issued by the Relevant School Board and other Govt. Organisations, Disaster Management Books by NCERT, Guidelines by NCPDR, NDMA Guidelines 2016, Safety Checklist (given as annexure 4), Guidelines issued by Ministry of Education

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> Photographic Evidence 	<ul style="list-style-type: none"> Copy of Building Design 	<ul style="list-style-type: none"> Verification through onsite visit by CRC/BRC 	<ul style="list-style-type: none"> Evidences of tie up with local agencies for handling electrical emergencies
<ul style="list-style-type: none"> Evidences of sessions for school staff and other stakeholders on electric safety related matters 			

2.6.2 School ensures Fire Safety Measures as per statutory requirements and as per DoSEL guidelines

2.6.2.1 - Level I - Inceptive	2.6.2.2 - Level II - Transient	2.6.2.3 - Level III - Stable	2.6.2.4 - Level IV - Dynamic Evolving
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<ul style="list-style-type: none"> School ensures Fire Safety Measures 	<ul style="list-style-type: none"> Fire Extinguisher in place and in working condition. Directions to Use Fire Extinguisher placed on the walls. 	<ul style="list-style-type: none"> Teachers, Staff, and Students are well trained in the use of the Fire Extinguisher. 	<ul style="list-style-type: none"> School has adopted all fire safety measures and no inflammation causing material is left unchecked.
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Guiding Principles/Policies

NEP 2020, , Circulars and Guidelines issued by the Relevant School Board and other Govt. Organisations, Disaster Management Books by NCERT, Guidelines by NCPCR, NDMA Guidelines 2016, Safety Checklist (given as annexure 4), Guidelines issued by Ministry of Education

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> Action plan for dealing with Fire Safety 	<ul style="list-style-type: none"> School Fire Safety Certificate 	<ul style="list-style-type: none"> Evidences of training sessions for school staff and other stakeholders on safety related matters 	<ul style="list-style-type: none"> Verification through onsite visit
<ul style="list-style-type: none"> Action plan or annual calendar for conducting mock drills throughout the year 			<ul style="list-style-type: none"> Evidences of mandatory infrastructural safety provisions/requirements as per norms

2.6.3 Effective measures are also in place for Disaster Management; School has its own Disaster preparedness plan which is displayed prominently in the school and every classroom

2.6.3.1 - Level I - Inceptive	2.6.3.2 - Level II - Transient	2.6.3.3 - Level III - Stable	2.6.3.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> School has developed a plan for Disaster Management; 	<ul style="list-style-type: none"> School has displayed its own Disaster preparedness plan prominently in the school and every classroom. 	<ul style="list-style-type: none"> School conducts disaster preparedness mock drill at least twice every year Teachers, Staff, and Students are 	<ul style="list-style-type: none"> School has a full proof plan for disaster management with identified and trained first responders.

	<ul style="list-style-type: none"> School conducts periodically disaster management awareness program. 	well equipped with disaster preparedness and response measures.	
Guiding Principles/Policies			
NEP 2020, Circulars and Guidelines issued by the Relevant School Board and other Govt. Organisations, Disaster Management Books by NCERT, Guidelines by NCPCR, NDMA Guidelines 2016, Safety Checklist (given as annexure 4), Guidelines issued by Ministry of Education			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> Action plan for Disaster Management 	<ul style="list-style-type: none"> Safety certificates 	<ul style="list-style-type: none"> Principal's account of mock drills conducted 	<ul style="list-style-type: none"> School Plan
	<ul style="list-style-type: none"> Photographic Evidence 	<ul style="list-style-type: none"> Evidences of training sessions for school staff and other stakeholders on safety related matters 	<ul style="list-style-type: none"> Evidences of mandatory infrastructural safety provisions/requirements as per norms

2.7 Eco-friendly Orientation, Aesthetics, Lawns and Green Plants

2.7.1 The school follows eco-friendly/green practices and Conduct Workshops/ Orientation Programs for Students, Teachers, Staff, Community, Parents on study of traditions/practises related to protection of environment, climate change related hackathons and awareness generation to incorporate organic lifestyle.

2.7.1.1 - Level I - Inceptive	2.7.1.2 - Level II - Transient	2.7.1.3 - Level III - Stable	2.7.1.4 - Level IV – Dynamic Evolving
<ul style="list-style-type: none"> The school premises are eco-friendly and aesthetically maintained with lawns and green plants. 	<ul style="list-style-type: none"> School has an eco-club. Students participate in different eco club activities. School has compost pits. Environmental awareness activities are 	<ul style="list-style-type: none"> School conducts age appropriate eco club activities for all levels of classes (primary to secondary) to create awareness on traditional practises related to protection of environment, 	<ul style="list-style-type: none"> The School Plan on Eco-friendly/Green Practices is in place. School conducts various eco-friendly activities which help in reducing the carbon footprint.

	embedded in the lesson plans.	climate change related hackathons and awareness generation to incorporate organic lifestyle.	<ul style="list-style-type: none"> • Audit of garbage created by school is conducted regularly by students. • "lights-off" hour once per week is practiced. • The eco-friendly practices in the school are an example for the wider community. • School assesses impact of eco-friendly practices on students periodically and make changes accordingly.
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Guiding Principles/Policies

NEP 2020, RTE Act, Environment Manuals, Guidelines and Advisories issued by the Relevant School Board, Guidelines by Centre for Science and Environment

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> • Photographs 	<ul style="list-style-type: none"> • Report of Eco-Club Activities 	<ul style="list-style-type: none"> • Teacher's account of eco-club activities to create awareness related to environment issues 	<ul style="list-style-type: none"> • School Plan
	<ul style="list-style-type: none"> • Waste Management Practices 	<ul style="list-style-type: none"> • Photographic Evidences 	<ul style="list-style-type: none"> • School Report
	<ul style="list-style-type: none"> • Lesson plans 		<ul style="list-style-type: none"> • Report by CRC/BRC

2.7.2 School Follows Energy efficient/LED lighting//solar power; school has Waste Management/recycling, rainwater harvesting, water conservation/auditing, and is plastic-free.

2.7.2.1 - Level I - Inceptive	2.7.2.2 - Level II - Transient	2.7.2.3 - Level III - Stable	2.7.2.4 - Level IV – Dynamic Evolving
<ul style="list-style-type: none"> School supports Green Initiatives in School Premises. The school uses energy saving and energy efficient electrical equipment. 	<ul style="list-style-type: none"> School Contributes Green Initiatives in Nearby Areas of the School Premises. School conducts energy/water/waste audit by students, as a part of experiential learning for students 	<ul style="list-style-type: none"> School uses solar power to generate electricity School Conducts Awareness Workshops and Programs such as Nukkad Natak with the involvement of Community / Alumni etc. 	<ul style="list-style-type: none"> School Follows Energy efficient/solar power/adoption of organic life style, Water, Sanitation Facilities, Waste Management/recycling, plastic free, Safety Provisions, rainwater harvesting & water conservation/auditing, kitchen/nutritional garden. School conducts study of traditions/practices related to protection of environment, climate change related hackathons and awareness generation to incorporate organic lifestyle
Guiding Principles/Policies NEP 2020, Circulars/Advisory issued by Ministry of Education/State/UT/School Boards			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> School Action Plan for Green Initiatives 	<ul style="list-style-type: none"> Records of community outreach programmes to create 	<ul style="list-style-type: none"> Scanned photographs of Workshops and Programs conducted 	<ul style="list-style-type: none"> Reports of Study on traditional practices related to protection of environment

	awareness related to environment issues in the community		
			<ul style="list-style-type: none"> School Energy/waste/water Audit Report

2.7.3 School has a kitchen/nutritional garden where children learn organic/natural farming practices.

2.7.31.1 - Level I - Inceptive	2.7.3.2 - Level II - Transient	2.7.3.3 - Level III - Stable	2.7.3.4 - Level IV – Dynamic Evolving
<ul style="list-style-type: none"> School has a kitchen/nutritional garden. 	<ul style="list-style-type: none"> Teachers and staff are trained about the organic/natural farming practices. Students regularly visit to the kitchen/nutritional garden. 	<ul style="list-style-type: none"> Students are made aware about the benefits of nutritional plants. Students are given hands-on experience on organic and natural farming practices. 	<ul style="list-style-type: none"> School engages parents and community for learning & promoting organic and natural farming practices. Gram Panchayats/ULBs are engaged for development of kitchen/nutritional garden and for learning & promoting local plant products and organic and natural farming practices.
Guiding Principles/Policies			
FSSAI Manual for Food Safety, Safety and Security Guidelines by MoE			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> Photographs of kitchen/nutritional garden. 	<ul style="list-style-type: none"> Awareness and Capacity Building of teachers and Staff 	<ul style="list-style-type: none"> Awareness Programs and hands-on training for students conducted – 	<ul style="list-style-type: none"> Evidence of engagement of Parents, Community, Gram

		Teacher's account	Panchayats/, ULBs for learning & promoting organic and natural farming practices – through testimonials.
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2.8 Playground and Sports Facilities

2.8.1 Indoor and/or outdoor sports/yoga facilities/equipment are available and support Divyang.

2.8.1.1 - Level I - Inceptive	2.8.1.2 - Level II - Transient	2.8.1.3 - Level III - Stable	2.8.1.4 - Level IV – Dynamic Evolving
<ul style="list-style-type: none"> School has its own playground School has an alternate arrangement for a playground like that of neighbourhood school or a community space. School has sports material/equipment as per the requirements. 	<ul style="list-style-type: none"> Playgrounds are aesthetically designed and regularly maintained. Sports and games equipment is maintained and made available as and when required. Playground activities are supervised. Records of equipment's are maintained. 	<ul style="list-style-type: none"> School facilities are optimally used for multiple sports and other activities including yoga. Inter school and intra school sports events are organized and conducted in the school. 	<ul style="list-style-type: none"> School Sports Plan is in place. Provision of multi courts and diverse sports and games facilities. Facility for coaching or special training for sports is available. School has a provision of sports facilities for Divyang.

Guiding Principles/Policies

NEP 2020, Circulars/Advisory issued by Ministry of Education/State/UT

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> Photographic Evidences 	<ul style="list-style-type: none"> Records of equipment's 	<ul style="list-style-type: none"> School timetable 	<ul style="list-style-type: none"> School Sports Plan
<ul style="list-style-type: none"> List of Sports Material/Equipment's 	<ul style="list-style-type: none"> Annual Calendar of and Sports/games activities 	<ul style="list-style-type: none"> Inter and intra school events conducted 	<ul style="list-style-type: none"> Verification through onsite visit

•	•	• Student Year Book	• Annual School report
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2.9 Hostels (Only for Residential Schools and separate for Boys and Girls)

2.9.1 School has sufficient rooms/dormitories, recreational spaces, washrooms, drinking areas, residence of warden, residence of staff, visitors' room, laundry room, storage room for food items (perishable and non-perishable) and additional bedding, and common room.

2.9.1.1 - Level I - Inceptive	2.9.1.2 - Level II - Transient	2.9.1.3 - Level III - Stable	2.9.1.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> • Guidelines for infrastructural facilities for boarding are available. • Number of Toilets bathing rooms, wash basins, urinal pots exist in proportion to the number of students in the dorms-1:10. • There is a separate wing for boys and girls. • Dormitories are available for boarders. • Potable water, Kitchen and dining, Washrooms are available. • Furniture available in the dormitories. 	<ul style="list-style-type: none"> • Number of Toilets, bathing rooms, wash basins, urinal pots exist in proportion to the number of students in the dorms-1:8. • There is provision for Visitors' room and common room for guests and boarders. • Water and other facilities like soap etc. is available in the washrooms at all times. • There is provision for back up facility for electricity. • Safety and security guidelines are available for maintaining the infrastructure. • The infrastructural 	<ul style="list-style-type: none"> • Guidelines for maintenance and governance of Hostel infrastructure with clearly laid out roles and responsibilities are in place. • There is provision in the infrastructure for individual and common recreational spaces. 	<ul style="list-style-type: none"> • Boarding has a recreational/common room with a library, TV corner and games. • There is a resource room with internet facility for academic use. • Visitor's room, laundry and other daily need facilities are available. • All facilities are in working condition.

	requirements are repaired and maintained on a regular basis.		
Guiding Principles/Policies			
POSCO ACT, SOP for Residential Schools, Circulars issued by the Affiliating Board, Safety and Security Guidelines by MoE			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
• Residential School Guidelines	• Verification through On-Site Visit	• Scanned photographs	• Photographic evidence
• Photographic Evidences	• Availability of Safety and Security Guidelines	• Maintenance Register	• Visitors Log Books
• Principal's certification of toilets to students ratio	• Inventory of Infrastructural Requirements	• Photographic evidence	
	• House Keeping Schedule Register	• Availability of guidelines for maintenance and governance of Hostel infrastructure	

2.9.2 The hostel fosters a culture of cleanliness and hygiene. Girls' hostel has sanitary pad vending machine as well as incinerators.

2.9.2.1 - Level I - Inceptive	2.9.2.2 - Level II - Transient	2.9.2.3 - Level III – Stable	2.9.2.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> • Water tanks are cleaned regularly. • Clean water supply is available throughout the year. • There is a schedule for cleaning of dormitories, recreational spaces, visitors' room, corridors, toilets, bathing rooms, kitchen and dining areas. • Surrounding areas of drinking water, bathing area, laundry area, drying of clothes, utensils area, are scrubbed on regular basis. • Surprise checks are organized. • Potable water is tested once in a year. • 	<ul style="list-style-type: none"> • There is a housekeeping maintenance schedule (daily/ weekly/ monthly) for monitoring cleanliness of dormitories, recreational spaces, visitors' room, offices, drinking water areas, wash basins, urinals, sanitary fittings, tiles, floors, walls, corners, dustbins, doors, windows, ventilators, plumbing pipes, laundry areas, kitchen and dining areas, storage facilities- food and clothing etc. • The Maintenance schedule is prepared and followed. • Roles and responsibilities are charted. 	<ul style="list-style-type: none"> • Safe and clean hot water is available during winters. • Water is tested at least three times a year to provide clean drinking water to staff & students. • The maintenance schedule is adhered to, and monitored and reviewed by a safety & security committee on a regular basis. • Provision for disposal of menstrual waste in girls' washroom. • Housekeeping staff is trained and wears protective gear. • Eco friendly practices are followed for waste management. 	<ul style="list-style-type: none"> • The Residential school has a policy with regard to Cleanliness and Hygiene with scope for feedback, monitoring and reviewing. • The staff and students undergo orientation programs on importance of eco-sanitation. • The staff, including housekeeping staff, and students collaborate to introduce strategies and activities that involve all stakeholders in maintaining cleanliness and hygiene in the surroundings. • Cleanliness and maintenance schedules are displayed prominently in the designated areas.

Guiding Principles/Policies			
FSSAI Manual for Food Safety, Safety and Security Guidelines by MoE			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> SOP for Cleanliness and Hygiene 	<ul style="list-style-type: none"> Daily Cleaning Schedule and Supervisor's Report 	<ul style="list-style-type: none"> Stock Register of equipment and cleaning material 	<ul style="list-style-type: none"> Issue Register
<ul style="list-style-type: none"> Maintenance Register 	<ul style="list-style-type: none"> Health Check-up records of Housekeeping staff 	<ul style="list-style-type: none"> Briefing reports of the house keeping 	<ul style="list-style-type: none"> Feedback forms from stakeholders
	<ul style="list-style-type: none"> Capacity building program for housekeeping staff 	<ul style="list-style-type: none"> Orientation and sensitization program for students and staff 	<ul style="list-style-type: none"> Display of cleanliness and maintenance schedules - evidence
	<ul style="list-style-type: none"> Roles and Responsibilities of Hostel Staff 		

2.9.3 School ensures safety and security of students in residential facilities.			
2.9.3.1 - Level I – Inceptive	2.9.3.2 - Level II - Transient	2.9.3.3 - Level III - Stable	2.9.3.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> The hostel campus is enclosed and secured Permanent boundary walls with 24X7 security guards available at entry and exit gates. Entry to the hostels restricted to authorized personal only. Fire Extinguishers and First Aid kits are centrally 	<ul style="list-style-type: none"> Visitors have the access to the area designated by the school by using a visitors' pass. Routine health check-ups of students are conducted and health cards are maintained. Availability of an ambulance on campus, or School has tie up with a nearby 	<ul style="list-style-type: none"> The school has a policy for safety and security of students. Registered parents/ guardians (with the Id card issued by the school) can only visit the students. There is regular monitoring of health status of students. There is a mechanism to redress issues of 	<ul style="list-style-type: none"> The school has a clear policy for safety and health with Emergency Protocols in place with scope for feedback, monitoring and reviewing. Security Guards at entry and exit gates maintain records of all visitors. CCTV Camera are installed at prominent places.

<p>located in the hostel.</p> <ul style="list-style-type: none"> The hostel has the provision of infirmary with full time doctor and nurse or School has tie up with a nearby Hospital for emergencies. Emergency medical care numbers are displayed in the hostel. Evacuation plan is displayed in the hostel building. POCSO training and CPC committees as per statutory norms. 	<p>Hospital for emergencies.</p> <ul style="list-style-type: none"> Fire Extinguishers and First Aid kits are available at appropriate places. Evacuation plan from each room and the building displayed in all rooms and corridors and regularly practiced through mock drill. Isolated areas of the school are well lit and under frequent invigilation. 	<p>bullying, harassment and abuse.</p> <ul style="list-style-type: none"> All staff and students are trained to deal with common medical emergencies. 	<ul style="list-style-type: none"> School has viable communication system in place. Police verification is done before hiring of teaching, non-teaching contractual, voluntary and other staff. The dormitory warden uses design thinking in collaboration with students, staff, parents and alumni to ensure safety and security of students.
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Guiding Principles/Policies

POCSO Act, NEP 2020, Guidelines and Advisories issued by the Affiliating Board, Life Skills and Health Manual developed/referred by the Relevant School Board, Safety and Security Checklist by MoE, UNICEF and UNESCO Documents on health and well-being, NCPDR Guidelines

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> School Safety and Security Plan 	<ul style="list-style-type: none"> Visitor's Register 	<ul style="list-style-type: none"> Registered Parents/Guardians' List 	<ul style="list-style-type: none"> Camera Recordings
<ul style="list-style-type: none"> Snap shots of the fire and evacuation drills 	<ul style="list-style-type: none"> Health files and record of all boarders together with follow ups 	<ul style="list-style-type: none"> Training & infirmary records 	<ul style="list-style-type: none"> Records of POCSO and CPC Committees (If any)
<ul style="list-style-type: none"> Infirmary inventory 	<ul style="list-style-type: none"> Guard duty register/documents 	<ul style="list-style-type: none"> Evidences of involvement of stakeholders in ensuring safety and security of 	<ul style="list-style-type: none"> Documents related to statutory compliance

		students in hostels	
• Maintenance checklists	• Records of disposal expired medicines	• Communication system	
• Evidence of tie-up with the hospital	• Hostel evacuation plan		
	• Evidence of tie-up with the hospital		

2.9.4 Students' physical, mental, socio-emotional and intellectual well-being is taken care of by intensive pastoral care programmes.			
2.9.4.1 - Level I - Inceptive	2.9.4.2 - Level II - Transient	2.9.4.3 - Level III - Stable	2.9.4.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> • The hostel has the provision of infirmary with full time doctor and nurse or School has tie up with a nearby Hospital for emergencies. • Routine health check-ups of students are conducted. • Routine schedules are followed by students and monitored by dorm teacher. • Schedules for physical activities before and after classes are monitored. 	<ul style="list-style-type: none"> • Regular preparatory classes by campus teachers to build the academic competencies and life skills in the resident students. • Physical and cultural activities are conducted for the resident students. • Buddy system is encouraged. • Counsellor is available to the students. 	<ul style="list-style-type: none"> • Boarders are assigned Mentors (teachers on campus) to help them in their academic and personal life. • Sessions on life skills, values, health and well-being are organized for and by the students. • Student counselor plans preventive sessions to identify any symptoms of mental/emotional health issues and counsels students in times of need. 	<ul style="list-style-type: none"> • The residential school has a policy regarding pastoral care, with scope for feedback, monitoring and reviewing. • Full time trained dorm guardians/wardens to foster collaboration, care, support, safety, positivity, Self-dependence (routine) & self-care in ratio as per norms/guidelines • Teacher cum dorm guardian in ratio as per norms/guideline.

<ul style="list-style-type: none"> • Academic routine is conducted as per schedule. • In case of behavioural or academic issue, student is referred to the counsellor. • 		<ul style="list-style-type: none"> • Career counselling is available to senior students. • Staff and Students are made aware about the Anti-Bullying Policy. 	<ul style="list-style-type: none"> • Organized health checkups at regular intervals and collaborate with students and staff to introduce new activities and strategies that focus on healthy lifestyle and physical well-being. • Career counselling and coaching facility by the school staff or online faculty for preparing for competitive examinations in different fields is available.
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Guiding Principles/Policies

Guidelines and Advisories issued by the Affiliating Board, SOP for Residential Schools

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> • Residential School Plan 	<ul style="list-style-type: none"> • Evidence of Learning Enhancement Programmes for Boarders 	<ul style="list-style-type: none"> • School Anti Bullying Policy 	<ul style="list-style-type: none"> • School Health and Wellness Policy
<ul style="list-style-type: none"> • Evidence of maintenance of Boarders' Individual Files 	<ul style="list-style-type: none"> • Number of group and individual Counselling Sessions held 	<ul style="list-style-type: none"> • Mentors' report(s) 	<ul style="list-style-type: none"> • Boarding Council Records
<ul style="list-style-type: none"> • Dorm/Boarding Leaders' records 	<ul style="list-style-type: none"> • Health cards of students and staff – ABHA ID 	<ul style="list-style-type: none"> • Schedule and Reports of general meetings between students, wardens, caretakers and mentors 	<ul style="list-style-type: none"> • Activities and strategies conducted in the hostel to promote health and well being

<ul style="list-style-type: none"> List of Dorm teachers and number of their wards 		<ul style="list-style-type: none"> Evidence of maintenance of Boarders' individual files 	<ul style="list-style-type: none"> Suggestion Boxes
<ul style="list-style-type: none"> Evidences of action taken on complaints/suggestions 		<ul style="list-style-type: none"> List of capacity building programmes 	

2.10 School Canteen (For Day Schools, wherever applicable)

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

2.10.1.1 - Level I - Inceptive	2.10.1.2 - Level II - Transient	2.10.1.3 - Level III - Stable	2.10.1.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> The school canteen is managed as per contract. Canteen displays the menu and price list. Food is stored and displayed on clean and hygienic counters. All the safety measures as per the standard norms are periodically checked. (pest control, separate gas cylinder storage area, fire alarm, fire extinguishers and food and water) 	<ul style="list-style-type: none"> School Canteen is well ventilated and illuminated sufficient space and adequate furniture for cooking and serving area. There are adequate numbers of cooking vessels and serving counters. Cooking, serving and cleaning staff is available. There is a storage facility for raw/cooked food and dairy products. Availability of fresh, clean water for cooking and drinking and 	<ul style="list-style-type: none"> The school canteen is either self-managed /outsourced with all standard operating procedures. Trained and well-groomed cooking, serving and cleaning staff. The school provides nutritious beverages kept in safe and temperature-controlled environment. Food items and beverages are served in biodegradable cups and plates. 	<ul style="list-style-type: none"> The school policy for establishing and running a canteen is in place with scope for feedback, monitoring and reviewing. Bi-annual health checkups of employees working in kitchen and dining area. Regular training of staff regarding personal hygiene and cleanliness. School canteen has a waste management and no plastic policy. Staff and students are involved in designing

	hand wash both in canteen. Separate hand wash area.	<ul style="list-style-type: none"> Procurement, storing, cooking and handling of food is safe, healthy and hygienic as per FSSAI norms. 	<p>strategies to create nutritious and tasty menu that encourages healthy life style.</p> <ul style="list-style-type: none"> Students are involved in running the canteen as part of their entrepreneurial curriculum.
Guiding Principles/Policies			
Guidelines issued by FSSAI			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> Photographic Evidence 	<ul style="list-style-type: none"> Material Procurement process 	<ul style="list-style-type: none"> Training Records of Manpower 	<ul style="list-style-type: none"> Stock Register
<ul style="list-style-type: none"> Daily Menu Cards sample reflecting innovative and healthy food 	<ul style="list-style-type: none"> Water/Food Test Reports 	<ul style="list-style-type: none"> Inventory of equipment 	<ul style="list-style-type: none"> Payment/Salary Register
	<ul style="list-style-type: none"> Photographic evidence of storage areas 	<ul style="list-style-type: none"> Digital tools used to conduct surveys and measure nutritional value of food items 	<ul style="list-style-type: none"> Copy of the contract (with Outside Agency)
		<ul style="list-style-type: none"> Eco friendly practices 	<ul style="list-style-type: none"> Monitoring and reviewing practices of School Canteen

2.11 ICT infrastructure			
2.11.1 The school has ICT labs/Smart class facilities to support educational activities. School ensures pre-loaded tablet and access to digital library			
2.11.1.1 - Level I - Inceptive	2.11.1.2 - Level II - Transient	2.11.1.3 - Level III - Stable	2.11.1.4 - Level IV – Dynamic Evolving

<ul style="list-style-type: none"> The school has ICT labs/Smart class facilities to support educational activities. 	<ul style="list-style-type: none"> School ensures pre-loaded tablet and access to digital library. Schools ensures student access to digital library and know how to use it. 	<ul style="list-style-type: none"> At least 50% of teachers/Students have access to Digital Devices for teaching-learning 	<ul style="list-style-type: none"> At least 100% of teachers/Students have access to Digital Devices for teaching-learning All the ICT devices are inclusive and are having assistive technology.
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Guiding Principles/Policies

NEP 2020, NCF/SCF, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT/School Boards, Student Learning Enhancement Guidelines by NCERT

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> Photographic Evidence 	<ul style="list-style-type: none"> Consolidated Time Table of all classes 	<ul style="list-style-type: none"> Evidence of usage of ICT and computers for teaching-learning 	<ul style="list-style-type: none"> Evidence of students access to the Digital Devices for teaching-learning
	<ul style="list-style-type: none"> Orientation of students on access to educational content in digital library. 	<ul style="list-style-type: none"> Records of orientation programmes for stakeholders 	<ul style="list-style-type: none"> List of assistive technologies being used in school
	<ul style="list-style-type: none"> Teachers' Diary - integration of ICT in teaching learning process related with scholastic and co-scholastic aspects 		

2.11.2 Ensure availability of seamless internet connection to access the resources & contents.

2.11.2.1 - Level I - Inceptive	2.11.2.2 - Level II - Transient	2.11.2.3 - Level III - Stable	2.11.2.4 - Level IV – Dynamic Evolving
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<ul style="list-style-type: none"> School ensures the availability of seamless internet connection to access the resources & contents. 	<ul style="list-style-type: none"> The School is connected to the Services of FTTH (Fibre to the Home) / WIFI facility. 	<ul style="list-style-type: none"> School provides minimum speed of internet at 10 Mbps 	<ul style="list-style-type: none"> School provides minimum speed of internet at 20 Mbps Students and teachers are using the internet facility to access the resources & contents.
Guiding Principles/Policies NEP 2020, NCF/SCF, Circulars issued by the Relevant School Board, Student Learning Enhancement Guidelines by NCERT			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> Evidence of Internet Connection 			<ul style="list-style-type: none"> Evidence of students and teachers using the internet facility to access the resources & contents

2.12 School accessibility			
2.12.1 School has student and teacher registry and tracking of enrolment of every child, particularly SEDGs			
2.12.1.1 - Level I - Inceptive	2.12.1.2 - Level II - Transient	2.12.1.3 - Level III- Stable	2.12.1.4- Level IV- Dynamic Evolving
<ul style="list-style-type: none"> School maintains physical records for all enrolments in the school. 	<ul style="list-style-type: none"> School has developed plans for developing child-wise tracking system. Teachers are oriented for Child Tracking System 	<ul style="list-style-type: none"> School has Implemented IT based student tracking system 	<ul style="list-style-type: none"> School has mapped and created database of each enrolled child for individual tracking of each and linked it to national IT platform. Systematic tracking in place in order to mainstream the children who are

			identified as Out of School, particularly SEDGs
Guiding Principles/Policies			
NEP 2020, NCF/SCF, Circulars/Advisory issued by Ministry of Education/State/UT			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> Evidence of School physical records 	<ul style="list-style-type: none"> Evidence of Child tracking System 	<ul style="list-style-type: none"> Evidence of IT-based Child tracking System 	<ul style="list-style-type: none"> Evidence of Systematic tracking Out of School Children
<ul style="list-style-type: none"> Attendance Registers maintained for students of different classes 	<ul style="list-style-type: none"> Records of orientation programmes for teachers stakeholders 		<ul style="list-style-type: none"> Updated database on national and state Vidya Sameeksha Kendra

2.12.2 School maintains zero dropout rate and 100% transition rate in all grades			
2.12.2.1 – Level I – Inceptive	2.12.2.2 – Level II – Transient	2.12.2.3 – Level III- Stable	2.12.2.4- Level IV- Dynamic Evolving
<ul style="list-style-type: none"> School provides effective and sufficient infrastructure so that all students have access to safe and engaging school education at all levels from pre-primary school to Grade 12 Provides regular trained teachers at each stage, special care taken to ensure that no school remains deficient 	<ul style="list-style-type: none"> School prepares Fact Sheets about the actual status of Drop Outs, Total School Going Children (SEDG-wise, Stage-wise etc.) to analyse the causative factors leading to dropout and take remedial action. 	<ul style="list-style-type: none"> School employs/ collaborates for deploying teachers/volunteers with knowledge of the local language to areas with high dropout rates School has overhauled the curriculum to make it more engaging and useful. 	<ul style="list-style-type: none"> Counsellors or well-trained social workers connected to schools/school complexes and teachers continuously work with students and their parents and travel through and engage with communities to ensure that all school-age children are attending and learning in school.

on infrastructure support.			<ul style="list-style-type: none"> Acquisition of real-life skills by students School maintains zero dropout rate and 100% transition rate in all grades.
Guiding Principles/Policies			
NEP 2020, Circulars/Advisory issued by Ministry of Education/State/UT			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> Teacher Training SOPs 	<ul style="list-style-type: none"> Records of orientation programmes for teachers stakeholders 	<ul style="list-style-type: none"> Trained and qualified social workers from civil society organizations/departments of Social Justice and Empowerment and government functionaries dealing with empowerment of Persons with Disabilities at the State and district level, are connected to school 	<ul style="list-style-type: none"> Continuous engagement programme with local community
	<ul style="list-style-type: none"> Sample fact sheets 		<ul style="list-style-type: none"> Evidence of tracking OoSC and mainstreaming them
			<ul style="list-style-type: none"> UDISE+ report on transition rate per class, drop out rate per class

2.12.3 School gives access to education in all stages – Foundational, Preparatory, Middle and Secondary – either within same campus or in nearby and accessible campus.

2.12.3.1 - Level I - Inceptive	2.12.3.2 - Level II - Transient	2.12.3.3 - Level III- Stable	2.12.3.4- Level IV- Dynamic Evolving
<ul style="list-style-type: none"> School provides access to education for all school age going children in its vicinity. 	<ul style="list-style-type: none"> In case the school doesn't have a specific infrastructure of its own for transition to higher grades, it actively approaches educational and institutions in the vicinity to facilitate access for its students. 	<ul style="list-style-type: none"> Schools has developed plan on how nearby schools can have access of its infrastructure for nurturing their students and these plans are available on school's website (if any) 	<ul style="list-style-type: none"> School has entered into collaborative agreements with the nearest innovation labs, science parks, business incubators, higher education institutes/ Institution's Innovation Council (IIC), professional bodies/firms, micro, small and medium-sized enterprises (MSMEs), social enterprises, Government sponsored Incubators and Scientific Labs (like ISRO, CSIR, DRDO, DIO), etc. to provide diverse exposure to its students and teachers.
Guiding Principles/Policies NEP 2020, Circulars/Advisory issued by Ministry of Education/State/UT			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> Number of students enrolled from school's vicinity 	<ul style="list-style-type: none"> Evidences of 100% transition to nearby school 	<ul style="list-style-type: none"> Records of orientation programmes for teachers stakeholders 	<ul style="list-style-type: none"> Copy of the MOU with other institutions (if any)

2.12.4 Number of students completing secondary education and accessing/joining tertiary education is increasing every year

2.12.4.1 - Level I - Inceptive	2.12.4.2 - Level II - Transient	2.12.4.3 - Level III- Stable	2.12.4.4- Level IV- Dynamic Evolving
<ul style="list-style-type: none"> The school spreads awareness of the benefits of acquiring higher educational qualifications during school assemblies. Teachers conduct aptitude tests to support students in identifying their interest/competency areas. 	<ul style="list-style-type: none"> Teachers dedicate time to aid students in applying to higher education institutions. Teachers share important application deadlines to students. 	<ul style="list-style-type: none"> Student parents and alumni can be invited as mentors for senior/graduating students. Information specific to different educational interests is shared with senior students. Regular career counselling sessions are organised. 	<ul style="list-style-type: none"> The school maintains healthy relations with higher education institutions and invites them to conduct seminars and talks. School maintains industry tie ups and invites key stakeholders to share their experiences with students. Student parents and alumni can be invited as mentors for senior/graduating students. School counsellors can conduct informational talks regarding career/education opportunities. Teachers dedicate time to aid students in applying to higher education institutions.
Guiding Principles/Policies NEP 2020, Circulars/Advisory issued by Ministry of Education/State/UT			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> Record of aptitude tests 	<ul style="list-style-type: none"> Evidence of sessions 	<ul style="list-style-type: none"> School events calendar 	<ul style="list-style-type: none"> Record of sessions

	dedicated to aiding student applications		conducted by counsellors/higher educational institutions/mentors
	<ul style="list-style-type: none"> Document of deadline information 	<ul style="list-style-type: none"> Documents of relevant information 	<ul style="list-style-type: none"> Record of sessions dedicated to aiding student applications

2.12.5 School maintains Alumni details and follows up on their school to work transition			
2.12.5.1 - Level I - Inceptive	2.12.5.2 - Level II - Transient	2.12.5.3 - Level III- Stable	2.12.5.4- Level IV- Dynamic Evolving
<ul style="list-style-type: none"> The school has a record of all students enrolled in the school and graduating students. 	<ul style="list-style-type: none"> A registry of alumni students is maintained upon graduation. 	<ul style="list-style-type: none"> Alumni are invited to the school to share their experiences and career development journey. 	<ul style="list-style-type: none"> The school maintains an alumni portal/social media group which allows for registration of alumni students and gathering information about their career progression. The portal/social media group allows alumni to interact with each other and contact the school regarding relevant education/work opportunities and act as mentors. The alumni network is leveraged to conduct

			<p>workshops/event s/reunions.</p> <ul style="list-style-type: none"> • The alumni network is able to share experiences and feedback with the school. • Annually, schools register their graduating students as alumni. • The school makes efforts to publish an annual "placements/admissions" report based on alumni information.
Guiding Principles/Policies NEP 2020, Circulars/Advisory issued by Ministry of Education/State/UT			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> • Student registry 	<ul style="list-style-type: none"> • Alumni registry 	<ul style="list-style-type: none"> • School events calendar 	<ul style="list-style-type: none"> • Alumni network portal/social media group
	<ul style="list-style-type: none"> • School alumni events calendar 		<ul style="list-style-type: none"> • Alumni newsletters/place ment report

DOMAIN 3: HUMAN RESOURCES AND SCHOOL LEADERSHIP

DOMAIN OVERVIEW

School Leadership and Staff forms an integral part of any school and is responsible for ensuring student learning outcomes in all curricular areas and is responsible for the connect between parents, students and school. This domain first adheres to the major boundaries of recruitment of adequate number of staff and then moves on to mandate Service Rules and Records, Recruitment Practices, Academic Supervision and Continuing Professional Development. School staff refers to all employees both teaching and non-teaching. Policies and practices for staff that are conducive to a working environment, nurturing in nature, promote and encourage innovation and collaboration - are the hall marks of a learning organization.

The involvement of stakeholders and family and community partnerships with schools are instrumental in ensuring that students attain their specific and targeted goals.

SUB-DOMAINS	STANDARDS
3.1 School Staff – teaching and non-teaching	<p>3.1.1. The school has qualified and competent staff (teaching and non-teaching) that is sufficient in number to support fulfilment of school mission and objectives. <i>(Foundational, Preparatory, Middle & Secondary)</i></p> <p>3.1.2. The school has an induction policy in place or has access to the state/district/block/cluster level induction programme for the new employees. <i>(Foundational, Preparatory, Middle & Secondary)</i></p> <p>3.1.3. The school/cluster/block conducts staff appraisal. <i>(Foundational, Preparatory, Middle & Secondary)</i></p> <p>3.1.4. The school in consultation with CRC/BRC/DIET/Regional office carries out staff development programmes and capacity building of teachers. <i>(Foundational, Preparatory, Middle & Secondary)</i></p> <p>3.1.5. The school provides staff recognition and appreciation for its innovative/effective contributions. <i>(Foundational, Preparatory, Middle & Secondary)</i></p> <p>3.1.6. The school has a well-developed mechanism or has access to a state/district/CRC/BRC level mechanism of online and offline mentoring of teachers. <i>(Foundational, Preparatory, Middle & Secondary)</i></p>

3.2 Pedagogical Leadership	3.1.1. The school leader has a clear Vision and Direction to take the school forward. <i>(Foundational, Preparatory, Middle & Secondary)</i>
3.3 Collaborative Leadership	3.1.1. The school leaders demonstrate effective communication, cross-functional collaborations and build relationships. <i>(Foundational, Preparatory, Middle & Secondary)</i>
3.4 Systems for ongoing change and quality management	2.1.1. School Management, School Principal and School. Staff in charge of decision-making and managing schools develop transformational roles guiding the on-going changes and review on a regular basis. <i>(Foundational, Preparatory, Middle & Secondary)</i>
3.5 Teacher Professional development/capacity building	<p>3.5.1. Teacher Educators undergone capacity building & professional development & collaboration with professional institutions by SCERTs/DIETs/BITEs. <i>(Foundational, Preparatory, Middle & Secondary)</i></p> <p>3.5.2. Percentage of school time spent by teachers on teaching. <i>(Foundational, Preparatory, Middle & Secondary)</i></p> <p>3.5.3. Academic skill of teachers is par excellence – as evidenced by student feedback of teacher’s classroom transactions. <i>(Foundational, Preparatory, Middle & Secondary)</i></p>

DOMAIN 3: HUMAN RESOURCES- PERFORMANCE INDICATORS

3.1 School Staff – Teaching and Non- Teaching			
3.1.1 The school has qualified and competent staff (teaching and non-teaching) that is sufficient in number to support fulfilment of school mission and objectives.			
3.1.1.1 - Level I - Inceptive	3.1.1.2 - Level II - Transient	3.1.1.3 - Level III - Stable	3.1.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> The school employs qualified and competent staff as per the requirement. 	<ul style="list-style-type: none"> School reviews the teacher requirements before the commencement of every session. School adopts Recruitment process as per extant policy/guidelines 	<ul style="list-style-type: none"> School employs sufficient number of staff (teaching and non-teaching). The school assigns duties and other responsibilities as per staff’s professional competence. School appoints staff (teaching and non-teaching) from diverse backgrounds reflecting inclusion and equity. 	<ul style="list-style-type: none"> The school employs sufficient staff for academic and non-academic activities; administrative; housekeeping; security etc. The school appoints full time counsellor (s) and special educator(s) in optimal ratio with number of students. Schools employs counsellors/sports coaches/art teachers etc as per extant policy/guidelines
Guiding Principles/Policies			
NEP 2020, RTE Act, RTE Model Rules, Norms and Regulations by NCTE			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> List of staff with their qualification SOP and criteria for recruitment of employees, 	<ul style="list-style-type: none"> List of members in the interview panel 	<ul style="list-style-type: none"> Minutes of Staff Selection Panel, if any Staff Records and Staff Personal Files (The Assessing 	<ul style="list-style-type: none"> List of counsellors/sports coaches/art teachers etc as per extant policy/guidelines

including ad hoc, if any		Team may also see the advertisements for recruitment of staff; list of applicants, if applicable)	<ul style="list-style-type: none"> • Work Load of all staff (Teaching and Non-Teaching)
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3.1.2 The school has an induction policy in place or has access to the state/district/block/cluster level induction programme for the new employees.

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

			regular intervals is demonstrated.
Guiding Principles/Policies			
NEP 2020, Circulars issued by the Relevant School Board, Norms and Regulations by NCTE			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
	<ul style="list-style-type: none"> List of staff members along with the duties assigned to them after briefing 	<ul style="list-style-type: none"> Written records or minutes of orientation or induction meetings of new teaching staff with the HOD/ Principal / Manager Mentoring and Coaching Record Staff Handbook 	<ul style="list-style-type: none"> Mentoring, Monitoring and Reviewing Practices School Induction plan

3.1.3 The school/cluster/block conducts staff appraisal.			
3.1.3.1 - Level I - Inceptive	3.1.3.2 - Level II - Transient	3.1.3.3 - Level III - Stable	3.1.3.4 - Level IV- Dynamic Evolving

<ul style="list-style-type: none"> • Appraisal of the teaching staff is done. 	<ul style="list-style-type: none"> • School conducts an appraisal of all categories of staff based on pre-defined criteria known to the staff. 	<ul style="list-style-type: none"> • Guidelines for staff appraisal are made in consultation with the staff on pre-defined criteria and shared with them. • School conducts 360-degree appraisal of its staff. • Periodic appraisals assist the staff in setting their goals. • Staff is mentored and coached over a period of time. 	<ul style="list-style-type: none"> • The school has a clear Policy for Staff Appraisal which includes Professional Development Measures and Motivation and Retention of employees. • The Principal/HR Head schedules one to one discussion with staff at regular intervals over a period of a year wherein a SWOT analysis is done. • The teaching staff is also encouraged to do self-assessment using PINDICS (Performance Indicators) published by NCERT. • Staff shares their satisfaction or concern areas with the school authorities. • School provides support and assistance wherever required by the staff.
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			<ul style="list-style-type: none"> • Opportunity is given to the staff to discuss the result of their appraisal as per norms. • The school authorities take appropriate constructive action after analysing the results of the appraisal of the staff as per norms.
Guiding Principles/Policies NEP 2020, RTE Act, Circulars issued by the Relevant School Board, PINDICS, NCERT Standards for Teachers			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> • School Policy • Staff Appraisal Policy 	<ul style="list-style-type: none"> • Process of Staff Appraisal • Evaluation forms or feedback report • Sample Self-Evaluated • Forms of Teachers 	<ul style="list-style-type: none"> • Minutes of Meeting conducted to apprise staff of the various criteria for appraisal • Job description (dynamic) with Key Responsibility Areas (KRAs) • Teacher's portfolio 	<ul style="list-style-type: none"> • Mentoring practices • Individual plan for growth • Number of teachers using PINDICS

3.1.4 The school in consultation with CRC/BRC/DIET/Regional office, carries out staff development programmes and capacity building of teachers.

3.1.4.1 - Level I - Inceptive	3.1.4.2 - Level II - Transient	3.1.4.3 - Level III - Stable	3.1.4.4 - Level IV - Dynamic Evolving
<p>Only a few senior teachers are given the opportunity for attending some Capacity Building Programmes.</p>	<ul style="list-style-type: none"> • Some Teachers are sent for Capacity Building Programmes. • There is Teachers' Development Report including their involvement in activities other than teaching. 	<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. • The process of implementation of key learnings by the staff members from the Capacity Building Programmes is monitored regularly in a non-threatening environment. • The impact on students as an outcome of implementation of new ideas is recorded. 	<ul style="list-style-type: none"> • The school has plan for the Capacity Building of its principal, teachers and other staff members as per their need. • The school ensures that all teachers have gone through Knowledge, Skill and Competencies based workshops over a period of one year based on 'Professional Development Identification' needs. • The school ensures that the staff implements the takeaways of the Capacity Building Programmes attended. The staff is mentored at regular intervals. • The school collaborates with the schools in its

			<p>hub/cluster/neighbourhood and/or other partners to enhance capacity building of its teachers.</p> <ul style="list-style-type: none"> • Other than identifying training needs in curricular areas, the school also encourages self-up gradation in those domains or areas which go beyond the classroom. • All teachers are trained as per extent policy/guidelines of professional development
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Guiding Principles/Policies

NEP 2020, RTE Act, RTE Model Rules, NCF Teacher Education, Circular(s), Training Policy of the Relevant School Board

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> • Evidence of capacity buildings of teachers 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Need Analysis • Reports of Self-up gradation done by staff members 	<ul style="list-style-type: none"> • Mentoring, Monitoring and Reviewing Practices • Evidences of collaboration with Hubs/Clusters • Principal's certification that all teachers have undergone minimum 50
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	<ul style="list-style-type: none"> Annual Training Calendar for each teacher-50 hours 		hours of CPD in last one year
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3.1.5 The school provides staff recognition and appreciation for its innovative/ effective contributions.

3.1.5.1 - Level I - Inceptive	3.1.5.2 - Level II - Transient	3.1.5.3 - Level III - Stable	3.1.5.4 - Level IV- Dynamic Evolving
The teaching staff is appreciated either verbally or through letters of appreciation.	Staff members (teaching and administrative) provided incentives in some form or the other – letters, certificates, opportunities for training, opportunities to participate in workshops/seminars at cluster/district/state/n ational level, field visits, etc.	<ul style="list-style-type: none"> Best staff member of the month policy is in place. Best staff member of the quarter/year is in place 	<ul style="list-style-type: none"> Effective implementation of plan for provision of incentives and appreciation to teaching and non-teaching staff is evidenced. Staff at Leadership position gives feedback regularly to all staff members for overall enhancement. Innovative practices to motivate staff for good performance are embedded in the system.

Guiding Principles/Policies

NEP 2020, RTE - 2009 (Section 23.3), RTE Model Rules

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> Records of incentives and appreciations awarded to the teaching and non-teaching staff 	<ul style="list-style-type: none"> Evidence of incentive provided to staff members. 	<ul style="list-style-type: none"> School policy for providing monthly/quarterly/yearly incentives 	<ul style="list-style-type: none"> Sample Feedback forms
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3.1.6 The school has a well-developed mechanism or has access to a state/district/CRC/BRC level mechanism of online and offline mentoring of teachers.

3.1.6.1 - Level I - Inceptive	3.1.6.2 - Level II - Transient	3.1.6.3 - Level III - Stable	3.1.6.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> The teachers report to the Principal/School Head and discuss challenging areas. 	<ul style="list-style-type: none"> There is an online and offline mentoring schedule and programme in place. 	<ul style="list-style-type: none"> A mentoring programme with proper agenda scheduled every month with CRC/BRC/DIETs. Issues of teachers related to teaching learning process are discussed in mentoring programme. Mentor-mentee meetings are held periodically with an agenda to discuss improvement in various school processes and any issues faced by the teachers. 	<ul style="list-style-type: none"> Action Plan for improvement is made with mutual consensus between mentor and mentee. The Plan is monitored and reviewed at regular intervals, and changes made accordingly. Solutions are found through a collaborative approach in the mentoring programme.

Guiding Principles/Policies

NEP 2020, Circulars and Advisories issued by the Relevant School Board, NCF/SCF

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> Principal's account of mentoring 	<ul style="list-style-type: none"> Records of Online and Offline Departmental and Staff Meetings with mentors outside school 	<ul style="list-style-type: none"> Sample Teacher's feedback on mentoring by CRC/BRC/DIETs 	<ul style="list-style-type: none"> Minutes of Online or Offline Subject Committee Meetings
			<ul style="list-style-type: none"> Action Plan for mentoring of teachers.

3.2 Pedagogical Leadership

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

3.2.1.1 - Level I - Inceptive	3.2.1.2 - Level II - Transient	3.2.1.3 - Level III - Stable	3.2.1.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> The principal shares his/her decisions with the school staff. 	<ul style="list-style-type: none"> School Head guides teaching staff on lesson plans and pedagogies and ensures allocation of tasks to the staff members. School employees learn by doing, by trying strategies in their teaching-learning work. Teachers are included in management of routine tasks. 	<ul style="list-style-type: none"> The principal leads the development of an annual pedagogical plan for all the grades and all the subjects. The school's improvement plan, vision and mission are discussed during staff meetings. School leaders engage in learning forums, research, or similar practices to keep in touch with latest practices in teaching and assessment. 	<ul style="list-style-type: none"> The School Annual Pedagogical Plan is implemented and monitored by school leadership. The Principal/Head of School mentors staff to become pedagogical leaders in their own roles. The school has adopted a handbook of practices and processes to enhance student learning outcomes. The vision and mission statements of the school are discussed during the SMC meetings and parent orientations. School staff meet at frequent intervals to review and reflect on progress of students at all levels.

Guiding Principles/Policies			
NEP 2020, Circulars/Advisory issued by Ministry of Education/State/UT/School Boards			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> Records of Sessions between the principal and the school employees 	<ul style="list-style-type: none"> Task allocations to each staff member All activities records of students and staff 	<ul style="list-style-type: none"> Annual pedagogical plan Hands on approach of leader in supporting and mentoring teachers on designing lesson plans, their execution and developing improvement plans in collaboration 	<ul style="list-style-type: none"> Anecdotal record of implementation of annual pedagogical plan – prepared by teachers

3.3 Collaborative Leadership			
3.3.1 The school leaders demonstrate effective communication, cross-functional collaborations and build relationships.			
3.2.1.1 - Level I - Inceptive	3.2.1.2 - Level II - Transient	3.2.1.3 - Level III - Stable	3.2.1.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> The Principal ensures that there are interactions with school stakeholders. The school is an active member of school cluster/complex/neighbourhood/group 	<ul style="list-style-type: none"> Important information is shared with parents and other stakeholders. Communication with stakeholders takes place as per need. The school leaders solicit active participation 	<ul style="list-style-type: none"> Students are exposed to Empowerment programs. There is high retention in the school. Leaders and teams at all levels (staff/students/parents/community) are empowered to 	<ul style="list-style-type: none"> The school leaders are responsible for cultivating strong relationships using innovative strategies to build teams and to connect with the stakeholders. The school leaders partner with CSO (Civil Society Organisations)

	of parents and community in decision making.	take on responsibilities.	and NGOs (Non-Governmental Organisations/ Philanthropic Organisations) to provide students with quality learning experiences. <ul style="list-style-type: none"> • The leaders reflect, review, respond and rate their school in order to build a school improvement plan. • Feedback and suggestions are received from diverse stakeholders. • The school leadership adopts neighbourhood school(s) to mentor them in achieving quality standards.
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Guiding Principles/Policies

NEP 2020, Circulars/Advisory issued by Ministry of Education/State/UT/School Boards

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> • Records of participation in school cluster/complex/neighbourhood/group/hubs of learning 	<ul style="list-style-type: none"> • Feedback mechanisms • Communication Tree • Testimonials from parents 	<ul style="list-style-type: none"> • Visible outcomes of relationship management • Participation of school in community events • Formal and informal 	<ul style="list-style-type: none"> • School Improvement Plan based on Reflect, Review, Respond and Rate • Evidence of Partnership
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		feedback from stakeholders	with CSOs and NGOs <ul style="list-style-type: none"> Evidences of Adoption and Mentoring of neighbourhood school(s)
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3.4 Systems for ongoing Change and Quality Management			
3.4.1 School Management, School Principal and School Staff in charge of decision-making and managing schools develop transformational roles guiding the on-going changes and review on a regular basis.			
3.4.1.1 - Level I - Inceptive	3.4.1.2 - Level II - Transient	3.4.1.3 - Level III - Stable	3.4.1.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> School adopts Systems for ongoing change and quality management 	<ul style="list-style-type: none"> Capacity building of staff is done as and when needed. 	<ul style="list-style-type: none"> Staffs are assigned works according to their competencies. Feedback is taken on regular basis. 	<ul style="list-style-type: none"> School leaders have engaged in learning forums, research or similar practices to keep in touch with latest practices in teaching and assessment. School Management, School Principal and School Staff in charge of decision-making and managing schools develop transformational roles guiding the on-going changes and review on a regular basis
Guiding Principles/Policies			

NEP 2020, RTE Act, Circulars/Advisory issued by Ministry of Education/State/UT/School Boards

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> Evidence of adoption of National Education Policy and NCF/SCF/innovative pedagogies/use of technology for teaching-learning. Learning Outcomes for all classes 	<ul style="list-style-type: none"> CBPs on Latest pedagogical and assessment practices 	<ul style="list-style-type: none"> Classroom Observation Records Performance Analysis of students' performance and remedial plans 	<ul style="list-style-type: none"> Evidences of inclusivity - differentiated teaching, accommodation and modifications in lesson plans Feedback mechanisms
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3.5 Teacher Professional development/capacity building

3.5.1 Teacher Educators undergo capacity building & professional development & collaboration with professional institutions by SCERTs/DIETs/BITEs

3.5.1.1 - Level I - Inceptive	3.5.1.2 - Level II - Transient	3.5.1.3 - Level III - Stable	3.5.1.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> School focuses on Innovation in the teacher Professional development/capacity building. 	<ul style="list-style-type: none"> Teachers are assigned subjects and grades according to their competencies 	<ul style="list-style-type: none"> Teacher's works are evaluated from time to time and school undertakes development work thereafter. 	<ul style="list-style-type: none"> All Teacher Educators undergone capacity building & professional development & collaboration with professional institutions by SCERTs/DIETs/BITEs.

Guiding Principles/Policies

NEP 2020, Circulars/Advisory issued by Ministry of Education/State/UT/School Boards

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> Action Plan for the professional development of Principals and Teachers 	<ul style="list-style-type: none"> Training Need Analysis Annual Training Calendar 	<ul style="list-style-type: none"> Certificates of participation of the Principal and all the teachers in the Professional Development Programmes of SCERTs/DIE Ts/BITEs/others 	<ul style="list-style-type: none"> All teachers and teacher educators undergone at least 50 hrs of Continuous Professional Development. All teachers completed relevant NISHTHA modules
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3.5.2 Percentage of school time spent by teachers on teaching			
3.5.2.1 - Level I - Inceptive	3.5.2.2 - Level II - Transient	3.5.2.3 - Level III - Stable	3.5.2.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> The school has a well-thought out plan for teaching as well as non-teaching activities. 	<ul style="list-style-type: none"> The school reviews time spent on teaching and takes steps to remediate wherever required 	<ul style="list-style-type: none"> School reviews time spent on teaching and employs sufficient number of staff (teaching and non-teaching). School enriches teaching-learning with peer learning, and assistance of counsellors, volunteers, alumni, retired teachers, etc. 	<ul style="list-style-type: none"> The school employs sufficient staff for academic and non-academic activities; administrative; housekeeping; security etc.
Guiding Principles/Policies			
NEP 2020, Circulars/Advisory issued by Ministry of Education/State/UT/School Boards			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			

<ul style="list-style-type: none"> Time Table 	<ul style="list-style-type: none"> Remediation document 	<ul style="list-style-type: none"> Analysis of time spent on various non-teaching activities Record of additional support from parents and community 	UDISE+ records related to PTR, etc.
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3.5.3 Academic skill of teachers is par excellence – as evidenced by student feedback of teacher’s classroom transactions

3.5.3.1 - Level I - Inceptive	3.5.3.2 - Level II - Transient	3.5.3.3 - Level III - Stable	3.5.3.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> All teachers have undergone the requisite training / capacity building programmes. 	<ul style="list-style-type: none"> Parents attendance of PTMs is high and they express satisfaction at the pedagogies and classroom transactions 	<ul style="list-style-type: none"> Suggestion box is kept for taking student feedback on teachers and classroom transactions 	<ul style="list-style-type: none"> Student’s feedback is taken regularly by school head and acted upon.

Guiding Principles/Policies

NEP, Circulars/Advisory issued by Ministry of Education/State/UT/School Boards

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> Annual Training Calendar Action Plan for the professional development of Principals and Teachers 	<ul style="list-style-type: none"> Testimonials by parents 	<ul style="list-style-type: none"> Sample scanned copy of feedback received in suggestion box 	<ul style="list-style-type: none"> Principal/Head Teacher’s account
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DOMAIN 4: INCLUSIVE PRACTICES, GENDER & EQUITY

DOMAIN OVERVIEW

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, particularly those belonging to SEDG. 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. The major thrust of Programme will be on providing inclusive education to all children with special needs in general schools.

SUB-DOMAINS	STANDARDS
4.1 Barrier free environment	<p>4.1.1 The school provides barrier free access in terms of physical environment (ramps, Handrails, Disabled friendly toilets) to the Divyang and students from all socio-economic backgrounds. <i>(Foundational, Preparatory, Middle & Secondary)</i></p> <p>4.1.2 The school provides barrier free access in terms of curriculum to Divyang. <i>(Foundational, Preparatory, Middle & Secondary)</i></p> <p>4.1.3 The school provides barrier free access in terms of teaching and assessment to Divyang. <i>(Foundational, Preparatory, Middle & Secondary)</i></p>
4.2 Games, Sports and other Recreational Facilities	4.1.1 Adequate and appropriate indoor and outdoor games, sports and other recreational facilities are provided to Divyang. <i>(Foundational, Preparatory, Middle & Secondary)</i>
4.2 Transportation Facilities (in case of schools which provide transportation facilities as per norms)	4.2.1 The school provides adequate transportation facilities to Divyang. <i>(Middle & Secondary)</i>
4.3 Overcoming Attitudinal Barriers	4.4.1 Training and sensitization programmes are conducted for all stakeholders by the school with respect to Divyang and students from all socio-economic backgrounds. <i>(Foundational, Preparatory, Middle & Secondary)</i>
4.4 Zero drop out school	4.5.1 Child tracking through student registry. <i>(Foundational, Preparatory, Middle & Secondary)</i>

4.5 Special Educators for CWSN	4.6.1 School has Special Educators and supports them in Capacity Building. (<i>Foundational, Preparatory, Middle & Secondary</i>)
4.6 Guidance and mentoring of gifted/talented children in the Area of Science, Technology, Arts, Sports etc.	4.7.1 The school provides Guidance, mentoring to gifted/talented children from diverse socio-economic backgrounds in the Area of Science, Mathematics, Technology, Arts, Sports etc. (<i>Foundational, Preparatory, Middle & Secondary</i>)
4.7 Teaching Learning Material available in languages spoken by the children	4.8.1 The School provides Teaching Learning Material to teachers in the local/regional language. (<i>Foundational, Preparatory, Middle & Secondary</i>)
4.8 School participates in Block level/school level screening camps for disability	4.9.1 School organises and participates in Block level/school level screening camps for disability on regular basis. (<i>Foundational, Preparatory, Middle & Secondary</i>)
4.9 School provides equal opportunities for girls in all areas of holistic education	4.10.1 The School provides sports facilities, STEM opportunities, art education, vocational education, self-defence training, etc. to girls without discrimination and tracks their retention and transition very closely. (<i>Foundational, Preparatory, Middle & Secondary</i>)
4.11 Special Equity Projects	4.11.1 Improvement in Learning Outcomes of all categories of SEDG. (<i>Foundational, Preparatory, Middle & Secondary</i>)

DOMAIN 4: INCLUSIVE PRACTICES & GENDER EQUITY – PERFORMANCE INDICATORS

4.1 Barrier free Environment			
4.1.1 The school provides barrier free access in terms of physical environment (ramps, Handrails, Disabled friendly toilets) to the Divyang and students from all socio-economic backgrounds.			
4.1.1.1 - Level I - Inceptive	4.1.1.2 - Level II - Transient	4.1.1.3 - Level III - Stable	4.1.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> All students are provided access to clean toilets and drinking water irrespective of their caste, class, religion and gender. Schools have barrier-free access (Ramps with railing, CWSN, Friendly toilets) 	<ul style="list-style-type: none"> The school has accessible toilets and drinking water outlets for Divyang. The path from the gate to the school building and playground is clear and levelled. 	<ul style="list-style-type: none"> Appropriate visual signage and signage in Braille have been placed at readable height for the use of Divyang. Student friendly furniture and arrangement are present in the classroom as per the needs of the students. 	<ul style="list-style-type: none"> School Plan for Inclusion and Inclusive practices is in place. Enrolment, Transition and Retention of CWSN is monitored closely. There is a regular and on-going mechanism to review the safety procedures and infrastructure.
Guiding Principles/Policies NEP 2020, RTE Act, RPwD ACT 2016, Guidelines/Handbook/Circulars/Advisories on Inclusive Education issued by the Ministry of Education/ State/UT/CBSE/NIOS/NCERT/School Board			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> Photographic Evidence of access to barrier-free infrastructural facilities. 	<ul style="list-style-type: none"> Photographs 	<ul style="list-style-type: none"> Photographs 	<ul style="list-style-type: none"> System of monitoring enrolment, retention and transition – Head Teacher Principal's account

4.1.2 The school provides barrier free access in terms of curriculum to Divyang.			
4.1.2.1 - Level I - Inceptive	4.1.2.2 - Level II - Transient	4.1.2.3 - Level III - Stable	4.1.2.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> • Divyang and students from all socio-economic backgrounds participate in the classroom transactions. 	<ul style="list-style-type: none"> • Teachers are encouraged to use different apps and resources (like BARKHA and other tools) for Divyang. • Teachers are sensitized towards different learning styles of all the children. • Teachers are instructed to give extra time to Divyang for finishing their class work/assignments. 	<ul style="list-style-type: none"> • The school has plan for setting learning goals and suggests changes in teaching processes, assessment procedures, etc. • Counsellors and trained staff to handle Divyang are appointed in the school. • Teachers use appropriately adapted curriculum material for example in large print, audio tapes or braille for students with impairments. • Vocational courses or skill-based activities are offered as per need for each student. • Parents and Community feedback is taken regarding barrier free access of curriculum and acted upon. 	<ul style="list-style-type: none"> • The school has plan for Equity and Inclusion and procedure(s) for identifying the abilities/ learning needs/styles of the students at the time of admission in order to determine the educational needs of the child. • Curriculum is made flexible in terms of time, teaching/learning resources, methodology, mode of access, and presentation in order to meet the identified needs of Divyang in both cognitive and non-cognitive areas, aiming at their holistic development. • The counsellors, teachers and

			<p>parents work in collaboration to formulate Individual Education Plans for the students.</p> <ul style="list-style-type: none"> The student learning outcomes are regularly monitored and reviewed and action plan made based on the analysis.
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Guiding Principles/Policies

NEP 2020, RTE Act, RPwD ACT 2016, Guidelines/Handbook/Circulars/Advisories on Inclusive Education issued by the Ministry of Education/ State/UT/CBSE/NIOS/NCERT/School Board

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> Parent testimonials 	<ul style="list-style-type: none"> School document and procedure for identifying the abilities/learning needs/styles of these children 	<ul style="list-style-type: none"> List of vocational courses or skill-based activities offered to the Divyang students and number of students registered in it 	<ul style="list-style-type: none"> Regular monitoring of learning outcomes.
		<ul style="list-style-type: none"> Curriculum plan and assessment practices 	<ul style="list-style-type: none"> Parent testimonials

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

4.1.3.1 - Level I - Inceptive	4.1.3.2 - Level II - Transient	4.1.3.3 - Level III - Stable	4.1.3.4 - Level IV - Dynamic Evolving
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<ul style="list-style-type: none"> Teachers teach and assess Divyang along with other students. 	<ul style="list-style-type: none"> Teachers make use of differentiated teaching learning practices. Teachers organize the classroom and seat the children to optimize opportunities for communication, interaction and learning. The teachers give extra time to students to complete their class work and assessments as per their ability and organize remedial classes as per their needs. 	<ul style="list-style-type: none"> Teachers make use of a range of teaching approaches including thematic and cross curricular approaches. Teachers use formative and diagnostic assessments to recognize the teaching learning needs of Divyang. School refers children with complex needs (whose progress is inadequate despite planned interventions) to external professionals. 	<ul style="list-style-type: none"> Teachers make use of need based assistive devices in the classroom as per the needs of students. Teachers work in close collaboration with special educators, parents/guardians, other teachers, therapists, counsellors and administrators. Teachers evaluate the academic, social, emotional and physical development (progress) of the student on the basis of their individual learning plans. There is a regular and on-going program for mentoring, monitoring and reviewing the process as well as the progress of students.
<p>Guiding Principles/Policies NEP 2020, RTE Act, RPwD ACT 2016, Circulars and Advisories issued by the Ministry of Education/ State/UT/CBSE/NIOS/School Board, Handbook on Inclusive Education</p>			
<p>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</p>			
<ul style="list-style-type: none"> School Plan 	<ul style="list-style-type: none"> Record/Account of working in collaboration 	<ul style="list-style-type: none"> List of referred cases Assessment Strategies along with 	<ul style="list-style-type: none"> Mentoring, Monitoring and

	with other teachers, special educators, parents, therapists	Assessment worksheets or other modes of assessment	Reviewing Practices <ul style="list-style-type: none"> Evidence of engagement of special educators.
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4.2 Games, Sports and other Recreational Facilities

4.2.1 Adequate and appropriate indoor and outdoor games, sports and other recreational facilities are provided to Divyang.

4.2.1.1 - Level I - Inceptive	4.2.1.2 - Level II - Transient	4.2.1.3 - Level III - Stable	4.2.1.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> Students with different abilities participate in school's indoor and outdoor games, sports and other recreational activities. 	<ul style="list-style-type: none"> Medical Report and consent is taken from the parent to ascertain if the child is medically fit enough to play the desired game(s) or sport. Indoor and outdoor games and sports facilities are available for Divyang and are modified to suit their needs, if required. 	<ul style="list-style-type: none"> Parents of Divyang are counselled to encourage and allow their children to participate in games and sports. Physical Education teachers are sensitized about the needs of Divyang and make participation in sports a safe and healthy experience for them. 	<ul style="list-style-type: none"> The school appoints special coaches for Divyang or trains its teachers for it. Teachers have knowledge of the abilities of the child and accordingly the games and sports facilities or other recreational facilities are provided. Mechanism to mentor, monitor and review the process is in place. Progress of students is regularly monitored on pre-defined criteria.

Guiding Principles/Policies

NEP 2020, RTE Act, RPwD ACT 2016, Circulars and Advisories issued by the Ministry of Education/ State/UT/CBSE/NIOS/School Board

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> School Plan 	<ul style="list-style-type: none"> Sample Student growth chart 	<ul style="list-style-type: none"> Records/account of counselling of parents 	<ul style="list-style-type: none"> Mentoring Monitoring and Reviewing Practices
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	<ul style="list-style-type: none"> Stock Register of games and sports on offer in school 	<p>encouraging them to allow their children to participate in games and sports</p> <ul style="list-style-type: none"> Record of orientation programme for Physical Education teacher(s) 	<ul style="list-style-type: none"> List of special coaches or record of training of teachers
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4.3 Transportation Facilities (in case of schools which provide transportation facilities as per norms)			
4.3.1 The school provides adequate transportation facilities to Divyang.			
4.3.1.1 - Level I - Inceptive	4.3.1.2 - Level II - Transient	4.3.1.3 - Level III - Stable	4.3.1.4 - Level IV – Dynamic Evolving
<ul style="list-style-type: none"> Transportation facilities as provided to the other children in school are provided to Divyang. 	<ul style="list-style-type: none"> Attendants accompany Divyang in the school bus, if applicable. 	<ul style="list-style-type: none"> Transportation related training is given to Divyang, peers and teachers. 	<ul style="list-style-type: none"> Regular monitoring and reviewing of the implementation process is evidenced.
Guiding Principles/Policies NEP, RTE Act, RPwD ACT 2016, Circulars and Advisories issued by the Ministry of Education/ State/UT/CBSE/NIOS/School Board			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> Onsite verification 		<ul style="list-style-type: none"> Record of orientation or sensitization programme for drivers, attendants and students with disabilities 	<ul style="list-style-type: none"> Mentoring, Monitoring and Reviewing Practices

4.4 Overcoming Attitudinal Barriers			
4.4.1 Training and sensitization programmes are conducted for all stakeholders by the school with respect to Divyang and students from all socio-economic backgrounds.			
4.4.1.1 - Level I - Inceptive	4.4.1.2 - Level II - Transient	4.4.1.3 - Level III - Stable	4.4.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> Head of school/Principal undergoes capacity building programmes on equity, inclusion and inclusive strategies. 	<ul style="list-style-type: none"> All teachers and heads are oriented on Inclusive Education. 	<ul style="list-style-type: none"> Principals, Parents, Community Members, SMCs are oriented on disability. School ensures Capacity building of General Teachers on Cross Disability. All teachers are sensitised to the context and cultural background of students, and make sure that there is no discrimination on any grounds. 	<ul style="list-style-type: none"> School is known for its inclusive practises and its celebration of diversity. School has a repository of knowledge material on diversity and inclusion that can be used by teachers. School encourages parents from diverse backgrounds to participate in school activities.
Guiding Principles/Policies			
NEP 2020, RTE Act, RPwD ACT 2016, Circulars and Advisories issued by the Ministry of Education/ State/UT/CBSE/NIOS/School Board			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> Capacity Building Programmes on equity, inclusion and inclusive strategies for 	<ul style="list-style-type: none"> Records of orientation and awareness programs for all staff, students and parents on 	<ul style="list-style-type: none"> Records of involvement of stakeholders in different activities planned for Divyang and other students 	<ul style="list-style-type: none"> Mentoring, Monitoring and Reviewing Practices

Heads of school/Principal	gender identities, socio-cultural identities, socio-economic conditions and Divyang	from diverse socioeconomic backgrounds	
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4.5 Zero Drop-out School			
4.5.1 Child tracking through student registry			
4.5.1.1 - Level I - Inceptive	4.5.1.2 - Level II - Transient	4.5.1.3 - Level III - Stable	4.5.1.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> Schools to ensure Child tracking through student registry on regular interval. School to carry out Enrolment Drives. 	<ul style="list-style-type: none"> School to bring back Out of School Children (OoSC) into the educational fold as early as possible School to take steps to prevent students from dropping out – such as, frequent communication with parents, annual health check-ups, childwise tracking of learning, using the language spoken by the child in class, ensuring functional basic 	<ul style="list-style-type: none"> At-least 50% of identified OoSC are mainstreamed in the school as per the Student Registry. All enrolled children are retained and 100% transition to the next grade. 	<ul style="list-style-type: none"> All identified Out of School Children (OoSC) are mainstreamed and enrolled in the school as per the Student Registry. Teachers and peers are very alert to their students/peers not attending school and school intervenes immediately

	amenities of washrooms, drinking water, etc.		
Guiding Principles/Policies			
NEP 2020, RTE Act, RPwD ACT 2016, Circulars and Advisories issued by the Ministry of Education/ State/UT/NCERT/ CBSE/School Board			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> Admission and Withdrawal Records/Register 	<ul style="list-style-type: none"> Attendance Register of each class 	<ul style="list-style-type: none"> Evidence of transition as per Student Registry 	<ul style="list-style-type: none"> Evidence of mainstreaming as per PRABANDH
<ul style="list-style-type: none"> Evidence of identification of Out of School Children (OoSC) 		<ul style="list-style-type: none"> Evidence of mainstreaming as per PRABANDH 	

4.6 Special Educators for Disabled learners			
4.6.1 School should have in place Special Educators and supports them in Capacity Building.			
4.6.1.1 - Level I - Inceptive	4.6.1.2 - Level II - Transient	4.6.1.3 - Level III - Stable	4.6.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> School to have in-place Special Educators and support them in Capacity Building 	<ul style="list-style-type: none"> Schools ensures that all teachers are trained in pedagogy for Secondary Specializations such as Specific Learning Disabilities (SLD) 	<ul style="list-style-type: none"> School ensures that classroom transactions of all teachers include pedagogies for the special requirements of Disabled children. 	<ul style="list-style-type: none"> School ensures that regular sessions are held by the Special Educators to handhold school teachers.

			<ul style="list-style-type: none"> School has access to special e-content and other TLM for disabled learners.
Guiding Principles/Policies NEP 2020, Inclusion Policy of the Relevant School Board, RTE Act, RPwD ACT 2016, Circulars and Advisories issued by the Ministry of Education/State/UT/NCERT/CBSE/School Board			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> List of Special Educators and their capacity building plan 	<ul style="list-style-type: none"> Evidence of training of subject teachers for Secondary Specializations such as Specific Learning Disabilities 	<ul style="list-style-type: none"> Testimonials from parents 	<ul style="list-style-type: none"> Records of sessions taken by Special Educators Evidence of improvement in learning outcomes of students diagnosed with SLDs
	<ul style="list-style-type: none"> Special Educator's Diary 		<ul style="list-style-type: none"> Head teacher/Principal account of use of TLM

4.7 Guidance and mentoring of gifted/talented children in the areas of Science,

4.7.1 The school provides Guidance, mentoring to gifted/talented children from diverse socio-economic backgrounds in the Areas of Science, Mathematics, Technology, Arts, Sports etc.

4.7.1.1 - Level I - Inceptive	4.7.1.2 - Level II - Transient	4.7.1.3 - Level III - Stable	4.7.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> Teachers take up the role of counsellors. The school uses various systems/methodologies/tools to identify gifted/talented children. 	<ul style="list-style-type: none"> School makes available specific resources for support gifted/talented students of different ages and attainments with the help of online content. 	<ul style="list-style-type: none"> Seminar, programmes and other discussions are organized for Gifted/talented children and their parents. School establishes Convergence of School with neighbourhood NGOs, CBOs and other Ministries for guidance, mentoring and support of Gifted/talented children. School ensures social access to Gifted/talented children through Parental training, Peer sensitization, Awareness building. 	<ul style="list-style-type: none"> School involves community and parents to support Gifted/talented children. Learning aids; ICT facilities; specialist furniture, fittings and equipment and other assistive technologies are available in the school for Gifted/talented children and to children from diverse socio-economic backgrounds. School provides support services and resources to the students from diverse socio-economic backgrounds. Mentoring, monitoring and reviewing the process is demonstrated by the school at regular intervals and with changes made accordingly.

Guiding Principles/Policies

NEP 2020, RTE Act, RPwD ACT 2016 , Circulars and Advisories issued by the Ministry of Education/ State/UT/NCERT/CBSE/School Board

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> Account of tools/methodology/system used for identification of gifted/talented children 	<ul style="list-style-type: none"> Evidence of support to Gifted/talented children and children from diverse socio-economic backgrounds. 	<ul style="list-style-type: none"> Student growth chart Evidence of convergence 	<ul style="list-style-type: none"> Mentoring, Monitoring and Reviewing Practices Evidence of involvement of community and parents to support Gifted/talented children and children from diverse socio-economic backgrounds.

4.8 Teaching Learning Material available in languages spoken by the children			
4.8.1 The School should provide Teaching Learning Material to teachers in the mother tongue/ local language.			
4.8.1.1 - Level I - Inceptive	4.8.1.2 - Level II - Transient	4.8.1.3 - Level III - Stable	4.8.1.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> The School provides Teaching Learning Material to teachers in local language/ regional language or in bilingual/trilingual format at Foundational stage. 	<ul style="list-style-type: none"> At-least 25% of Teaching Learning Materials are in Local/regional languages at preparatory stage. 	<ul style="list-style-type: none"> At-least 50% of Teaching Learning Materials are in Local/regional languages at preparatory stage. 	<ul style="list-style-type: none"> All Teaching Learning Materials are in Local/regional languages in at least Foundational and Preparatory stages.
Guiding Principles/Policies NEP 2020, NCF/SCF documents Guidelines, Circulars and Advisories issued by the Ministry of Education/ State/UT/NCERT/ CBSE/School Board			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			

<ul style="list-style-type: none"> Evidence of availability of Teaching Learning Materials in local/regional language. 	<ul style="list-style-type: none"> Evidence of availability of Teaching Learning Materials in local/regional language at Preparatory stage. 	<ul style="list-style-type: none"> Evidence of availability of Teaching Learning Materials in local/regional language at preparatory stage. 	<ul style="list-style-type: none"> Evidence of availability of Teaching Learning Materials in local/regional language Foundational and Preparatory stages and in other stages, wherever possible.
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4.9 School participates in Block level/school level Screening Camps for Disability			
4.9.1 School organises and participates in Block level/school level screening camps for disability on regular basis.			
4.9.1.1 - Level I - Inceptive	4.9.1.2 - Level II - Transient	4.9.1.3 - Level III - Stable	4.9.1.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> School supports and participates in Block level/school level Screening Camps for Disability on regular basis. 	<ul style="list-style-type: none"> School organises/participates in camps, workshops on yearly basis for Screening of Disability at school or school cluster level 	<ul style="list-style-type: none"> School organises/participates in camps, workshops, seminars for capacity building of teachers on classroom tools for screening Disability at school or school cluster/block level School Involves Parents, Community for the Screening Camps for Disability. 	<ul style="list-style-type: none"> Students with disabilities are counselled and teachers are skilled at building an inclusive atmosphere for teaching and learning in class and in the outdoors.
Guiding Principles/Policies NEP 2020, RTE Act, RPwD 2016 Guidelines, Circulars and Advisories issued by the Ministry of Education/State/UT/NCERT/CBSE/RCI			

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> • Camp attended – report by head teacher/Principal 	<ul style="list-style-type: none"> • Evidence of organisation/participation of screening camps/workshop 	<ul style="list-style-type: none"> • Evidence of capacity building workshops • Parents testimonials 	<ul style="list-style-type: none"> • Teacher account of inclusion strategy – sample • CRC/BRC report

4.10 The school provides equal opportunity to girls in all areas of holistic education			
4.10.1 The School provides sports facilities, STEM opportunities, art education, vocational education, self-defence training, etc. to girls without discrimination and tracks their retention and transition very closely			
4.10.1.1 - Level I – Inceptive	4.10.1.2 - Level II - Transient	4.10.1.3 - Level III - Stable	4.10.1.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> • The School has a plan for promoting equal opportunity to girls in all areas of holistic education. 	<ul style="list-style-type: none"> • School provides various facilities for promotion of sports education, such as, indoor and outdoor sports equipment, yoga mats, yoga teacher, chess teacher, sports teacher, etc. • Capacity Building of teachers, staff on integration in classroom practices of 	<ul style="list-style-type: none"> • School conducts Self Defence training for girls to ensure retention and transition. • School conducts activities for girl students in areas of holistic education such as STEM, art education, vocational education, self-defence training, sports, yoga, etc. 	<ul style="list-style-type: none"> • School ensures retention and transition of girl students by having definite policies in place and implementing them through close monitoring.

	<p>various concepts for promoting equal opportunities to girls in areas of holistic education such as STEM, art education, vocational education, self-defence training, etc.</p>		
<p>Guiding Principles/Policies NEP 2020, Circulars and Advisories issued by the Ministry of Education</p>			
<p>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</p>			
<ul style="list-style-type: none"> School Plan 	<ul style="list-style-type: none"> Capacity Building of teachers on STEM opportunities, art education, vocational education, self-defence training, etc. 	<ul style="list-style-type: none"> Evidence of Self Defence Training for Girls during summer and Winter Seasons, STEM, art education, vocational education, sports, yoga, etc.. 	<ul style="list-style-type: none"> Principal's account and parent testimonials.
<p>Guiding Principles/Policies NEP 2020, RTE Act, Circulars and Advisories issued by the Ministry of Education/State/UT/NCERT/CBSE/NCVT/PSSCIVE</p>			
<p>SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED</p>			
<ul style="list-style-type: none"> Evidence of display of Learning Outcomes 	<ul style="list-style-type: none"> Records of orientation and awareness programs for 	<ul style="list-style-type: none"> Self Defence Training camps/programmes etc. 	<ul style="list-style-type: none"> Improvement in Learning outcome of girls

	staff, students and parents on Learning Outcomes and Self-defence training of girls.		
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4.11 Special Equity Projects			
4.11.1 Improvement in Learning Outcomes of all categories of SEDGs			
4.11.1.1 - Level I - Inceptive	4.11.1.2 - Level II - Transient	4.11.1.3 - Level III - Stable	4.11.1.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> School has displayed Learning Outcome in School Premises 	<ul style="list-style-type: none"> The school uses TLM drawn from the cultural context of all category of students. School has organised awareness/orientation programmes for Parents/Teachers/Students on Learning Outcomes. 	<ul style="list-style-type: none"> Parents/Teachers/Students are aware of Learning Outcomes. Discussion of LOs in PTM Teachers are exclusively using the learning Outcome displayed in teaching learning Process to prepare their lesson plans and teach. Teachers track progress of each child through an IT based mechanism and provide additional/extra support to those SEDG learners who are falling behind. 	<ul style="list-style-type: none"> There is evidence of improvement in Learning Outcomes of SEDG learners. Girls are extensively participating & fully satisfied with Self Defence Training Engagement of parents/families/community for improvement in Learning Outcomes in SEDGs. SEDG learners are participating in various competitions at district/state/national level.

Guiding Principles/Policies

NEP 2020, RTE Act, Circulars and Advisories issued by the Ministry of Education/State/UT, Teacher's Resource for Achieving Learning Outcomes by CBSE

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none">Evidence of display of Learning Outcomes	<ul style="list-style-type: none">Records of orientation and awareness programs for staff, students and parents on Learning Outcomes and Self-defence training of girls.	<ul style="list-style-type: none">Evidence of chld tracking for progress in learning outcomes	<ul style="list-style-type: none">Improvement in Learning outcome of SEDGs in key stages, that is, grades 3, 5, 8 and 10
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DOMAIN 5: MANAGEMENT, MONITORING AND GOVERNANCE

DOMAIN OVERVIEW

Leadership starts with a Vision which has been made in collaboration with stakeholders. Effective Management and Governance ensures that processes and practices are aligned with the vision and embedded in the system. Core Values and Beliefs of the school form a culture of the school wherein everyone speaks and breathes the same value and belief. Policies for institutional planning, conservative use of resources, financial management, interconnectedness within school to ensure efficiency, etc. are made but tempered with human values of care and compassion.

School leadership is an influential driver in the realization of school mission and fostering student learning and development. The potential role of the Principals/School Heads is in providing instructional leadership to their respective schools. In order to understand how learning occurs, a visionary leader creates plausible situations conducive to learning, views knowledge as personal experiences constructed in the shared context of teaching learning, rather than embedded in the external reality of textbooks. A leader is sensitive to the social, professional and administrative contexts needed to operate and develops appropriate competencies to be able to create actual situations for scaffolding. Apart from developing mental faculties of the students, an effective leader also develops an artistic and aesthetic sense in students and addresses the learning needs of all children, including those who are marginalized and differently abled. A leader always strives for bringing innovation in different practices and activities and provides every possible support for innovation to happen. A leader views appraisal as a continuous educative process.

SUB-DOMAINS	STANDARDS
5.1 Vision and Mission Statement	5.1.1 The school is guided by clear vision and mission statements and a set of standard operating procedures. <i>(Foundational, Preparatory, Middle & Secondary)</i>
5.2 Institutional Planning Mechanism	5.2.1 The school has both long term and short-term plans commensurate with its vision and mission statement for institutional planning. <i>(Foundational, Preparatory, Middle & Secondary)</i>
5.3 Effective Coordination	5.3.1 The leadership/management ensures effective co-ordination within the school and with outside community. <i>(Foundational, Preparatory, Middle & Secondary)</i>
5.4 Resource Management	5.4.1 There is a rationale for resource management and mechanisms are in place. <i>(Foundational, Preparatory, Middle & Secondary)</i> 5.4.2 Proper mechanism for monitoring growth of schools in terms of their effectiveness in reducing

	resource wastage. <i>(Foundational, Preparatory, Middle & Secondary)</i>
5.5 Relationship Management	5.5.1 There is a formal mechanism for relationship management (staff, parents, community, alumni, etc.) <i>(Foundational, Preparatory, Middle & Secondary)</i> 5.5.2 Expenditure per child by the school is appropriate and effective. <i>(Foundational, Preparatory, Middle & Secondary)</i>
5.6 Activity Management	5.6.1 There is complete activity management mechanism available in the school. <i>(Foundational, Preparatory, Middle & Secondary)</i>
5.7 Data and Record Maintenance	5.7.1 There is complete data and record maintenance system. <i>(Foundational, Preparatory, Middle & Secondary)</i>
5.8 Oral/Virtual/Online and Written Communication	5.8.1 Effective and regular oral/virtual/online and written communication systems are in place. <i>(Foundational, Preparatory, Middle & Secondary)</i>
5.9 Financial and Fee Administration (wherever applicable)	5.9.1 There is a mechanism for financial and fee administration including record keeping, budget, audit, etc. <i>(Foundational, Preparatory, Middle & Secondary)</i>
5.10 Admission Process	5.10.1 The school admission policy and process is non-discriminatory, rational, transparent and in consonance with prevalent guidelines and RTE Act guidelines and norms. <i>(Foundational, Preparatory, Middle & Secondary)</i> 5.10.2 The School follows regular Admission Drives in the Nearby Areas focusing on OoSC and Deprived communities such as SC/ST/OBC/Minorities. <i>(Foundational, Preparatory, Middle & Secondary)</i>
5.11 Systems for On-going Quality and Change Management	5.11.1 The school leaders strive for continual improvement in the learning outcomes of students. <i>(Foundational, Preparatory, Middle & Secondary)</i> 5.11.2 The school leaders demonstrate capacity to improve systems in the school and ensure an ethos of responsibility and accountability. <i>(Foundational, Preparatory, Middle & Secondary)</i> 5.11.3 The school leaders promote innovation by introducing creative methods and techniques that equip students and the institution with 21 st century skills. <i>(Preparatory, Middle & Secondary)</i>
5.12 School is uploading data for	5.12.1 School should upload data for PRABANDH, UDISE+, SQAF and National and State Vidya

PRABANDH, UDISE+ , SQAF and National and State VSK in a timely manner	Sameeksha Kendra (VSK) in a timely manner through proper channel. (<i>Foundational, Preparatory, Middle & Secondary</i>)
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5.1 Vision and Mission Statement

5.1.1 The school is guided by clear vision and mission statements and a set of standard operating procedures.

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

			<ul style="list-style-type: none"> • Feedback is taken from the stakeholders. • Corrective and Preventive measures are in place. • Continual Improvement Plan and Action is evidenced.
Guiding Principles/Policies NEP 2020, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NIEPA /School Boards			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> • School Vision and Mission Statement 	<ul style="list-style-type: none"> • Evidence of communication of vision and mission to all stakeholders 	<ul style="list-style-type: none"> • Vision and Mission Statement displayed in the school 	<ul style="list-style-type: none"> • Mentoring, Monitoring and Reviewing Practices
<ul style="list-style-type: none"> • Record of Vision Building exercise 			<ul style="list-style-type: none"> • Evidence of gap analysis and feedback

5.2 Institutional Planning Mechanism			
5.2.1 The school has both long term and short-term plans commensurate with its vision and mission statement for institutional planning.			
5.2.1.1 - Level I - Inceptive	5.2.1.2 - Level II - Transient	5.2.1.3 - Level III - Stable	5.2.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> • Daily basis planning by the teachers under the guidance of Principal is evidenced. 	<ul style="list-style-type: none"> • The school has written /documented long term plans. • Specific targets are set and roles assigned. • 	<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. • Strategies and support material 	<ul style="list-style-type: none"> • Alumni, parents and other stakeholders were also involved in developing the short term and long-term goals for the school. • Goals/Plans commensurate with the school's vision and mission

		<p>required to achieve the goals have been defined.</p> <ul style="list-style-type: none"> • 	<p>statements are defined in terms of utility after analyzing its financial and other resources.</p> <ul style="list-style-type: none"> • The implementation process is reviewed at regular intervals against the indicators of success and necessary changes made. • School takes up a leadership/guide role for neighbourhood schools within 3 years.
Guiding Principles/Policies NEP 2020, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/ NIEPA			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> • Evidence of planning 	<ul style="list-style-type: none"> • Evidence of Specific targets 	<ul style="list-style-type: none"> • List of Short term and long-term goals 	<ul style="list-style-type: none"> • Implementation process of long term and short-term goals

5.3 Effective Coordination			
5.3.1 The leadership/management ensures effective co-ordination within the school and with outside community.			
5.3.1.1 - Level I - Inceptive	5.3.1.2 - Level II - Transient	5.3.1.3 - Level III - Stable	5.3.1.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> • There is cooperative and effective working relationship between the 	<ul style="list-style-type: none"> • The school management ensures working relationship with the school head 	<ul style="list-style-type: none"> • The school management benchmarks and works in close collaboration with 	<ul style="list-style-type: none"> • The School Plan for establishing Effective Co-ordination within the school and

Management/Governing Body and Head of the school.	and staff; has clearly defined their roles and responsibilities in the realization of its objectives.	other educational institutions for the realization of its goals. <ul style="list-style-type: none"> Group/Team/Individual goals are set within the school to ensure the teams work in tandem to ensure results. School coordinates with community for attaining the vision and mission of the school. 	with community is in place. <ul style="list-style-type: none"> Dedicated time and support are provided to teachers for collaborative planning and reflection for the realization of its goals. Interconnectedness is clearly visible. Hubs of Learning/school clusters/groups assist in collaborative Learning. Mentoring, Monitoring and Reviewing practices are evidenced.
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Guiding Principles/Policies

NEP 2020, RTE Act, Hubs of Learning Guidelines, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT/NIEPA

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> Evidence of effective working relationship between the Management/Governing Body and Head of the school. 	<ul style="list-style-type: none"> Roles and responsibilities of School head/management with regards to effective coordination within the school and with outside community 	<ul style="list-style-type: none"> Communication Records 	<ul style="list-style-type: none"> Record of participation in Hubs of Learning
<ul style="list-style-type: none"> School Organization Chart 	<ul style="list-style-type: none"> Records of collaboration with outside agencies 		

5.4 Resource Management

5.4.1 There is a rationale for resource management and mechanisms are in place

5.4.1.1 - Level I - Inceptive	5.4.1.2 - Level II - Transient	5.4.1.3 - Level III - Stable	5.4.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> Principal ensures fee collection. Regular Monitoring and reporting by DIET/BRC/CRC. 	<ul style="list-style-type: none"> Sustainable environment activities are undertaken in the assemblies like role plays, debates, etc. The school has corrective measures in place to conserve resources. Periodic monitoring and review of schools to observe the infrastructure and facilities and the administrative and academic aspects. Local Self Government/Parents/Students/Teachers/Community monitoring for enrolment/ dropouts/ attendance of students and teachers both. 	<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. For post-school hours the school resources are effectively utilised for community activities, such as, adult education, skilling girls/women, generating awareness in community about health and hygiene, digital literacy, community sports, etc. Steps to reduce, reuse and recycle are taken by the school leadership team as well as by the staff and students. Social Audit is carried out by the community and the entire Gram 	<ul style="list-style-type: none"> School Plan for Conservation of Resources is in place. School resources are optimally utilized and augmented on the basis of need analysis. Monitoring practices are in place to avoid misuse and wastage of resources. Students are involved in innovating eco-friendly practices. There is culture of environmental awareness in the school. School management ensures convergence with other ministries Activities to bring about awareness on Conservation of Resources are embedded in the Integrated Annual Curriculum and

		Sabha with the help of stakeholders like local authority, members of SMC/VEC, PTA, Self Help Groups (SHGs), youth clubs, Mahila Samooh and representatives of disadvantaged groups, etc.	Pedagogical Plan. <ul style="list-style-type: none"> • School has the proper mechanism for monitoring growth of schools in terms of their effectiveness in reducing wastage.
Guiding Principles/Policies NEP 2020, RTE - Model Rules, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT/NIEPA			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> • Fee Register 	<ul style="list-style-type: none"> • Steps taken to optimize the use of resources 	<ul style="list-style-type: none"> • Social Audit Report 	<ul style="list-style-type: none"> • School Plan for Conservation of Resources
<ul style="list-style-type: none"> • Monitoring Reports of DIET/BRC/CRC 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Innovative Practices to conserve resources 	<ul style="list-style-type: none"> • Water audit, energy audit, project-work, etc. as evidences of Culture of environmental awareness – waste disposal/recycling, water conservation, disposal of e-waste, fuel consumption, renewable energy, energy-efficient light bulbs, innovations by students for eco-friendly area
<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> • Evidence of innovative use of 	<ul style="list-style-type: none"> •

		school resources in the post-school hours.	
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5.4.2 Proper mechanism for monitoring growth of schools in terms of their effectiveness in reducing Resource wastage

5.4.2.1 - Level I - Inceptive	5.4.2.2 - Level II - Transient	5.4.2.3 - Level III - Stable	5.4.2.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> School has Proper mechanism for monitoring growth of schools in terms of their effectiveness in reducing Resource wastage Periodic monitoring and review of schools to observe the infrastructure and facilities and the administrative and academic aspects. 	<ul style="list-style-type: none"> Sustainable environment activities are undertaken in the assemblies like role plays, debates, etc. The school has corrective measures in place to conserve resources. Local Self Government/Parents/Students/Teachers/Community monitoring for reducing Resource wastage. 	<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. Workshops/Seminars are organized for sensitizing Teachers/students for monitoring growth of schools in terms of their effectiveness in reducing Resource wastage. 	<ul style="list-style-type: none"> Steps to reduce, reuse and recycle are taken by the school leadership team as well as by the staff and students. Effectiveness in reducing resource wastage is evidenced.

Guiding Principles/Policies

NEP 2020, RTE - Model Rules, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT/NIEPA

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> Evidence of mechanism for monitoring growth of schools in terms of their effectiveness in reducing 	<ul style="list-style-type: none"> Steps taken to reduce bills of electricity, water, stationery, diesel, petrol, etc. 	<ul style="list-style-type: none"> Evidence of Workshops/Seminars organized 	<ul style="list-style-type: none"> List of steps taken to reduce, reuse and recycle by the school leadership team as well as by the staff and students
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Resource wastage			
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5.5 Relationship Management

5.5.1 There is a formal mechanism for Relationship Management (Staff, Parents, Community, Alumni etc.)

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

			relationship with stakeholders.
Guiding Principles/Policies			
NEP 2020, RTE - Model Rules, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT/NIEPA			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> • Communication Records from stakeholders- parents, community, staff (telephonic, SMS, website, online, WhatsApp, face to face, school diary, e-mail etc.) 	<ul style="list-style-type: none"> • PTM Records 	<ul style="list-style-type: none"> • Complaint/Suggestion Management 	<ul style="list-style-type: none"> • Structured Feedback from staff and parents and record of interactions with staff and parents

5.5.2 Expenditure per child by the school is appropriate and effective.			
5.5.2.1 - Level I - Inceptive	5.5.2.2 - Level II - Transient	5.5.2.3 - Level III - Stable	5.5.2.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> • Financial data is recorded and maintained. • School Plan for expenditure/spending is in place. • All financial SOPs are available. • Record of enrolled students is maintained. • School charges fees as per extant policy. 	<ul style="list-style-type: none"> • The school computerizes the data of enrolment of students and corresponding spending on them. • The data is accessible to the admin and finance team. 	<ul style="list-style-type: none"> • The school analyses Expenditure per child annually. 	<ul style="list-style-type: none"> • The school maintains digital records of financial spending and is transparent with the admin and finance department. • The school publishes (for internal use and parents) information regarding per child spending, or declares or informs it as per policy of state/UT government.
Guiding Principles/Policies			

NEP 2020, RTE - Model Rules, Circulars/Advisory issued by Ministry of Education/State/UT

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> Yearly financial records 	<ul style="list-style-type: none"> Digital databases for enrolment and finances 	<ul style="list-style-type: none"> Analysis of School Expenditure per child 	<ul style="list-style-type: none"> Evidence of publication/information of expenditure by school
<ul style="list-style-type: none"> Financial SOPs 			

5.6 Activity Management

5.6.1 There is complete activity management mechanism available in the school.

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

			<ul style="list-style-type: none"> parents, teachers and community. All safety and security norms are in place before, during and after the activities.
Guiding Principles/Policies			
NEP 2020, Alternative Academic Calendar by NCERT, Safety and Security Norms by Relevant School Board/State/Ministry of Education/NCPCR			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> School activities and annual calendar 	<ul style="list-style-type: none"> Roles and Responsibilities of the staff 	<ul style="list-style-type: none"> Evidence of activities to ensure cognitive, affective and psychomotor domains of students 	<ul style="list-style-type: none"> Guidelines for planning, implementation, monitoring and reviewing of various activities.
	<ul style="list-style-type: none"> School Activities list 	<ul style="list-style-type: none"> Sample HPC 	<ul style="list-style-type: none"> Safety and Security Policy

5.7 Data and Record Maintenance			
5.7.1 There is complete data and record maintenance system.			
5.7.1.1 - Level I - Inceptive	5.7.1.2 - Level II - Transient	5.7.1.3 - Level III - Stable	5.7.1.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> Administrative data is recorded and maintained. School Plan for data and record maintenance and usage is in place. All relevant SOPs are available. 	<ul style="list-style-type: none"> The school computerizes the data of admissions and student assessment records. The data is accessible to the staff and is utilized to enhance school processes and systems. 	<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 school computerizes the data of all types of records (students, teachers, finances, resources, 	<ul style="list-style-type: none"> Process Owners/ Concerned Staff are responsible for recording, storing, updating and retrieving information. The process of data and record maintenance is monitored and reviewed at periodical intervals to

		curricular and co-curricular activities, facilities, community involvement etc.)	<p>ensure its efficacy.</p> <ul style="list-style-type: none"> • Action Plan to improve the school processes is evidenced after assessing the usage of data. • Technology tools and Data Management Systems are used to facilitate data management, its analysis and generation of reports for further improvement.
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Guiding Principles/Policies

NEP 2020, Circulars and Advisories issued by the State/UTs, PRABANDH Portal, ICT, UDISE+ data, VSK

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> • School Plan 	<ul style="list-style-type: none"> • Computerized or manual records of registration, attendance, finances, results, etc. 	<ul style="list-style-type: none"> • Reports of CRC/BRC visits regarding records of all types of data (students, teachers, finances, resources, curricular and co-curricular activities, facilities, community involvement etc.) 	<ul style="list-style-type: none"> • Action Plan to improve the school processes
<ul style="list-style-type: none"> • SOP for database management 			

5.8 Oral/Virtual/Online and Written Communication

5.8.1 Effective and regular oral /virtual/online and written communication systems are in place.

5.8.1.1 - Level I - Inceptive	5.8.1.2 - Level II - Transient	5.8.1.3 - Level III - Stable	5.8.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> Oral communication is used to communicate with stakeholders. 	<ul style="list-style-type: none"> The school has formal channels/modes to communicate with its stakeholders. The communication systems like written circulars, newsletters, SMS system, school website, PTM, school magazine, etc. are used. 	<ul style="list-style-type: none"> The communication is two ways. The school has a mechanism to take feedback from stakeholders twice/thrice a year. The school has an effective horizontal and vertical communication system among its various sections. 	<ul style="list-style-type: none"> The School Plan 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 uses the feedback provided by stakeholders to enhance efficacy of its processes as part of its continual improvement plan. Evidence that the two-way communication brings about progress in the students'

			developmental continuum is clearly visible.
Guiding Principles/Policies			
NEP 2020, RTE Act, Circulars issued by Ministry of Education/State/UT			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
	<ul style="list-style-type: none"> Evidence of communication 	<ul style="list-style-type: none"> SMS and circulars 	<ul style="list-style-type: none"> Complaint Management System
	<ul style="list-style-type: none"> Major announcements made 	<ul style="list-style-type: none"> Time table to see the frequency or number of PTMs or Open Houses 	<ul style="list-style-type: none"> Feedback Forms
		<ul style="list-style-type: none"> Website-communication with staff, parents, students and SMS circulars, Newsletters or Magazines and other modes of communication 	

5.9 Financial and Fee Administration (wherever applicable)			
5.9.1 There is a mechanism for financial and fee administration including record keeping, budget, audit etc.			
5.9.1.1 - Level I - Inceptive	5.9.1.2 - Level II - Transient	5.9.1.3 - Level III - Stable	5.9.1.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> Financial transactions are made but partial records are maintained. 	<ul style="list-style-type: none"> Fee is charged as per the approved heads of the concerned state govt. /policy. Sales and purchase procedures are followed; appropriate balance is maintained 	<ul style="list-style-type: none"> The responsibility of overseeing and managing the finances is entrusted to a person with appropriate qualifications. The school has disclosed its fee structure on its website/notice board and the 	<ul style="list-style-type: none"> Accounts are internally and externally audited and there is complete transparency. Income and expenditure is tracked, monitored and underpins the future planning of the budget.

	between Income and Expenditure.	heads are as per norms.	<ul style="list-style-type: none"> School budget is planned to meet all the operational expenses and improvement plans.
Guiding Principles/Policies			
NEP 2020, RTE Act, Circulars/Advisory issued by School Authorities/State/UT			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> Details of Financial transactions 	<ul style="list-style-type: none"> Fee structure of the school 	<ul style="list-style-type: none"> Internally and Externally Audited Accounts reports of at least last two years 	<ul style="list-style-type: none"> Improvement Plans

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

gender, abilities or any of them.	<ul style="list-style-type: none"> Adequate information is available on the school Website/ notice board & promotional material to ensure transparency. 	<ul style="list-style-type: none"> All admission documentation is complete. 	<ul style="list-style-type: none"> accordingly programmes/activities are offered to the child. Sensitization & orientation programmes are conducted for students and staff to inculcate respect for diversity. Monitoring and reviewing of documents are a regular feature.
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Guiding Principles/Policies
NEP 2020, RTE Act, NCF/SCF documents

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> Admission Policy of the school 	<ul style="list-style-type: none"> Evidence of information on school Website, if any/ notice board & availability of promotional material 	<ul style="list-style-type: none"> Admission documentation 	<ul style="list-style-type: none"> Records of sensitization and orientation programmes
<ul style="list-style-type: none"> Admission records 	<ul style="list-style-type: none"> Diagnostic & remedial records 		<ul style="list-style-type: none"> Records of 12 weeks School readiness Module for all class 1 entrants

5.10.2 The School follows regular Admission Drives in the Nearby Areas focusing on OoSC and Deprived communities such as SC/ST/OBC/Minorities.

5.10.2.1 - Level I - Inceptive	5.10.2.2 - Level II - Transient	5.10.2.3 - Level III - Stable	5.10.2.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> School conducts door to door survey for OoSC 	<ul style="list-style-type: none"> Regular consultation and counselling session organised with community and 	<ul style="list-style-type: none"> Drive taken with the help of Community/Parents/Gram Panchayats/ULBs/CSOs/Anganw 	<ul style="list-style-type: none"> School mainstreamed all the OoSC. No children in the vicinity are out of School system

	parents of OoSC and Deprived communities such as SC/ST/OBC/Minorities.	adi Workers in the Nearby Areas focusing on OoSC and Deprived communities such as SC/ST/OBC/Minorities	
Guiding Principles/Policies			
NEP 2020, RTE Act, NCF/SCF documents, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
• Survey Report of OoSC	• Evidence of consultation and counselling sessions	• Evidence of Admission Drive	• PRABANDH - Record of mainstreamed OoSC

5.11 Systems for Ongoing Quality and Change Management			
5.11.1 The School Leader/Headteachers strives for continual improvement in the learning outcomes of students.			
5.11.1.1 - Level I - Inceptive	5.11.1.2 - Level II - Transient	5.11.1.3 - Level III - Stable	5.11.1.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> School leaders/headteachers have given clear directions that Textbooks and assessments are to be used to plan lessons. 	<ul style="list-style-type: none"> School leaders/headteachers have ensured that capacity building of teachers is continuous and consistent. 	<ul style="list-style-type: none"> School leaders/headteachers have ensured that assessment covers a wide range of student development indicators. School leaders/headteachers have guided teachers for learning plans/lesson plans to be created based on children's learning levels. 	<ul style="list-style-type: none"> The School Plan on continual school improvement has been prepared under the guidance of the School leaders/headteachers. The school leader/headteacher demonstrates comprehensive and thorough knowledge of the curriculum. Leaders analyse data on a

		<ul style="list-style-type: none"> • Learning plans/lesson plans are inclusive of different learning styles. • School leaders/headteachers provide various opportunities to their teachers; therefore teachers attend various forums to understand latest research/practices in education. 	<ul style="list-style-type: none"> • continuous basis and plan for improvement. • School leaders/headteachers encourage feedback; Feedback is taken on regular basis. • Individual Education Plan is prepared for each child
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Guiding Principles/Policies

NEP 2020, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT/NIEPA/CBSE

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> • Lesson Plan 	<ul style="list-style-type: none"> • CBPs on Latest pedagogical and assessment practices 	<ul style="list-style-type: none"> • Teacher Diary 	<ul style="list-style-type: none"> • Evidences of inclusivity – differentiated teaching, accommodation and modifications in lesson plan
	<ul style="list-style-type: none"> • Integrated Annual Curriculum and Pedagogical Plan 	<ul style="list-style-type: none"> • Classroom Observation Records 	<ul style="list-style-type: none"> • Learning Outcomes for all classes
	<ul style="list-style-type: none"> • Time Table 	<ul style="list-style-type: none"> • Performance Analysis of students' performance and remedial plans 	<ul style="list-style-type: none"> • IEP record
			<ul style="list-style-type: none"> • Report from CRC/BRC/DIETs regarding initiatives of the School

			leaders/headteachers
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5.11.2 The school leaders demonstrate capacity to improve systems in the school and ensure ethos of responsibility and accountability.

5.11.2.1 - Level I - Inceptive	5.11.2.2 - Level II - Transient	5.11.2.3 - Level III - Stable	5.11.2.4 - Level IV – Dynamic Evolving
<ul style="list-style-type: none"> Capacity Building of teachers to improve systems in the school and ensure an ethos of responsibility and accountability. 	<ul style="list-style-type: none"> There are examples of improvements made in the school. 	<ul style="list-style-type: none"> The improvement plan outlines strategies for effective implementation in the school. Feedback is collected from stakeholders on a regular basis. School leaders involve community/parents to improve systems in the school and ensure ethos of responsibility and accountability. 	<ul style="list-style-type: none"> Leaders at all levels have analysed and documented their strengths and areas of improvement. Leaders at all levels assess the challenges to learning and growing. The improvement plan and strategy is regularly revisited to check progress, challenges, and plan ahead. School mentor other schools in capacity building and teaching-learning process

Guiding Principles/Policies

NEP 2020, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> Capacity Building of teachers to improve systems in the school and ensure an ethos of responsibility 	<ul style="list-style-type: none"> School Plan 	<ul style="list-style-type: none"> Evidence of involvement of community/parents to improve systems 	<ul style="list-style-type: none"> Evidence of review and revisiting of improvement plan and strategy
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and accountability			
			<ul style="list-style-type: none"> Evidence of School mentoring other schools in capacity building and teaching-learning process

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

5.11.3.1 - Level I - Inceptive	5.11.3.2 - Level II - Transient	5.11.3.3 - Level III - Stable	5.11.3.4 - Level IV – Dynamic Evolving
<ul style="list-style-type: none"> School leaders/headteachers arrange for capacity Building of teachers to promote innovation by introducing creative methods and techniques that equip students and the institution with 21st century skills. 	<ul style="list-style-type: none"> School leaders share new ideas in meetings/discussions. Feedback/suggestions are sought on school processes. 	<ul style="list-style-type: none"> School leaders/headteachers encourage multi-stakeholder engagements; Different stakeholders have implemented innovative ideas in the school. Learning technologies are available in the school. School leaders/headteachers encourage teachers for developing low cost/ no cost innovative techniques that equip students and the institution with 21st century skills. 	<ul style="list-style-type: none"> School plan for promoting innovation in all the domains/areas of school functioning. The plan for promoting innovation in the school is discussed with stakeholders by the School leaders/headteachers and action plan prepared. Innovations can be reflected in services provided, processes followed, products, incremental, outcome driven and

			<p>breakthroughs achieved.</p> <ul style="list-style-type: none"> • School leader strives to bring creativity and innovation to the processes in the school collaboratively, with all stakeholders. • Learning opportunities like exposure visits, capacity building sessions, etc. are provided to stakeholders.
Guiding Principles/Policies NEP 2020, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT, NCVT/PSSCIVE			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> • Capacity Building of teachers to improve systems in the school and ensure an ethos of responsibility and accountability 	<ul style="list-style-type: none"> • School Plan 	<ul style="list-style-type: none"> • Evidence of involvement of community/parents to improve systems 	<ul style="list-style-type: none"> • Evidence of review and revisiting of improvement plan and strategy
<ul style="list-style-type: none"> • Capacity Building of teachers to promote innovation by introducing creative methods and techniques that equip students and the institution with 21st century skills. 	<ul style="list-style-type: none"> • Feedback/ Suggestions - sample Feedback/suggestions acted upon – sample 	<ul style="list-style-type: none"> • Evidence of teachers developing low cost/ no cost innovative techniques 	<ul style="list-style-type: none"> • Innovation Plan

5.12 School is uploading data for PRABANDH, UDISE+ and National and State VSK in a timely manner			
5.12.1 School should upload data for PRABANDH, UDISE+ and National and State Vidya Sameeksha Kendra (VSK) in a timely manner through proper channel			
5.12.1.1 - Level I - Inceptive	5.12.1.2 - Level II - Transient	5.12.1.3 - Level III - Stable	5.12.1.4 - Level IV – Dynamic Evolving
<ul style="list-style-type: none"> • School uploads data for PRABANDH, UDISE+ at least twice a year 	<ul style="list-style-type: none"> • School uploads data for PRABANDH, UDISE+ more than two times a year, that is, on real-time basis at any time of the year, as and when previous data needs to be changed • School supports and uploads data for National and State Vidya Sameeksha Kendra (VSK) in a timely manner 	<ul style="list-style-type: none"> • Teachers and non-teaching Staff are given proper training for the activities undertaken for PRABANDH, UDISE+ and National and State VSK. • Feedback is taken on regular basis. 	<ul style="list-style-type: none"> • The School has improved in terms of Infrastructure, Learning Outcomes as evidenced from VSK, UDISE+, PRABANDH
Guiding Principles/Policies NEP 2020, Circulars and Advisories issued by the State/UTs, PRABANDH Portal, ICT, UDISE+ data, VSK			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> • Evidence of data uploading on PRABANDH, UDISE+ and National and State VSK 	<ul style="list-style-type: none"> • UDISE+, PRABANDH Data, VSK 	<ul style="list-style-type: none"> • Evidence of training to BRCs/CRCs/Other Staff the activities undertaken for PRABANDH, UDISE+ and National and State VSK 	<ul style="list-style-type: none"> • Evidence of improvement on PRABANDH, UDISE+ and National and State VSK

DOMAIN 6: BENEFICIARY SATISFACTION

DOMAIN OVERVIEW

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	STANDARDS
6.1 Satisfaction of Students	<p>6.1.1 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. <i>(Foundational, Preparatory, Middle & Secondary)</i></p> <p>6.1.2 School provides a conducive environment for joyful learning. <i>(Foundational, Preparatory, Middle & Secondary)</i></p> <p>6.1.3 Students are regularly participating in safety audit, water and environmental conservation audit, and sanitation audit of the school. <i>(Foundational, Preparatory, Middle & Secondary)</i></p>
6.2 Satisfaction of Teachers	<p>6.2.1 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. <i>(Foundational, Preparatory, Middle & Secondary)</i></p> <p>6.2.2 Teachers are well satisfied with the Teacher registry linked to training, awards, other activities. <i>(Foundational, Preparatory, Middle & Secondary)</i></p>
6.3 Satisfaction of Office Staff	<p>6.3.1 School provides opportunities to the Office Staff to express their opinion, views and suggestions regarding the policies and uses this feedback for improvement. <i>(Foundational, Preparatory, Middle & Secondary)</i></p>
6.4 Satisfaction of Principal	<p>6.4.1 The Management/Society/SMC/Regional Office 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. <i>(Foundational, Preparatory, Middle & Secondary)</i></p>
6.5 Satisfaction of Parents and Alumni	<p>6.5.1 The school provides a platform for the parents and the alumni to share their feedback on the on-going processes of the school and review the same for improving</p>

	performance of the school and for assessing their satisfaction. <i>(Foundational, Preparatory, Middle & Secondary)</i>
6.6 Satisfaction of Community	6.6.1 The school principal charts relevant community outreach programmes (viz, cleanliness of surroundings, adult education, environment ambassadors, preserving the heritage, working with old age homes, preserving environment) and integrates them in the annual curriculum plan for all age groups. <i>(Foundational, Preparatory, Middle & Secondary)</i>
6.7 Satisfaction of Management	6.7.1 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. <i>(Foundational, Preparatory, Middle & Secondary)</i>

DOMAIN 6: BENEFICIARY SATISFACTION – PERFORMANCE INDICATORS

6.1 Satisfaction of Students			
6.1.1 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.			
6.1.1.1 - Level I - Inceptive	6.1.1.2 - Level II - Transient	6.1.1.3 - Level III - Stable	6.1.1.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> • The satisfaction of the students is being inquired by the school. • School provides a conducive environment to express their opinions, views and suggestions on policies. 	<ul style="list-style-type: none"> • The school encourages and allows students to express their opinions, views and suggestions on policies and develops a mechanism to involve them in the decision-making process. 	<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. • School provides wide exposure to students through study tours, excursion, student exchange programme etc. 	<ul style="list-style-type: none"> • There is a school plan 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 opinions/Views/Suggestions are evidenced in decision making process. • School provides ample opportunities for exploration, experimentation. • School has the latest Technology & digital facilities & provides career counselling and well-being services.
Guiding Principles/Policies			

NEP 2020, RTE Act, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> Analysis of Student's Questionnaire 	<ul style="list-style-type: none"> Sample evidence of student's opinions, views and suggestions on policies. 	<ul style="list-style-type: none"> Evidence of study tours, excursions, student exchange programmes conducted by school 	<ul style="list-style-type: none"> Sample evidence of decisions as per the students opinions/ Views/Suggestions
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6.1.2 School provides a conducive environment for joyful learning.

6.1.2.1 - Level I - Inceptive	6.1.2.2 - Level II - Transient	6.1.2.3 - Level III - Stable	6.1.2.4 - Level IV – Dynamic Evolving
<ul style="list-style-type: none"> School provides a conducive environment for joyful learning. 	<ul style="list-style-type: none"> All students want to come to schools 	<ul style="list-style-type: none"> Teacher encourage students to design their own learning plans School involves students in joyful learning activities. 	<ul style="list-style-type: none"> Students designs own learning plan

Guiding Principles/Policies

NEP, Guidelines/Manuals/Handbooks on joyful learning issued by NCERT/SCERT/State/UT

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> Staff survey 	<ul style="list-style-type: none"> Attendance records 	<ul style="list-style-type: none"> List of joyful learning activities 	<ul style="list-style-type: none"> Evidence of students designed learning plans
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6.1.3 Students are regularly participating in safety audit, water and environmental conservation audit, and sanitation audit of the school

6.1.3.1 - Level I - Inceptive	6.1.3.2 - Level II - Transient	6.1.3.3 - Level III - Stable	6.1.3.4- Level IV – Dynamic Evolving
<ul style="list-style-type: none"> Safety audit, water and environmental conservation audit, and sanitation audit 	<ul style="list-style-type: none"> School conducts safety audit, water and environmental conservation audit, and 	<ul style="list-style-type: none"> Students are regularly participating in safety audit, water and environmental 	<ul style="list-style-type: none"> School successfully carries out the Social Audit as per norms. Students also

guideline are available in the school	sanitation audit of the school	conservation audit, and sanitation audit of the school	participate in social audit.
Guiding Principles/Policies			
NEP 2020, RTE Act, , Environment Manuals, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT Guidelines by Centre for Science and Environment			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> Annual report of safety audit, water and environmental conservation audit, and sanitation audit of the school 	<ul style="list-style-type: none"> Annual report of safety audit, water and environmental conservation audit, and sanitation audit of the school 	<ul style="list-style-type: none"> Annual report of safety audit, water and environmental conservation audit, and sanitation audit of the school 	<ul style="list-style-type: none"> Annual report of safety audit, water and environmental conservation audit, and sanitation audit of the school

6.2 Satisfaction of Teachers

6.2.1 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.

6.2.1.1 - Level I - Inceptive	6.2.1.2 - Level II - Transient	- Level III - Stable	6.2.1.4- Level IV – Dynamic Evolving
<ul style="list-style-type: none"> Teachers are recruited through transparent recruitment policy. Teachers are given opportunities for their professional development. 	<ul style="list-style-type: none"> There are informal methods of assessing overall satisfaction of teachers i.e. inquiring from the Principal/Heads/B RCs/CRCs. There is provision of teacher circles and other platforms for exchange of ideas & best practices. Availability of latest Technology 	<ul style="list-style-type: none"> There is a documented process or method to assess the professional satisfaction of teachers. Teachers' work is appreciated and certificates, appreciation letters, monetary or other rewards are given to them. 	<ul style="list-style-type: none"> Review of the feedback received from teachers regarding their professional satisfaction is taken on a regular basis, need analysis done and appropriate action taken. Teachers are involved in school improvement

	& digital facilities for teacher's use.		<p>planning or school development planning or are encouraged to give their opinion/views/suggestions on the policies/activities/programmes of the school.</p> <ul style="list-style-type: none"> • School has a grievance mechanism.
Guiding Principles/Policies NEP 2020, RTE Act, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT/NCERT			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
<ul style="list-style-type: none"> • Records of Capacity Building Programmes for teachers 	<ul style="list-style-type: none"> • Evidence of teacher circles and other platforms for exchange of ideas & best practices 	<ul style="list-style-type: none"> • Records of teachers awards and appreciation 	<ul style="list-style-type: none"> • Feedback/suggestions received.

6.2.2 Teachers are well satisfied with the Teacher registry linked to training, awards, other activities.			
6.2.2.1 - Level I - Inceptive	6.2.2.2 - Level II - Transient	6.2.2.3 - Level III - Stable	6.2.2.4 - Level IV – Dynamic Evolving
<ul style="list-style-type: none"> • School provides conducive environment to teachers for their growth 	<ul style="list-style-type: none"> • Teachers are aware about the various activities and development plan of the school 	<ul style="list-style-type: none"> • Teachers are aware about various awards and other incentive schemes • All the recorded data of teachers in official documents are shown/ known to them. 	<ul style="list-style-type: none"> • All teachers are happy and cooperate each other • At-least one teacher has received some awards/certificate s at district/State/National level
Guiding Principles/Policies			

NEP, RTE Act, , Advisories issued by the States/UTs, Advisories/Circulars/Regulations issued by NCTE, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
• Staff Survey	• School plan	• Staff Appraisal Records	• Record of awards/certificates received by the teachers
		• Records of Teacher's data	

6.3 Satisfaction of Office Staff			
6.3.1 School provides opportunities to the Office Staff to express their opinion, views and suggestions regarding the policies and uses this feedback for improvement.			
6.3.1.1 - Level I - Inceptive	6.3.1.2 - Level II - Transient	6.3.1.3 - Level III - Stable	6.3.1.4 - Level IV - Dynamic Evolving
• School has a grievance mechanism.	• The Principal/Head oversees and co-ordinates all areas of administration. •	• Satisfaction of the office staff is assessed through informal and formal channels. •	• Management and the Principal/Head of School interacts periodically with the administrative staff to understand their level of job satisfaction. • Views/suggestions to improve the school are solicited from the staff and incorporated.
Guiding Principles/Policies NEP 2020, RTE Act, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT			
SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
• Staff survey	• Evidence of communication	• Feedback mechanisms	• List of ideas/feedback of staffs

	between Head and staffs		incorporated in the development of school.
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6.4 Satisfaction of Principal

6.4.1 The Management/Society/SMC/Regional Office Staff provides a mechanism for the Principal/headteacher 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.

6.4.1.1 - Level I - Inceptive	6.4.1.2 - Level II - Transient	6.4.1.3 - Level III - Stable	6.4.1.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> There is a conducive environment for Headteacher/Principal. 	<ul style="list-style-type: none"> Major decisions with regard to the functioning of the school are taken by the Principal/Headteacher. There is a collaborative working relationship between the principal and Teachers/SMCs/BRCs/CRCs/Management Committee/Administration etc. 	<ul style="list-style-type: none"> The Principal avails of opportunities given for leadership programmes and national/international exchange programmes. School provides cooperation and support for teachers, students', parents and community. Opportunities for collaboration with other stakeholders. 	<ul style="list-style-type: none"> The Principal/Headteacher of School is free to give suggestions/views on important school issues. Feedback is received, reviewed and appropriate action taken in a culture of collaboration and mutual respect. The Principal/Head of School takes proactive efforts for the school and feels accountable and responsible for the well-being of the school.

Guiding Principles/Policies

NEP 2020, RTE Act, Advisories/Circulars/Regulations issued by NCTE, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> Principal feedback 	<ul style="list-style-type: none"> Principal feedback 	<ul style="list-style-type: none"> Record of CBPs attended by the Principal 	<ul style="list-style-type: none"> Evidence of proactive actions taken by the principal/Head.
<ul style="list-style-type: none"> Principal feedback 	<ul style="list-style-type: none"> Principal feedback 	<ul style="list-style-type: none"> Record of CBPs attended by the Principal 	<ul style="list-style-type: none"> Evidence of proactive actions taken by the principal/Head.

6.5 Satisfaction of Parents and Alumni

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

6.5.1.1 - Level I - Inceptive	6.5.1.2 - Level II - Transient	6.5.1.3 - Level III - Stable	6.5.1.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> The school provides a non-threatening and safe environment for Parents. There is an active and structured Parents and Alumni Association that meets with school management. 	<ul style="list-style-type: none"> School has a Parent Teacher Association/Council which meets at least once in a year. 	<ul style="list-style-type: none"> School has a Parent Teacher Association/Council which meets at least once in a quarter. 	<ul style="list-style-type: none"> Parents and teachers meet at least once every two months. Alumni members meet once a year. 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.

Guiding Principles/Policies

NEP 2020, RTE Act, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED			
• Minutes of Parent Teacher Association	• Parent Teacher Meetings		• Parent Teacher Meetings
			• Suggestions received from Parents/Alumni
			• Feedback Mechanisms

6.6 Satisfaction of Community			
6.6.1 The school principal charts relevant community outreach programmes (viz, cleanliness of surroundings, adult education, environment ambassadors, preserving the heritage, working with old age homes, preserving environment) and integrates them in the annual curriculum plan for all age groups.			
6.6.1.1 - Level I - Inceptive	6.6.1.2 - Level II - Transient	6.6.1.3 - Level III - Stable	6.6.1.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> The school principal plans and charts relevant community outreach programmes (viz, cleanliness of surroundings, adult education, environment ambassadors, preserving the heritage, working with old age homes, preserving environment) and integrates them in the annual curriculum plan for all age groups. 	<ul style="list-style-type: none"> Community Outreach Programmes are conducted to address different social and environmental issues. School provides capacity building programmes and encourages teachers to integrate community outreach programmes in the annual curriculum. 	<ul style="list-style-type: none"> The community is involved in connecting the school with industry, educationists, alumni, volunteers, resources etc. 	<ul style="list-style-type: none"> School has adopted at-least two sustainable projects. Relevant contextualized Community Outreach Programmes that assist in enhancing life skills of students are well integrated in the school curriculum and conducted on regular basis.
Guiding Principles/Policies			

NEP 2020, RTE Act, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> School Plans and charts of community outreach programmes 	<ul style="list-style-type: none"> Integrated Annual Curriculum and Pedagogical Plan of all classes 	<ul style="list-style-type: none"> Details of community outreach programmes being conducted by the school 	<ul style="list-style-type: none"> Evidence of sustainable project adopted by school
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6.7 Satisfaction of Management

6.7.1 The management/SMC/regional office/CRC/BRC 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.

6.7.1.1 - Level I - Inceptive	6.7.1.2 - Level II - Transient	6.7.1.3 - Level III - Stable	6.7.1.4 - Level IV - Dynamic Evolving
<ul style="list-style-type: none"> School Management/SM C/Regional Office/CRC/BRC has a mechanism for reviewing the vision and mission statement of the school 	<ul style="list-style-type: none"> Regular Meetings with stakeholders including leaders of the school, mutual respect for all, and feedback mechanisms provide a basis for the School Improvement Plan. 	<ul style="list-style-type: none"> The School Management/SM C/Regional Office/CRC/BRC reviews and addresses the concerns of the beneficiaries (students, parents, teachers, principal, and community). 	<ul style="list-style-type: none"> School Management/SM C/Regional Office/CRC/BRC provides support and resources to accomplish and achieve the school's Vision and Mission.

Guiding Principles/Policies

NEP 2020, RTE Act, Guidelines/Circulars/Advisory issued by Ministry of Education/State/UT

SUGGESTED DOCUMENTS AS EVIDENCE OF STANDARD ACHIEVED

<ul style="list-style-type: none"> School annual plan for reviewing the vision and mission statement of the school 	<ul style="list-style-type: none"> Minutes of Meetings with stakeholders 	<ul style="list-style-type: none"> Feedback mechanisms 	<ul style="list-style-type: none"> Evidence of Support and resources provided to accomplish and achieve the school's Vision and Mission.
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SQAF Annexures

Annex: 1 - Implementation Guidelines

The guidelines are provided for preparatory steps before the assessment commences followed by steps to be taken during the assessment. When an assessment is complete, the team should have established the school's strengths and recommendations for improvement. It is very important to recognize what the school does well. It is also important to identify what should be done better. The recommendations made should become part of the school's formal development plan. Recommendations for development should be specific, realistic, and achievable within a clearly stated period.

1. Before School Assessment

1.1. Preparing for the Pre-Assessment Briefing

- All assessors should be provided with the *School Quality Assessment Kit* in electronic form, which includes the *School Quality Assessment Framework* and the guidelines.
- School-specific documents should be provided to assessors; these will include the school's basic profile, academic results, attendance, timetables, development plans, organisation chart, etc.
- Previous surveys or school assessment reports should be shared with the team.
- Assessments should refrain from creating and using any personal appraisal documents.

1.2. Leading the Pre-Assessment Briefing

- The primary purpose of the briefing is to develop an appropriate strategy for the assessment.
- The different roles of assessors should be agreed upon during this meeting.

- Team members should be deployed in ways that match their subject expertise.
- Team members should also be given responsibility for one or two quality indicators in addition to their subjects. For example, a science expert would also be responsible for assessing the quality of safety and health, with contributions from another team members.
- All quality indicators should be explicitly assigned to one team member, but team members should share their findings across all indicators during the daily team meetings.
- All available information should be used to focus the assessment upon the school's unique characteristics; for example, the lack of a permanent School Principal and the consequences of such a characteristic for the whole school.
- Lead Assessor should allow sufficient reading time for team members during the meeting.
- All team members should leave the Pre-Assessment Briefing with a clear understanding of their roles and responsibilities during the assessment, with a written plan for the first day.

2. During School Assessment

2.1. General conduct of assessors

- Switch your mobile phone to silent mode.
- Keep your discussions with all school personnel purposeful.
- Maintain the confidentiality of discussions with each school person.
- Team members should support the Lead Assessor and allow him/her to lead the team.

2.2. Responsibilities of the Lead Assessor

- Set a friendly, collegial tone with the team to get the assessment started well.
- Ensure that all necessary meetings are scheduled early, to not conflict with lessons.
- Monitor the quality of lesson observations by members of the team using joint observations, moderate inaccurate judgments when necessary.
- Observe lessons in a variety of subjects and to students of different ages.
- Meet with the Head to start the assessment and again at the end of each day.

2.3. Information Recording

- Complete the review of the basic data before leaving the lesson, interview, or site before moving to the next task.
- Make judgements immediately following observations, interviews, or analysis.
- Enter only one judgement at the end of each indicator that is judged. If score -1 is given to an indicator based on inadequacy that is final, after that the scoring must stop.
- Ensure that the judgements made of all the indicators support each other.
- Keep in mind that the aim is to assess the quality of school processes, systems and outcomes in the school.

3. Sources of information

SQAF process will use three basic sources of information: **observations, interviews, and documents** (Where possible and appropriate the assessors will triangulate the information using two or more methods)..The suggestive list of documents has already been given along with the standards in the framework.

3.1. Observations

Lesson observations

- Aim to spend at least 40 percent of your Assessment day in the classrooms.
- Aim for full lesson observations but be present for at least 30 minutes.
- When entering classrooms, assessors should acknowledge the teacher and follow their lead on greeting the students and where to be seated.
- If a lesson plan is not provided, ask for a copy at an opportune moment.
- It is extremely important to observe lessons with the quality indicators and make judgements in accordance with those quality indicators.
- Record your observations of teaching and the assessment of learning as these occur.
- Always thank the teacher and students as you leave their classroom.
- When necessary, make specific observations of Divyang students and record evaluative information about their achievement and progress and the support provided to them.

3.2. Informal discussions with teachers following lesson observations

- Ask teachers what they thought of their lesson to begin the conversation.
- Confirm the teacher's self-assessment when possible, then add to it as necessary.
- Your comments should be clear, evaluative, sensitive, and brief – (two minutes or so)
- Celebrate what worked well and suggest what could be improved next time (if appropriate)
- Avoid sharing formal judgments with teachers.

3.3. Other forms of observation include:

Assemblies and special events, walkabouts, displays of student work, recess breaks, scrutiny of the facilities such as the canteen, library, ICT lab, playground, toilets, etc. For these observations, please record them on other indicators under

respective domains such as physical facilities. Be as unobtrusive as possible, unless a situation requires that questions be asked.

3.4. Interviews

3.4.1. With students

- Be sure to meet with students chosen at random, both formally and informally.
- Engage with them as much as possible during lessons, without being disruptive.
- Assess levels of achievement in their listening and speaking skills.
- Discover whether they are being appropriately challenged when learning the core subjects.
- Check whether they know how well they are doing in these subjects; press for details.
- Be sure to include some Divyang students.
- Strike up informal conversations with students during recess times or before lessons begin.

3.4.2. With leaders and teachers

- Leaders include the Head of the school and others with leadership responsibilities.
- Consult with other assessors as to the common issues to be discussed with subject leaders/HoD.
- Record the main points to be taken from a discussion and make judgements about them.
- Ask leaders to explain and describe things, rather than confirm or deny things.
- Adhere to the quality indicators but consider the unique characteristics of the school.

3.5. Records and Documents

- School documents should be examined carefully.
- Assessors should assess the quality of the contents of the documents and the implications of their content for all aspects of the assessment.
- School documents on students' achievement and progress in the core subjects are important.
- Documents related to the school's development and management are important.
- Attendance records should be checked for overall attendance rates in the last full term.
- Compare the official attendance records with the actual attendance observed.
- Other important documents include examinations, employment contracts, records of special events, club rosters, certificates and awards, written complaints and replies to them, etc. The detailed list of documents as given in the framework may also be referred to while assessment.

3.5.1. Samples of students' work

- Scrutinise students' written work in languages, mathematics, sciences and social studies.
- Samples should come from all levels of schools (5+3+3+4); showing high, average, and low achievement levels.
- It is not necessary to collect all the books; rather, take two or three from each level.
- Judge the level of challenge to each group, using the curriculum planning documents as a guide.
- Evaluate the quality of assessment, including teachers' marking, suggestions for the students' next steps in learning, peer and self-assessment and any parents' comments.
- Make clear judgements on students' achievements and their progress over time.

- Make judgements on other aspects, such as their learning skills and any cross-curricular links.
- Take opportunities during lessons to circulate amongst students - check their work and determine the proportions of students above, at and below the expected achievement level.
- Check older work samples to help determine progress since (for example) the first term.

Annex: 2 - REPORTING FORMAT

Date

1st time/2nd time/3rd time

General Guidelines

1. Please answer all questions.
2. Unanswered questions or blank spaces left will mean that the activity was not carried out or the information is nil.
3. Information provided should belong to the current duration only, unless otherwise mentioned.
4. Completed SQAF should be submitted to DEO. One copy should be retained by the school.

Note: Ideally reporting and data capture of the School Assessment is to be done using a tablet for quicker analysis and dissemination of data for better tracking

Date:		Visit number:	1	2	3	4
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SCHOOL BACKGROUND INFORMATION

(to be pre-populated directly from UDISE and confirmed by Head Teacher at the time of school visit.)

School UDISE Code														
School Name														
District														
Block														
Head Teacher's Name and Phone Number														
Type of management														
Total number of working days in the last year														
Timings of the school														
Classes (tick boxes)	1	2	3	4	5	6	7	8	9	10	11	12		

Subjects Offered

Subjects offered at secondary stage	Periods per Week Class IX	Periods per Week Class X
Language I		
Language II		
Language III		
Science		
Mathematics		
Social Sciences		
Health and Physical Education		
Arts and Aesthetics		
Library		
Computer lab		
Science lab		
Any other		

Student strength per class

Class	Number of sections	Total number of students	Average student strength per section
IX			
X			

Enrolment, Attendance¹ and Dropouts²

Category of student		Class IX			Class X			TOTAL		
		Enrolment	Attendance	Drop out	Enrolment	Attendance	Drop out	Enrolment	Attendance	Drop out
Male	SC									
	ST									

¹Attendance: Percentages (in the last one month)

²Dropouts: as a percentage of enrolment (in the previous year)

	OBC									
	Others									
	Totals									
Female	SC									
	ST									
	OBC									
	Others									
	Totals									

Divyang Students

Type of disability	Number of students					
	IX			X		
	Male	Female	Total	Male	Female	Total
Blindness						
Low vision						
Leprosy cured						
Hearing impairment						
Locomotor disabilities						
Mental retardation						
Mental illness						
Autism						
Cerebral Palsy						

Domain	Overall Assessment of the Domain	Way forward for School Planning
1. CURRICULUM, PEDAGOGY AND ASSESSMENT		
2. INFRASTRUCTURE: ADEQUACY, FUNCTIONALITY AND AESTHETICS		
3. HUMAN RESOURCES – SCHOOL LEADERSHIP	<p data-bbox="781 690 1352 821" style="text-align: center;">The following is an illustrative example of comments expected post-Assessment</p> <p>Sufficient number of teachers with reference to number of classes/sections are available in school. However, specialist teachers for all the subjects are not available. Among those all 100% of teachers have requisite qualification. The proportion of women teachers is less than 50% of the total number of teachers. 35% of teachers are on contract basis. Up to 25% teachers have some IT skills. Average attendance of teachers was more than 80% of school days in the last academic year. 50% percentage of teachers' performance was satisfactory.</p>	<p>getting requisite number of subject specialist teachers for all the subjects. Attempt must be made to hire more women teachers to have a 50% balance of men and women teachers. Also make efforts to get teachers with IT skills. While school has good presence of teachers, Hot needs to make efforts to improve performance of teachers by monitoring and guiding them.</p>
4. INCLUSIVE PRACTICES & GENDER EQUITY		

5. MANAGEMENT, MONITORING & GOVERNANCE		
6. BENEFICIARY SATISFACTION		

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

SCHOOL GRADING AND PROVISION

Following is the plan (mechanism) to incentivize effective and efficient school planning and implementation of all the domains given in the SQAF leading to higher student learning outcomes. The proposed plan/mechanism is presented below on the amount of funds a school can receive that is directly linked to the scores that the schools achieve on SQAF. It is expected that this mechanism will encourage schools to perform better on all the quality domains and on all indicators.

Annex: 3 –Template for School Improvement/Development plan

<School Name>

YEAR _____

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

Prioritised Area –

- L-Low
- M-Medium
- H-High

Maturity Levels –

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

Annex: 4–Making Schools Safe and Secure – A comprehensive check-list

Sr. No.	Criterion	Satisfactory	Needs further Attention	Not taken up yet	NA	Remarks
A	School Safety and Security Program					
1.	Does your School Safety and Security Program include:					
a)	Monitoring of certificates for safety and fitness of school building					
b)	Natural or Man-made Disaster management and Safety Drills					
0c)	Zero Tolerance about weapons and illegal drugs in and around school premises <i>(For Adolescent)</i>					
d)	Measures for Student Conduct– including Attendance, Regularity, Punctuality, Respect, Tolerance, Helping Attitude and also other disruptive behaviors such as Bullying, Fighting, Violence, etc.					
e)	Measures for Teacher Conduct–Attendance, Regularity, Punctuality, Respectful and dignified behaviour to all					
f)	Mechanism against harassment, sexual or verbal abuse, or discrimination of any sorts.					
g)	Reporting mechanisms in case of any instance of harassment, abuse or discrimination. (Are parents and students aware of these policies?)					
h)	Issuing notification to authorities, parents, students and staff about security related events.					
i)	Measures for dealing with victim, perpetrator, parents, other stakeholders, police and media in case of any untoward incident					
j)	Clear norms on Acceptable and Unacceptable use of the internet in school premises					

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

10.	Is there a Security guard/CCTV/ any other mechanism of surveillance in school?					
11.	Are the electric wires and cables insulated with proper earthing and beyond the reach of children?					
12.	Are exit signs marked on each floor (e.g., auditorium, laboratories, big classrooms, libraries, etc.) to show path ways during emergency?					
13.	Are the fire extinguishers suitably placed in the school?					
14.	Are these fire extinguishers regularly checked for expiry and functioning?					
15.	Are staff and students trained to the use of fire extinguishers?					
16.	Does the school have a Medical/ Sick Room with essential medicines and first aid equipment?					
17.	Does the school have a designated parking area?					
18.	Is the school building surrounded by a boundary wall or fence?					
19.	Are hazardous goods and substances appropriately labeled, stored and kept away from students' access?					
20.	Are all lighting fixtures securely mounted, and in working condition?					
21.	Are the isolated areas of the School well-lit and under frequent invigilation?					
22.	Is sufficient and safe drinking water available for the students?					
23.	Is regular cleaning and fogging of water tanks and storage facilities being done?					
24.	Are the water tanks and septic tanks well covered and access blocked for children?					
25.	Are separate and functional toilets available for boys and girls(<i>For Adolescent</i>)					
26.	Are separate and functional toilets available for other staff					

	members?					
27.	Does the school have a pre-primary class? If so, is it located on the ground floor?					
28.	Has the school implemented the NCPCR guidelines for physical and infrastructural safety for residential schools?					
29.	Is there any stagnant water anywhere on the premises?					
C.	Psychosocial Safety and Support					
30.	Does the School have access to qualified Counsellor on call, as per requirement?(<i>For Adolescent</i>)					
31.	Are the students especially from primary classes oriented on Personal Safety, e.g., the difference between 'Safe touch' and 'Un safe touch' (<i>For Children</i>)					
32.	Does the school have a Students Council/ <i>Bal Sansad</i> that deals with students' issues and concerns?					
33.	Are students oriented on life skills, exam preparedness and coping skills to manage fear, anger, peer-pressure, bullying, etc.?(<i>For Adolescent</i>)					
34.	Does the school have regular orientation sessions with parents on common behavioural issues of children and adolescents?					
35.	Are there opportunities for parents apart from PTMs to interact with teachers and other appropriate authorities and inform about any safety concern?					
36.	The school addresses and does not tolerate issues of bullying, harassment and discrimination/ prejudice against students on basis of religion, caste, gender, language, physique or disability or any other factor?					
37.	Misconduct and inappropriate social behavior is strictly monitored and addressed like stealing/need less writing on the walls/harming another student physically or emotionally and displaying any antisocial behaviour					

D Health and Physical Safety					
38.	Does the School have a basic medicine box/ first aid kit?				
39.	Are the emergency medical care numbers displayed in the school?				
40.	Does the School conduct regular health check-ups and maintain comprehensive health cards of students?				
41.	Does the School orient the students on important health issues such as nutritious alternatives to junk food, importance of a balanced diet, etc.? (<i>For Adolescent</i>)				
42.	Does the School maintain an updated contact list of parents/ guardians for every student of the school?				
43.	Are self-defense programmes conducted for the students?				
44.	Are School Safety posters displayed at prominent places in the school?				
45.	Is the school taking necessary steps for staff health and wellness promotion?				
46.	Does your school have a tie up for necessary referrals in case of common medical emergencies to nearby hospitals/ nursing homes?				
E School Transportation					
47.	Does the School keep a fitness certificate of all vehicles used to transport children to and from the school?				
48.	Do the vehicles used to transport children prominently display the school's name, address and telephone numbers?				
49.	Is there a staff member to make safe arrangements for boarding, de-boarding and accompanying children from these vehicles?				
50.	Are the driving licenses of all drivers verified before they are allowed to operate vehicles transporting students?				
51.	Is there a female attendant or teacher on board in all school buses?				

52.	Are the students oriented about rules of conduct on and around school vehicles?					
53.	Has the school marked designated boarding, de-boarding stops?					
54.	Are parents/ guardians informed about the nearby boarding and de-boarding bus stops?					
55.	Are first aid boxes with adequate, updated, necessary medicines placed in school buses? Are these medicines periodically checked for expiry?					
56.	Is the safe physical distancing and health norm maintained in transport vehicles?					
F	Support for Divyang					
57.	Does the School provide barrier free access for Divyang, e.g., Ramps, Hand Rails, warning blocks for steps, etc.?					
58.	Does the School have Divyang friendly toilets e.g., grabbars, outward or two way opening door, maneuvering space for the wheelchair, etc.?					
59.	Does the school have a sensitization program for students and teachers so as to accommodate and harmonize with Divyang?					
G	Cyber Safety & Policy					
60.	Are the School authorities aware that School scan now report incidents of cyber bullying and abuse through POC SO e-box or email or telephone?(For Adolescent)					
61.	Are students and parents oriented on reporting to the cyber-crime department of the concerned state in case of any incident of cyber bullying and abuse?					
62.	Is access to computer rooms and use of electronic and technological devices in the School supervised by teachers?(For Adolescent)					
H	Orientation and Training					
63.	Have the School Staff and Teachers been sensitized on Child Protection Policy and Child related legislations such					

	as POCSO, JJ Act, Cyber safety Act, Anti-Narcotics Act etc.?					
64.	Has any teacher in the School undertaken any professional course on skills in guidance and counseling?					
65.	Have the School Staff been oriented to be watchful towards irregularities in the surroundings (e.g. suspicious vehicles, containers, broken air vents, etc.),etc.					
66	Has the school conducted any orientation on ways to integrate safety, security and well – being in the classroom pedagogy?					

Annex: 5–Constitution of School Safety Committee

The **suggested constitution of the Committee is as follows**

(States/CRC/BRC/Regional offices/Schools are free to decide their own compositions. This is only suggestive):

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

Functions:

1. The SSC is to hold quarterly meetings, and minutes of the meeting are to be maintained and made available for the records.

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

Annex: 6—Guidelines for integrating learning about safety in school education

Grade appropriate Learning about Safety of Schools: Check-list

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

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

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

Interview for Students

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

- a. Are there any places in this building or any times of the day when you feel unsafe? If so, explain.

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

B. Rating Scale for Preparatory and Middle Stage Students

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

At this school:	Always	Sometime	Never	Don't Know
We take good care of the playgrounds.				
We keep the building and toilets clean.				
My classroom looks nice.				

Students help make decisions.				
Students can be in many different groups and activities.				
Teachers here are nice people.				
My teachers respect me.				
Teachers let me know when I'm doing a good job.				
I have good relationships with my teachers.				
Students respect the teachers.				
I'm comfortable talking to a teacher about my problems.				
I feel very safe.				
I feel safe on the way to school and on the way home.				
When students have an emergency, they know whom to approach				
You can trust most people.				
Adults care about students.				
Even people who are different are respected.				

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

C. Safety as Teaching-learning Activity in Foundational Years

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

- a. When and why the child or his/her friends feel angry?
- b. When and why the child or his/her friends feel sad?

- c. Does the child feel happy and relaxed in the school?
- d. What thing does the child not like about the school?

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

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

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

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

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

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

Infrastructure related Safety

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

- g. Does your school have a viable communication system in place in the school, e.g., landline phone, safety and fire alarm, etc.?
- h. Does your school have suitably placed fire extinguishers in the school?

Socio-emotional Safety

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

Health and Physical Safety

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

Cyber Security

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

Disaster response

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

Think, Reflect and Act

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

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

Assessment

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

Criteria	Level I	Level II	Level III
Framing Questions	Frames questions with the help of peers	Frames new questions on her/his own and finalizes with the help Of teacher and peers	Frames questions independently

Data Collection	Asks questions and uses few probes	Ask questions with many probes	Probes deeply and even modifies or frames new questions On the spot
Data Recording	Recording the responses is not Organized	Systematically records the collected information	Systematically records and presents the information
Drawing conclusion	Makes some sense of The information	Draws appropriate meaning	Makes meaning and Explains logically
Reporting	Prepares report but unsure while presenting	Prepares report and presents with confidence	Prepares comprehensively articulated report and explains logically with confidence
Working Together	Difficulty in working with others sometimes	Works patiently in groups	Works patiently in groups and also helps others

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

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

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

Annex: 7–School safety pledge

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

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

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

Annex: 8–Constitution of Parent Teacher Association

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

The following is only a suggestive model for the same (States/Schools may decide their own composition).

Composition of Parents-Teachers Association (PTA)

There may be only one PTA in every school.

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

- i. In case, the ward of parent member leaves the school in between the academic session, another parent/guardian member from that class may be inducted into the PTA within one-month;
- j. The School Management may display/upload the names of PTA Member on their website and on the notice board.

Terms of Reference:

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

Glossary

1. **Academic Calendar:** A publication listing all important dates in an academic year, including the start and end dates of classes, holidays, exam days, registration dates, financial aid, deadlines, etc.
2. **Accommodations:** Accommodations are adaptations that provide access to the general curriculum but do not fundamentally alter the learning goal or grade level standard. Accommodations provide access to curriculum for students with varying abilities.
3. **Affective domain:** The part of the human mind that makes people react emotionally and their ability to feel another person's pain or joy.
4. **Alumni:** Past students of the school.
5. **School Record:** A report of descriptive accounts of episodes or occurrences in specific duration of life of a school.
6. **Annual Curriculum Plan:** The yearly plan for the aggregate courses of study given in a school.
7. **Appraisal:** Act of estimating or judging the nature of a process.
8. **Assessee:** A person or property being assessed.
9. **Assessment tool:** The specific media used for types of assessment, e.g. written tests, viva voce, projects, etc.
10. **Assessor:** One appointed or elected to evaluate the merits, importance, etc., of school processes.
11. **Attendance records:** Relating to gathering daily students' attendance, storing and using data, thus collected, for consolidating information regarding regularity.
12. **Behavioral indicator:** Pointing or directing to the behaviour of a person.
13. **Benchmark:** A point of reference to make comparisons.
14. **Beneficiary:** A group that receives benefits, profits and advantages.
15. **Child abuse:** At a minimum, any recent act or failure to act on the part of a parent or caretaker, which results in death, serious physical or emotional harm, sexual abuse or exploitation, or an act or failure to act which presents an imminent risk of serious harm. Causing or permitting any harmful or offensive contact on a child's

body; and, any communication or transaction of any kind which humiliates, shames, or frightens the child.

16. **Class wise Tracker:** It is a class wise worksheet/spreadsheet for recording the details of students (*roll no., participation in different activities, etc.*). It helps in tracking the performance of each child in the class. Teachers may use notebooks, an excel sheet, mobile app, etc.
17. **Code of conduct:** A set of conventional principles and expectations that are considered binding on any person who is a member of a particular group. A statement and description of required behaviors, responsibilities, and actions expected of members of a professional body. A code of conduct usually focuses on ethical and socially responsible issues and applies to individuals, providing guidance on how to act in cases of doubt or confusion.
18. **Cognitive domain:** The part of an individual's mind that defines how individuals think, their intellectual capabilities, level of development and preferred thinking styles, which range from knowledge through comprehension, application, analysis and evaluation to creation.
19. **Communication Tree:** Communication tree contains list of designated staff to whom primarily parents/ guardian can contact. At any given point of time if any parents/ guardian /students studying in the school need help / assistance /or wants to request / complainant can know whom to contact with the help of communication tree.
20. **Compensation:** Something given or received an equivalent for services.
21. **Co-Scholastic:** Pertaining to co/extra-curricular activities engaged in by students as part of the school curriculum. Co-Scholastic aspects include Life Skills, Co-curricular areas and Attitudes and Values.
22. **Counseling:** It constitutes three components, viz, informing, advising and counselling, 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 format of Health and Physical Education may include that each student will undertake activities categorized under the following four strands:
 - a. Strand 1 - Games/Sports
 - b. Strand 2 – Health and Fitness
 - c. Strand 3 – Social Empowerment through Work Education and Action (SEWA)
 - d. Strand 4- Health and Activity Card (For record)
35. **Hubs of Learning:** Clusters of 4-5 neighbourhood schools each, for the purpose of collaborative growth, promotion of self-improvement and enhancement of quality of education
36. **Indicator:** Data or statistic that indicates or signals something.
37. **Induction:** Formal installation in office.
38. **Infrastructure:** Fundamental facilities and systems.
39. **Innovation:** Starting something for the first time; introducing something new, which has resulted from research and experimentation.
40. **Inter-disciplinary:** Of the inherent connections between academic subjects.
41. **Individual Education Plan (IEP):** A detailed plan for a specific child's special educational needs and identifies the services that will be provided to meet those needs.
42. **Learning Objectives:** Statements that define the expected goal of a curriculum, course, lesson or activity in terms of demonstrable skills or knowledge that will be acquired by a student as a result of instruction.
43. **Learning Outcomes:** Statements that describe significant and essential **learning** that learners have achieved, and can reliably demonstrate at the end of a lesson or a unit or a **course** or program. In other words, **learning outcomes** identify what the learner will know and be able to do by the end of a lesson or a unit or **a course** or program.

44. **Leadership Team:** A **leadership team** is a group of two or more people who are committed to collaboratively serve some significant organizational purpose for which they hold themselves mutually accountable.
45. **Logo:** Sign or character representing a word.
46. **Mission:** An assigned or self-imposed duty or task.
47. **Motto:** A sentence, phrase or word expressing the spirit or purpose of an organization.
48. **Observation schedule:** A time frame for illuminating issues based on diagnostic review of a situation.
49. **Pay Commission:** A legislative body created under law to set the minimum rate of pay for employees.
50. **Parent Participation Tracker:** A mechanism to track and measure parent involvement in school activities.
51. **Pedagogical Plan:** Pedagogical plan is the systematic plan for the learning activities to be taken up during the session for scholastic and co-scholastic. The plan defines the learning outcomes, learning tasks, learning environment, interactions, schedules, resources etc. Pedagogic planning lays the foundation for the designing of the curriculum and lessons. The pedagogical plan reflects the vision and mission of the school and helps in achieving those objectives. It needs to be reviewed at regular intervals.
52. **Pedagogy:** The art or science of teaching; education; instructional methods.
53. **Peer:** A person who is equal to another in abilities, qualities.
54. **Peer pressure:** The influence exerted by a peer group in encouraging a person to change his or her attitudes, values, or behavior in order to conform to group norms.
55. **Policies:** A definite course of action adopted for the sake of expediency, facility etc.
56. **Portfolio:** A collection of evidences of students work over a period of time.
57. **Position Paper:** Most useful in context where detailed comprehension of another utility views are important. They are used to make public official recommendation and enable discussion on emerging topics.
58. **Process Owner: Persons** responsible for the management of **processes** within the organization.

59. **Project:** A task given over a period of time and generally involves collection and analysis of data. It is useful in theme-based learning.
60. **PTM:** An interface between the educator and the guardian of the student for discussing his / her areas of improvement and / or achievement.
61. **Relationship Management:** Strategy by which the school maintains engagement with its stakeholders or maintenance of relationships between the school and its stakeholders.
62. **Remedial Class:** A class that teaches skills that are needed to succeed in pursuing some courses. These skills can be in the areas like mathematics, writing, reading, etc.
63. **Remediation:** Correction of something defective or reversal of stopping damage.
64. **Safety Measures:** Activities and precautions 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



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