

CBSE School Quality Assessment and Accreditation (Manual)



SQAA



CENTRAL BOARD OF SECONDARY EDUCATION

Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi-110 092
India

नया आगाज़

आज समय की माँग पर
आगाज़ नया इक होगा
निरंतर योग्यता के निर्णय से
परिणाम आकलन होगा।

परिवर्तन नियम जीवन का
नियम अब नया बनेगा
अब परिणामों के भय से
नहीं बालक कोई डरेगा
निरंतर योग्यता के निर्णय से
परिणाम आकलन होगा।

बदले शिक्षा का स्वरूप
नई खिले आशा की धूप
अब किसी कोमल-से मन पर
कोई बोझ न होगा

निरंतर योग्यता के निर्णय से
परिणाम आकलन होगा।
नई राह पर चलकर मंज़िल को हमें पाना है
इस नए प्रयास को हमने सफल बनाना है
बेहतर शिक्षा से बदले देश, ऐसे इसे अपनाए
शिक्षक, शिक्षा और शिक्षित
बस आगे बढ़ते जाएँ
बस आगे बढ़ते जाएँ
बस आगे बढ़ते जाएँ.....





School Quality Assessment and Accreditation



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भारत का संविधान

उद्देशिका

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

सामाजिक, आर्थिक और राजनैतिक न्याय,
विचार, अभिव्यक्ति, विश्वास, धर्म
और उपासना की स्वतंत्रता,
प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए, तथा उन सब में, व्यक्ति की गरिमा और [राष्ट्र की एकता और अखण्डता] सुनिश्चित करने वाली बंधुता बढ़ाने के लिए दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई० को एतद्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

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

भाग 4 क मूल कर्तव्य

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

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

THE CONSTITUTION OF INDIA

PREAMBLE

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

JUSTICE, social, economic and political;

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

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

FRATERNITY assuring the dignity of the individual and the ² [unity and integrity of the Nation];

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

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

THE CONSTITUTION OF INDIA

Chapter IV A

Fundamental Duties

ARTICLE 51A

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

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



A Note to the Users of the Manual

The School Quality Assessment and Accreditation Manual documents the process of school improvement through reflection and validation.

Effective schools understand that school improvement is a process, not an event. It begins with extensive documentation, gathering and validating data against evidence and rigorous self assessment resulting in School Improvement Plans.

The Manual can be effectively used by a wide variety of audiences which include school managers and school leaders, agencies involved in the process of Accreditation, teacher educators, academic co-ordinators, parents and students.

The instruments presented in the Manual have been evolved through constant interaction with school principals and teachers. The process of Accreditation begins and ends with the CBSE, however schools will be observed by agencies empanelled with the Board.

Schools are encouraged to read the Manuals and the accompanying Annexures, especially the one's presenting Guidelines for Schools, Agencies and the CBSE. A micro site for Accreditation is also taking shape which will further enhance understanding regarding the various parameters required to undergo this process.

For any further queries you may write to cbsemnm@gmail.com or post them in the interactive corner on the website (accreditation.cbseacademic.in)

(DR.SADHANA PARASHAR)
DIRECTOR (TRAINING)
CBSE



Abbreviations Used

NCF 2005	National Curriculum Framework 2005
SQAA Checklist	School Quality Assessment and Accreditation Checklist
SQAAF	School Quality Assessment and Accreditation Form
RTE,2009	Right to Education,2009
FAM	Formative Assessment Manuals
CCE T	Continuous and Comprehensive Teacher Manual
COF	Classroom Observation Form
COC-TIF	Class Observation Checklist-Teacher Interaction Form
TD	Teacher Diaries
TLB	Teacher Log Book
LP	Lesson Plans
AR	Anecdotal Records
RC	Report Cards
OS	Observations Schedule
ACP	Annual Curriculum Plan
AEP	Adolescent Education Programme
TT	Time Table
AC	Academic Calendar
HM	Health Manual
CSS	Co-Scholastic Skills
HOD	Head of the Department
LS	Life Skills
UNESCO	United Nations Educational, Scientific and Cultural Organization
ICT	Information & Communication Technology
ICTI	Information & Communication Technology Integration
LO	Lesson Observation
ON	Opinionnaires
DRR	Diagnosis and Remedial Records
PTM	Parents Teacher Meeting
OH	Open House
MMT	Mentoring and Monitoring Tools
PA	Peer Assessor
PAT	Peer Assessor Team
LoA	List of Activities
LoE	List of Excursions
ASR	Assessment Records
TechT	Technology Tools
SC	School Calendar
HP	Holiday Policy
SM	Staff Muster
CwP	Communication with Parents
PE Cards	Physical Education Cards
EE	Environmental Education
EBL	Enquiry Based Learning
CCL	Child Centered Learning
SCP	School Curriculum Plan



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Chapter 1

School Quality Assessment

Quality Education as National Mandate

The Government of India has recently initiated a series of steps to improve the level of quality of education in the schools across the country. The latest policy document namely, the Eleventh Five Year Plan has also focused on improving the quality of school education. It reads as: “*Quality of education is a much discussed issue and there is no clear consensus on what constitutes quality, how to measure it, or whether it can be measured at all. The meaning of 'improved quality' needs to be defined in operational terms through clearly identified outcome indicators for various dimensions like teachers' competence, classroom processes, teaching learning materials, students' performance etc.*”

The Right of Children to Free and Compulsory Education Act 2009 has categorically stated:

Every child between the age of 6 and 14 years would be provided free and compulsory elementary education.

It prevailed upon the Central Government to develop a framework of National Curriculum, develop and enforce standards for training of teachers, provide technical support and resources to the State Governments for promoting innovation, research, planning and capacity building.

It has also ensured that no child belonging to the weaker section or disadvantaged group is discriminated against and prevented from pursuing and completing elementary education on any ground what ever so.

Schools must have adequate infrastructure, teaching staff and learning equipment and provide special training facilities for their teachers (*Chapter IV.6, 8*).

The RTE while detailing the responsibilities of schools and teachers has stipulated that every school will admit at least 25% of children belonging to weaker section and disadvantaged group right from the pre-school stage (*Chapter IV.12*).

Further the school shall not subject a child to any screening procedure or hold back in any class or expel from school or subject to physical punishment or mental harassment.

The Central Government may issue such guidelines to the concerned Government or, as the case may be, the local authority, as it deems fit for the purpose of implementation of the act.

The concerned Government may issue guidelines and give such directions, as it deems fit to the Local authority or School Management Committee regarding implementation of the provision of the Act.

In the case of government Schools, it has directed schools to constitute a School Management Committee (SMC) and ensure that at least three-fourths of members of sub-committee are parents and guardians (*Chapter IV.21*).

The teachers are expected to maintain regularity and punctuality in attending schools; conduct and complete the curriculum within the specified time and assess the learning ability of each child.



- It has come down heavily on private tuitions and stated "No teacher shall engage himself/herself in private tuitions or private teaching activities".
- The curriculum should be in conformation with values enshrined in the Constitution, should lead to all round development of the child, build up child's knowledge, potentiality and talent and develop physical and mental abilities to the fullest extent.
- Learning should be through activities, discovery and exploration in a child centered manner and Continuous and follow Comprehensive Evaluation of child's understanding and knowledge.

Reforms in CBSE:

The CBSE implemented Continuous and Comprehensive Evaluation (CCE) in its strengthened form in classes IX & X in 2009, replaced marks with grades in Class X and phased out Class X exams for students studying in Senior Secondary schools.

Academically speaking, we all know that the emphasis of Child Centered Education as and Continuous and Comprehensive Evaluation is on holistic development of learners. This envisages conceptual clarification through experiential learning in classrooms as the focus is placed on both scholastic and co-scholastic areas along with developing life skills, attitudes, creative thinking, critical thinking, social skills and emotional skills. The task of institutionalizing the scheme was extremely challenging and the Board devised an action plan and undertook extensive teacher training programmes. For further capacity building, Mentor/Monitor framework was initiated by the Board. These Mentors worked as peer assessors. The Board appointed Principals as Mentors to visit a group of Mentee schools, document observations with regard to the implementation of CCE scheme, classroom review and submit an online report to the Board.

Subsequent to this preparation, the first Summative Assessment Examination for Class IX and X was conducted in September 2010 while Summative Assessment-II Examination was held in March 2011. The Board conducted this Summative Assessment-II examination for the students studying in schools upto secondary level and for those students who wished to switchover to other Boards for the Senior Secondary stage. For the schools affiliated with the Board upto the Senior Secondary level the schools were given an option to conduct their own Summative Assessment-II Examination. To facilitate these schools, the syllabus and question paper designed in different subjects for Classes IX and X for Summative Assessment-II was circulated by the Board.

To ensure standardization and uniformity the Board framed the question papers for different subjects and sent them to the schools. The marking scheme for these question papers was also provided by the Board to ensure uniformity in evaluation, even in the internal examinations. The schools were allowed to use the question papers provided by the Board in their entirety or mix and match the questions from the question papers provided by the Board (keeping in mind the question paper framework/blueprint as per the Board's Sample Papers) or design their own question papers on the lines of the Sample question papers provided by the Board.

The schools were also asked to send data of School Based Assessments done by the school for the students of class IX and X to the Board in the format provided by the Board. This data was to be submitted online by



April 2011. In order to verify the assessments done by the schools, the Board asked some of the schools (randomly selected through a computer programme) to submit the `Evidence of Assessments' conducted by them in respect of the students of classes IX and/or X. These `Evidence of Assessments' submitted by the schools were subsequently put to scrutiny by different experts.

The Board has issued a Consolidated Qualifying Certificate (Certificate of Continuous and Comprehensive Evaluation) from 2011 onwards to all the students who appeared for the Summative Assessment-II Examination of the Board.

Need for School Quality Assessment and Accreditation (SQAA):

Assessment and Accreditation essentially aims at Institutional capacity building for continuous quality improvement through self-analysis and self-monitoring of quality enhancement processes.

Assessment and Evaluation of an Institution is intended to be a means to document its Educational Quality and Institutional Effectiveness. Fostering Institutional improvement and demonstrating its accountability are complementary processes that assure the quality of an Institution. The validity of such an assurance depends on many dimensions of assessment. Without a clear sense of the purpose of assessment, knowledge of what is to be assessed and an understanding of how the results of assessment will be used, assessment efforts may often become an end itself. If the results of an assessment are not useful thereafter for planning and arriving at reflective decisions, accredited schools would only be data-rich and response poor Institutions.

The need for quality assurance arises from the following:

- a) Assessment and Accreditation provide an incentive for self-study and self improvement.
- b) It reassures external stakeholders such as employers, professional bodies and the general public, about the legitimate quality of the assessed and accredited CBSE schools as well as the relative quality status of the institution as compared to other similar institutions.
- c) Third party assessment and accreditation and the resultant certification, vouch for the competence of the institution assessed, to provide education of a high standard.
- d) Assessment and accreditation would enhance the responsiveness of communities of learners.
- e) Accreditation would ensure that institutions prepare the students for citizenship responsibilities, successful careers, acquisition of life skills and life- long learning.
- f) On the whole, it would help institutions in capacity building.

After the initial affiliation process of the CBSE, periodic visits though conducted, do not always lead to a sustained effort to benchmark quality. In most schools the indicator of quality is often reflected in examinations results. CBSE now envisions quality to be pervasive in all aspects of school education. Accordingly, a mechanism of **Accreditation** of its affiliated schools has been initiated. The process of accreditation would monitor identified outcomes at all levels and across all spheres of school education. It would help teachers, educational administrators and all other stakeholders involved in school education to learn from this exercise and improve themselves.



each aspect of planning the Annual Curriculum Plan (ACP). This will include augmentation and improvement of the physical resources of the school, addressing the diverse needs of students for life-long learning and identifying the inputs and academic support that the school needs in order to respond to these needs from time to time. Thus accreditation is an important process through which schools can enlist the involvement and support of each aspect of the community in the education of children.

The seven Domains identified by CBSE refer to inter related processes which define an institution qualitatively. These assessments will focus on contexts, processes and results that describe the school community.

The emphasis in all the seven domains is on the outcomes: excellence in academic and non-academic activities are tangible and overt, whereas outcomes in terms of discipline, punctuality, cleanliness, and job satisfaction are largely intangible and covert. Thus, certain dimensions are prerequisites for quality and certain others are the manifest forms of quality. From such a stance, quality is built on certain foundations, which are as important, if not more, as the known indicators of quality. Hence, the first stage is to clearly define the indicators of quality, as far as possible, in measurable terms. The quality of students, teachers, leadership qualities of the principal, physical infrastructure, instructional resources, and financial resources are some of the examples of inputs for quality.



Domains of SQAA

1. Scholastic Academic Processes and Outcomes

The many systems and operatives that make education a functional and living entity are a part of academic processes and products. By including within their wide realm policy makers, schools and their managements, principals, teachers and above all the learners, these processes allow the creation of cohesive and creative learning spaces.



The 3 sub-domains of this domain are as follows:

- 1.1 Curriculum Planning
- 1.2 Teaching Learning Processes
- 1.3 Student Assessment and Performance

1.1 Curriculum Planning is at the very core of the school education providing the basis and scope of teaching learning. The National Curriculum Framework has been used essentially as guidelines. They convey the intent of the planners in terms of what is considered appropriate for effective teaching and learning in school systems which are otherwise diverse and dissimilar.

Curriculum for the 21st century must aim at reducing content and focus on conceptual understanding; engage students towards higher – level, complex thinking and develop deeper understanding of social realities and provide opportunities for self-discovery and self-learning.

A good curriculum, therefore, will be interdisciplinary, linked with the local community and environment and cater to students with different and varied learning needs. It would naturally have an element of review and reform and will be structured so as to engage the learner in multiple ways and enable lifelong learning skills.

1.2 Teaching Learning Processes

The teaching and learning processes are complementary to each other and form the basis of academic processes and products. Starting from something as fundamental as the content knowledge of the teacher they widen to include his/her ability to synthesize this knowledge with various other skills in order to engage the learners cognitively and challenge them to think, reflect, internalize and express.

It is imperative that we move towards systems where learners take charge of their own learning, engage readily with activities, ask questions and use technology. Team work allows for collaborative learning and cooperation as much as individual achievement and excellence. As students are motivated, they will acquire and enhance their research skills, be more socially sensitive and responsible.

1.3 Student Assessment and Performance

The teaching learning process is incomplete without assessment. Assessment provides a feedback to both the learner and the teacher about the transaction taking place in the classroom. Regular and periodic assessment using a variety of tools and techniques can help in identifying the levels of attainment and impediments to the same.

Quite obviously, this entails a deeper connection with the students and the maintenance of data and documentation. In devising the parameters of assessment, both academic and co-scholastic areas should be kept in mind. These should also be shared with learners and structured for helping the student to improve their performance.

2. Co-scholastic Processes and Outcomes

The Scholastic and Co Scholastic components make for an education that is holistic and



comprehensively assesses an individual's potential, capabilities and interests. However, over the decades, educational systems in our country have emphasized scholastic over the co-scholastic. This has also shaped the social perceptions about individual worth and achievement, limiting them to a narrow sphere of academics. The co-scholastic sphere which covers the wider ambit of education remained a grey area in planning educational curriculum and practices, till recently.

The sub-domains of Co-Scholastic Processes and Outcomes are as follows:

- 2.1 Life Skills
- 2.2 Value Systems
- 2.3 Attitudes
- 2.4 Work Education
- 2.5 Visual and Performing arts
- 2.6 Co-Scholastic Activities
- 2.7 Health and Physical Activities, Health Cards

3. Infrastructure – Adequacy, Functionality and Aesthetics

This is a vast area and covers facilities provided by the school in the areas of space, safety requirements, health management and the aesthetic component. Provisions need to be in place for buildings to be friendly for the differently abled. Through its eight sub-domains all major aspects associated with infrastructure are accounted for in a simple and easy manner for institutions to follow. This is the second largest domain in the CBSE School Assessment and Accreditation System.

The following are the sub-domains of Infrastructure – Adequacy, Functionality and Aesthetics:

- 3.1 Classrooms, Library, Laboratory, Computer Labs and ICT Facilities, Playground and Transportation Facilities
- 3.2 Principal's office, Staff Room and Administrative Offices
- 3.3 Sports and Games facilities, hobby Rooms, Arts and Music Dance facilities.
- 3.4 Girls' rest room, Infirmary, Water and Sanitation, Health Management Facilities.
- 3.5 Furniture, Lighting and Ventilation
- 3.6 Safety and Disaster Management Provisions (fire extinguisher, emergency exit, DM Club, Drills)
- 3.7 Provisions for Differently Abled Children and Inclusive Practices
- 3.8 Eco-friendly Orientation, Aesthetics, Lawns and Green Plants.

4. Human Resources

This domain first adheres to the major boundaries of teacher to section ratio, as well as working days 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.

The following are the sub-domains of Human Resources.

- 4.1 School Staff (teaching and non-teaching)
- 4.2 Parents
- 4.3 Alumni
- 4.4 Students

5. Management and Administration

Leadership starts with a vision. Management ensures that processes and practices are aligned with the vision and are ingrained in the system, so that the users actively promote the essence of the vision.

The Management and Administration Domain has been divided into the following sub-domains:

- 5.1 Institutional Planning Mechanisms
- 5.2 Institutional Improvement and Process of Accreditation and Certification.
- 5.3 Goal Setting and Policy Making
- 5.4 Effective Co-ordination within the school
- 5.5 Resource Management
- 5.6 Relationship Management (staff, parents, community, alumni etc.)
- 5.7 Activity Management
- 5.8 Data and Record Maintenance
- 5.9 Oral and Written Communication
- 5.10 Standard Operating Procedures
- 5.11 Financial Administration

6. Leadership

The potential role of the Principal is in providing academic leadership to their schools.

A visionary leader to understand the way learning occurs 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 in which he needs to operate, develops appropriate competencies to be able to create actual situations for scaffolding. He develops an artistic and aesthetic sense in children through art education and addresses the learning needs of all children, including those who are marginalised and disabled. A leader views appraisal as a continuous educative process.



The following are the sub-domains of Leadership domain:

- 6.1 Vision and Mission statement
- 6.2 Strategic Plans for School Improvement
- 6.3 Quality and Change Management
- 6.4 Scholastic Leadership
- 6.5 Collaborative Leadership
- 6.6 Innovative Practices

7. **Beneficiary Satisfaction**

Schools shall be successful in meeting this standard when it has the understanding, commitment and support of stakeholders. School personnel need to seek opportunities for collaboration to help the institution become a hub of excellence.

The following are the sub-domains of the Beneficiary Satisfaction Domain.

- 7.1 Student Satisfaction
- 7.2 Teacher Satisfaction
- 7.3 Office Staff
- 7.4 Principal
- 7.5 Management
- 7.6 Parents and Alumni
- 7.7 Community

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 with stakeholders and productively use the knowledge and skills of stakeholders to enhance the work of the school.



Chapter 2

School Quality Assessment and Accreditation

Accreditation: Its Meaning

Accreditation can be defined as an affirmation of Quality. The Accreditation of a school would mean certification of a school's functioning assessed on the basis of predetermined norms in pre-defined areas. The Accreditation is actually intended to serve the purpose of a handy index for the stakeholders since it would give an immediate insight about the state of affairs in a school.

Accreditation, in the context of the schools affiliated with CBSE, would be a written recognition given on the basis of a structured report made by an independent accreditation agency. It also reflects as to how the internal operations of a school converge vis-à-vis broad objectives of the Board. It ensures the integrity of the schools and reaffirms their sustained commitment for the pursuit of excellence.

Incidentally, Accreditation is not principally about external scrutiny alone. It is about continuously trying to do better. It does not end with the affirmation of a status qualifying an institution as 'Accredited'. It includes a structured follow-up procedure to ensure that recommendations made by the accreditation agency are dealt with appropriately and action plans are drawn up and implemented in the school to improve upon.

Vision

The Vision of CBSE School Quality Assessment and Accreditation (SQAA) is:

To provide a quality benchmark in the concept, establishment and running of effective systems within an institution in accordance with changing socio-economic and cultural contexts and new research

To assess them through standardized instruments and processes of internal (self evaluation) and external assessment (peer review) which will encourage sustained qualitative enhancement.

Mission

In order to attain the quality in school education as envisioned above, CBSE SQAA strives:

To arrange for periodic assessment and accreditation of schools.

To stimulate quality learning environment

To promote student centered non-discriminatory curriculum with enough scope for innovation and research.

To encourage self evaluation and objective peer review with a focus on continuous improvement of the school communities.

To encourage schools to continually draw from all the stakeholders-students, parents, teachers,



managements and local community members to support the school system for ongoing research and development.

To strengthen and encourage the initiative as envisaged by CBSE from time to time.

Objectives of Accreditation

To assess and endorse that an institution/school meets established standards.

To assess the effectiveness of an institution in creating the most innovative, relevant, socially conscious eco-oriented learning environment for all its staff and students.

To involve the faculty comprehensively in institutional evaluation and planning for enhancing effectiveness of a school.

To establish criteria for professional certification and upgrading of standards.

To encourage continuous self assessment, accountability and autonomy in innovation in school education.

To encourage continuous professional development and capacity building of teachers.

Value Framework for CBSE SQAA

Schools function in a dynamic context with enormous challenges ahead of them. The impact of technology on educational delivery, the impact of globalization, changing employability skills, need to develop collaborative Life Skills and bringing in research based innovation and best practices in the areas of curriculum reform, and assessment and evaluation have been taken into consideration while formulating the core values for the Accreditation framework.

1. Nurturing national pride and fostering Nation Building

The NCF 2005 has recommended that quality is a systemic attribute rather than a feature of instruction. Quality is not merely a measure of efficiency: it also has a value dimension. The attempt to improve the quality of education will succeed only if it goes hand in hand with steps to promote equality and social justice.

Schools and school education need to develop a Value Framework based on the constitutional ideals of social justice, equity and access.

2. Creating Global Citizens

The imperative of CBSE-SQAA is also to empower schools to move towards skill development of students at par with their counterparts elsewhere in the world. This implies that institutions need to be innovative, creative and quality conscious.

3. Inculcating values among students

The CCE framework projects a value system based on Article 51A of the Indian Constitution - Fundamental Duties which provides the most comprehensive list of values which should be inculcated by every citizen. The cultural pluralities and diversities prevalent in the country need to



be a part of the awareness of school children. Respect for the Nation, rendering National Service, promoting harmony and spirit of unity, transcending religious, linguistic and regional or sectional diversities, working towards removing bias towards practices derogatory to the dignity of women, preserving the rich heritage of our culture, protecting and conserving the environment, developing scientific temper and spirit of enquiry, protecting and safeguarding public property, striving towards excellence in all spheres of individual and collective activity are values which provide an intensive framework for a Value Based Curriculum for Schools. The SQAA examines how these values are being imbibed within the school curriculum.

4. Promoting the Use of Technology

Technology has become the greatest quality enhancer in the sub-domain of teaching learning processes. The learners in the 21st Century are technology driven. Classrooms of today have to be technology enabled to motivate and sustain learner interest. Good governance and the management of complex administrative functions becomes greatly enhanced through the use of technology. Electronic data management, documentation and recording in implementing assessment reforms will greatly help schools to become standardized and qualitative. All schools should move towards designing effective websites to disseminate relevant information to all stakeholders.

5. Creating Hubs of Excellence

All institutions need to move towards becoming 'Hubs of Excellence'. The purpose of the school assessment is not to create islands of excellence but help all institutions to go through a rigorous process of self audit and reflection, build on their strengths and work on the areas that need attention.

Purpose of Accreditation

The purpose of accreditation of schools is basically to provide a comprehensive assessment of the school with focus on intrinsic characteristics "as it exists" in the school. It also aims at creating an avenue for school in reorienting its processes, practices and approach for achieving both **external quality** (*beneficiaries being nation, society, parents, students*) and **internal quality** (*Spotting and limiting dysfunction; weaknesses; beneficiaries being school's management & employees*). Accreditation of schools indicates that the educational institution has conducted a self-evaluation of all of its programs and hosted a visiting committee to evaluate the institution in terms of its own stated educational goals and the standards for accreditation set up by CBSE SQAA. The grant of accreditation is a testimony to the fact that the accredited school has met the prescribed standards fixed by the accrediting agency. It is not to compare or rank the schools.

Features of accreditation

To be accredited, schools must:

a) **Meet the required standards of SQAA:**

The standards require that the school has a clear vision and purpose, has effective and responsive



leadership; has a vigorous curriculum taught through sound, research-based methods, collects, reports and uses performance results, provides adequate resources and support for its educational programmes; and values and communicates with its stakeholders.

b) Engage in continuous improvement:

To demonstrate continuous improvement, the school must identify a shared vision, maintain a school-wide profile of the current reality, establish plans, assess the implementation of interventions, and document the results of its efforts to improve student learning and school effectiveness.

c) Demonstrate quality assurance through internal and external reviews:

Schools must engage in a continuous process of self-assessment and review.

Core Principles

CBSE Accreditation Manual is based on the following Core Principles:

A. Quality is contextual

The concept of quality is most contested among educational thinkers, because quality is not a constant attribute but a variable. Hence it is contextual. If the context changes the parameter of quality also changes. The context of one school is different from another. There are more than forty school boards with three Boards at the national level, of which two are in the formal sector and one in the non-formal sector. The schools are run by thousands of management bodies which influence their educational processes and functioning, governance and leadership.

Understanding and evaluating the quality of education requires a holistic picture of the unique and complex character of schools, boards and government policies and the way in which they interact inside and outside the school thereby affecting student achievement. Therefore it is important to consider the entire context in which a school functions. In light of the varying context in states, culture and communities, a common standard applicable to all the schools is to be developed.

In India, schools are governed by Policies of the state government, affiliated boards and respective managements. The school board is more influential, as it governs the policies that impact the eventual outcome of the institution. The context of the CBSE accreditation process is “National Policies and stated regulations” and the Accreditation Manual is designed exclusively for schools affiliated to CBSE.

B. Quality is a progressive attribute

As the quality of the students, teachers and school systems improve over time, the quality standards need to be progressive. Quality enhancement is an ongoing process. It changes in step with developments from time to time. Newer quality standards are evolved and communicated by way of policies and regulations to ensure sustainable quality upgradation. Since this document is policy driven, it addresses the progressive attributes of quality.



Advantages of Accreditation

The school is able to maintain a level of quality and helps to identify its areas of improvement.

The students are able to assess themselves against acceptable set of norms.

The parents are assured of set standards of teaching and learning.

The process benefits all stakeholders within the school system – the Management body, principal, teachers, students, parents and community.

It facilitates institutions in recognizing their strengths and weaknesses and gives detailed guidelines and recommendations for capacity building.

It empowers Schools' policy makers to refine their formulation and allocation of resources.

The community, society, industry have the assurance of obtaining professionals whose human behavior and ethical approach to the work process helps an organization have a value based system of work.

The CBSE SQAA is an affirmation of “Quality”. It is the means of demonstrating confidence in the schools' purpose and performance. The goals are effectiveness, improvement and public assurance. **Accreditation will not involve ranking institutions, but rather, will establish a level of acceptable quality for all accredited institutions while respecting the unique missions of the institutions involved.** Accreditation of school will indicate that the educational institution has conducted a self-evaluation of all of its programs and processes.

Who should apply?

A school which is affiliated to the Central Board of Education for a minimum period of three years can apply. A School must apply to the CBSE between June and 30 September of the academic year in progression or as per details made available from time to time.

Who will administer the Accreditation?

The agencies empaneled with the Board have developed the School Quality Assessment and Accreditation Manual which will be used in the pilot phase. This Manual alongwith the instruments is the guideline for conducting the accreditation process.

The agencies will be trained by CBSE on this Manual and will further train Peer Assessors for conducting the process of accreditation in schools. It is expected that the Peer Assessors will be principals who are either working or retired from schools with a vast experience and rich insight into the processes that make a quality institution. It is also expected that the agencies and the assessors will apprise themselves of the latest reforms being conducted by CBSE as well as the Manuals and support material developed by the Board for successful implementation of reforms.

Schedule for the Agency authorized by CBSE

The Agency authorized by the Board to conduct the Accreditation will keep the following points into considerations:



- Identification of the schools to be assessed SQAA
- Date and place where SQAA is to be conducted
- Expected time and duration for each major assessment activity
- Identification of peer assessors as individuals capable of managing significant direct responsibilities regarding the objectives and scope of accreditation
- Training of peer assessors to conduct the accreditation
- Schedule of meetings and interaction sessions with all stakeholders of the school (SAC)
- Confidentiality requirements and assessment of SQAA report submission
- Working documents designed for assessment including SQAAF, Safety Checklist , Observation Report Formats, Documents for supporting evidence for conclusions reached by assessors.
- Creating an Accreditation Corner on their own website for CBSE SQAA and uploading online/offline formats of all instruments.

Process of Accreditation

A school affiliated to the CBSE and intends to get accredited is advised to set up a School Accreditation Committee(SAC), which will coordinate with the Accreditation Agency through the entire process of accreditation.

The process of accreditation involves the two essential stages:

1. **Self Review** using **School Quality Assessment and Accreditation Form (SQAAF)**.
2. **Validation** by external Peer assessor Team by visiting the assessed school.

The accreditation is valid for a period of three years

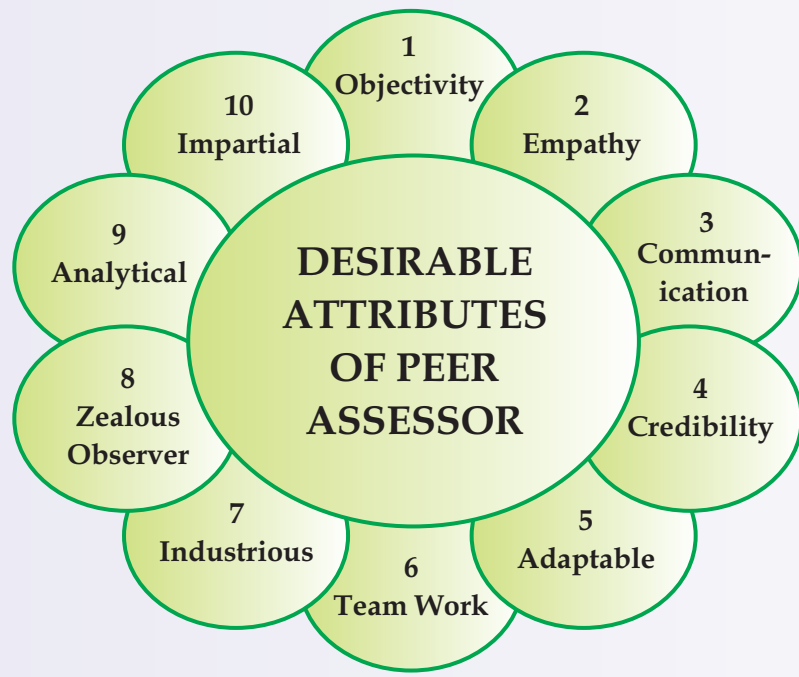
(Refer Chapter 4 for the details regarding the process of Assessment and Accreditation)

CBSE SQAA Assessors

Assessment of a school is intended to be a means to document the strengths and weaknesses of educational practices and institutional effectiveness leading them to desired accountability. CBSE SQAA is aimed to help the schools to know the 'Quality index' that could help the managements to clearly visualize their unique features as also to be aware of what could be improved further.

As is the universal practice for quality assessments everywhere in the world, the human agents (Peer Assessor) form the core of CBSE SQAA. While all efforts have been made to standardize the entire process of SQAA by introducing objectivity at all levels of the process, it is presumed that the ideas and processes can only be translated into successful results with the help of skills of the team of Assessors especially instruments.

CBSE SQAA manual as stipulated that the external assessment team shall be called Peer Assessor Team (PAT). The approach of the team would be non-threatening and confidence building. PAT is not an inspecting team, hence the use of the terms 'Assessment' 'Assessor' and 'Assesse'. The Peer Assessors may



What guides CBSE SQAA Peer Assessor?

In order to arrive at credible and reliable assessment for /or against an Institution,, CBSE SQAA Assessor is guided by well defined principles for effective assessment. He/ She is able to practice the given standards through his/her personal assets such as inter-personal competencies and professionalism in performance, some of these guiding principles are as follows:



I. Objectivity:

Objectivity is the function of impersonal and non-opinioned judgment. In CBSE SQAA, the Peer Assessor is skilled in gathering and reporting facts, collaborating them with multiple sources and creating balance of view points. The transparency of his /her thoughts feed into the objectivity that he/she practices. So his objective opinions depend on:

reliance on facts submitted in SQAAF

extra effort made to fill the information gaps through evidence, during school visit.

the transparent process practiced in validating and arriving at conclusions using Domains and Sub-Domains.

II. Empathy:

The ability to put him/herself into the shoes of assessee school members to understand the cause with which the school is being run and administered, guides Peer Assessor's judgment during the assessment process. So, the PA

does not get in to the mission of fault finding; he/she deals with more of what is good than simply 'what is not'

recognizes and promotes initiatives.

shares ideas and opinion as 'an equal than a superior' who knows all

Creating a Climate of Acceptance and Respect

Being in harmony with the school environment

Avoiding words, thoughts, gestures and tone implying judgement or criticism

Avoiding or unduly influencing the school members with his/her opinion.

III. Communication:

CBSE SQAA Peer Assessor draws lot of his/her strength from effective and appropriate communication. The assessor is:

a patient listener

able to choose appropriate language to engage the assessee school members in meaningful interactions

able to produce coherent and fluent reports.

capable of giving adequate feedback with clarity and precision.

IV. Credibility:

Peer Assessor's credibility emanates from his/her person, his/her work and the method that he/she follows. The Peer Assessor, therefore, makes assessments which are



- acceptable to all stakeholders
- based on consensus building
- positive
- in time with prescribed standards and norms
- reflective of quality

V. Adaptable:

CBSE SQAA is a rigorous process but does not provide room for rigidity. During the entire process of assessment, the Peer Assessors role model themselves as:

- agents of change.
- advisors to identify areas which need change.
- motivators to the assessee schools to adopt innovative practices in place of unproductive traditional practices.

Joining with the Assessee School

- Shoulder to shoulder approach
- Honouring the school as it exists
- Responding to school's individuality and special features
- Sharing the experience of assessment process together

VI. Team work:

The entire approach of CBSE SQAA is to emphasize on team work. Central control and co-ordination by the leader notwithstanding, the Peer Assessor endeavours to enhance the importance of every member of the team. The Peer Assessor:

- promotes collective thinking
- practices circular strategy
- awards mutual autonomy and co-operation
- is an equal by the side and not a sage on the stage
- provides functional leadership

VII. Industrious

- Being aware that Assessment has a Beginning, a Middle and an End
- Patiently and Skillfully moving to the conclusion
- Working out suggestions for Growth /Development



VIII. Zealous Observer

- Being curious and interested
- Exploring
- Questioning and enquiring
- Being non-intrusive

IX. Analytical

Analyzing Data In Association with the Assessee School

- Discussing perceptions during the assessment process
- Discussing what possibilities are feasible
- Acknowledging the best practices'
- Being honest

Recording All Available Information

- Being sensitive to every bit of information
- Being like a sponge
- Looking for patterns and exploring possibilities

X. Impartial

- Being an optimist
- Building and using inter-personal rapport
- Enjoying the whole experience



THE SCHOOL ASSESSMENT AND ACCREDITATION [SQAA] PROCESS

Appointment of Agencies

CBSE employs transparent selection procedures to empanel Accreditation agencies



Schools fill in **Form of Intent** and send online to CBSE



Pre-Planning Stage

- On receiving Form Letter Intent from a prospective school, CBSE sends an **e-mail** to the Accreditation Agency.
- Accreditation Agency appoints **Peer Assessors Team (PAT)** and sends an acknowledgment to the school



Agency orient PAT on the CBSE Manual



Submission of SQAAF by the Schools

- Assessee School to fill and submit the SQAA form online / by post along with related evidence to support the data.



Pre visit- Analysis Stage

Peer Assessors Team (PAT) and CBSE authorized Agency collate and analyse data, gathered from SQAAF along with evidences and documents submitted by applicant school Only if the school scores 50% initial score (overall) the school plan visit.



School Visit by Peer Assessors Team

Peer Assessors Team [PAT] visits the school (if the school gets the minimum qualifying score) on a mutually convenient date to analyse the data submitted by the school

- PAT to focus on –
Chapter 3: SQAA Domains and Sub-Domains
Instruments 2, 3, 4, and 5 : Questionnaires (Students, teachers, parents and non teaching staff)
- Information is gathered through interaction following the administration of questionnaires, which is analysed by acquiring the same from different sources like – physical observation, institutional records etc.
- The final score to be recorded on Score Card and shared with CBSE and school.



PAT Prepares Reports

1. School Quality Enhancement Report - SQER (For Schools)
2. School Quality Assessment and Accreditation Report (SQAAR) - for CBSE and School



Chapter 3

Domains and Sub-domains of School Quality Assessment and Accreditation

Introduction

The Seven Domains identified by CBSE infact focus on the seven areas which document processes of institution building.

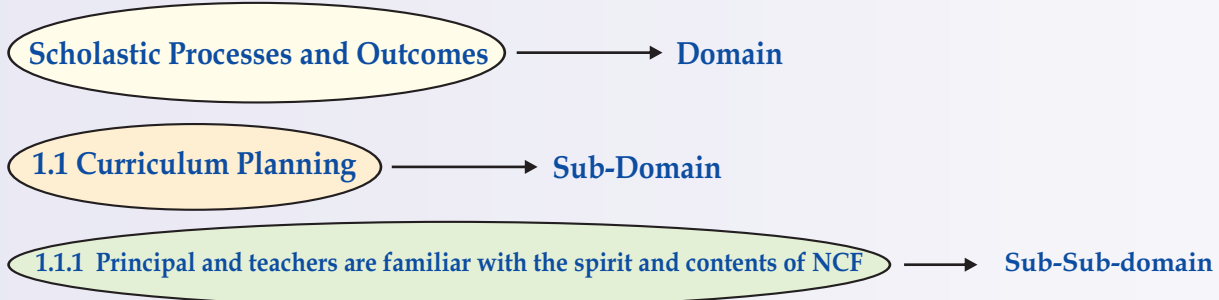
The Domains are further divided into Sub-Domains and sub-sub domains which qualify the various aspects of that particular domain. Each sub-domain has a number of statements under which benchmarks have been developed with a weightage between 0-7. The bands are 0 or 1, 2, 4 and 7 and if an institution falls in the range of these bands they can also score 3, 5 or 6 respectively.

List of instruments to be used by PAT under SQAA

1. School Quality Assessment and Accreditation Form (SQAFF)
2. Questionnaire for Students
3. Questionnaire for Parents
4. Questionnaire for Teacher
5. Questionnaire for Non Teaching Staff
6. Safety Checklist.
7. Domain and Sub-Domain of School Quality Assessment & Accreditation



Explanation of Domain/Sub-domain/Sub-Sub-domain chart



	Statement	Score	Evidence/Records	Tools	Policy
	A statement which benchmarks practices in the school and which will help Peer Assessors to place schools in the given band		Evidence/Records are documents which reflect the policies of the practices of the school and have to be produced during the school visit.		Policies are the principles behind the Domains and Sub-domains
		Weightage to the band		Evidence/Records can be scanned and attached with the SQAAF.	
					Tools are Instruments developed by SQAA to be used by Assessors.

The gaps between the scores imply that the school can be placed at 3, 5 or 6 depending on their practices, evidence and documentation, analysis of Instruments such as SQAA Checklist and the evidence provided.



I. Scholastic Processes and Outcomes

The sub-domains of Scholastic Processes and Outcomes are as follows:

- 1.1 Curriculum Planning
- 1.2 Teaching Learning Processes
- 1.3 Student Assessment and Performance

1.1 Curriculum Planning

1.1.1 *Principal and teachers are familiar with the spirit and contents of NCF*

	Statement	Score	Evidence/Records	Tools	Policy
1.1.1.1	There is no acquaintance among the Principal and staff with the NCF document.	0	<ul style="list-style-type: none"> • NCF, 2005 • Position Papers NCERT 	<ul style="list-style-type: none"> • SQAA 	<ul style="list-style-type: none"> • NCF, 2005 • Position Papers of NCERT
1.1.1.2	Seminars/workshops are conducted to create awareness of the NCF 2005.	2	<ul style="list-style-type: none"> • Records of Staff Meetings / Subject Meetings • Seminar 		<ul style="list-style-type: none"> • CBSE Circulars
1.1.1.3	Teachers are encouraged to go through the NCF and a copy of document is given to all the members of faculty.	4	<ul style="list-style-type: none"> • Workshop / Department Meetings held • Annual Curriculum Plan/ School Calendar 		
1.1.1.4	The school has completely integrated the NCF and recommendations in the Position papers into all aspects of school curriculum.	7	<ul style="list-style-type: none"> • Teacher Diaries • CCE Manuals • FA Manuals 		

1.1.2 *Curriculum develops skills and abilities which prepare students for a global world of life-long learning*

	Statement	Score	Evidence/Records	Tools	Policy
1.1.2.1	Schools are unaware of concept of life long learning of Life Skills	0	<ul style="list-style-type: none"> • Life Skills Manuals VI, VII, VIII and IX-X 	<ul style="list-style-type: none"> • SQAAF 	<ul style="list-style-type: none"> • 'Learning the Treasure within' - UNESCO
1.1.2.2	Schools have integrated dimensions of social, emotional, cognitive and spiritual aspects into Annual Curriculum Plan	2	<ul style="list-style-type: none"> • Report Books • Health Manuals (Vol. I-IV) 		<ul style="list-style-type: none"> • Life Skills Manuals



1.1.2.3	Schools conduct activities, assemblies, seminars and workshops to enhance skills and abilities of students.	4	<ul style="list-style-type: none"> • AEP Manuals • ACP • Teachers Diaries 		<ul style="list-style-type: none"> • -CBSE • NCF -2005
1.1.2.4	Schools create opportunities for capacity building of teachers and students through collaborative exchanges with other Scholastic institutions at - Regional Level National Level International Level.	7	<ul style="list-style-type: none"> • Anecdotal Records • Report Cards • Teacher Time Table • ICT Integration (Time Table) 		

1.1.3 Principal and teachers are familiar with the curriculum documents and support material brought out by CBSE

	Statement	Score	Evidence/Records	Tools	Policy
1.1.3.1	There is no awareness about the Curriculum documents (Vol. I and II) of CBSE and there are no copies available in the Library.	0	<ul style="list-style-type: none"> • CBSE Curriculum Documents (Vol. 1 & 2) • Teachers Manuals - CCE • FA Manuals 	<ul style="list-style-type: none"> • SQAAF 	<ul style="list-style-type: none"> • CBSE Curriculum Documents Vol. I-II • Alternatives to Homework • CCE Manuals • FA manuals • Circulars of CBSE
1.1.3.2	Curriculum documents and Teachers Manuals are used for drafting the Annual Curriculum Plan	2	<ul style="list-style-type: none"> • Records of Department Meetings • Scholastic Calendar 		
1.1.3.3	All teachers are aware and have copies of syllabus documents and Teachers Manuals	4	<ul style="list-style-type: none"> • Time Table • Teachers Log Books • Teachers Diaries 		
1.1.3.4	School is effectively implementing the Annual Curriculum Plan based on documents of CBSE.	7	<ul style="list-style-type: none"> • Lesson Plans • Website • Communication with Parents 		



1.1.4 There is an Annual Curriculum Plan for development of Scholastic Skills

	Statement	Score	Evidence/Records	Tools	Policy
1.1.4.1	No documented Annual Curriculum Plan is available for development of Scholastic Skills	1	<ul style="list-style-type: none"> Annual Curriculum Plan/ Scholastic Calendar, 	<ul style="list-style-type: none"> SQAAF 	<ul style="list-style-type: none"> RTE Curriculum Documents CBSE
1.1.4.2	A documented draft Annual Curriculum Plan is available with the Principal and Library.	2	<ul style="list-style-type: none"> School diary/ Teacher Diaries Time Table 		<ul style="list-style-type: none"> CCE Manuals CBSE
1.1.4.3	The approved Annual Curriculum Plan for development of scholastic areas is communicated to teacher, students and parents.	4	<ul style="list-style-type: none"> Teachers Log Book Lesson Plans CBSE-Curriculum Documents 		<ul style="list-style-type: none"> FA Manuals CBSE
1.1.4.4	The approved Annual Curriculum Plan is effectively implemented, monitored and reviewed at regular intervals.	7	<ul style="list-style-type: none"> CCE Manuals FA Manuals 		

1.1.5 There is an Annual Curriculum Plan for development of Co-Scholastic Skills(CSS)

	Statement	Score	Evidence/Records	Tools	Policy	Remarks
1.1.5.1	No documented Annual Curriculum Plan is available of development of Co-Scholastic Skills (CSS).	1	<ul style="list-style-type: none"> Annual Curriculum Plan for CSS Teachers log Books Lesson Plans 	<ul style="list-style-type: none"> SQAAF 	<ul style="list-style-type: none"> CCE Manuals (VI-VIII & IX-X) Life Skills Manual (VI-VIII & IX-X) 	Co-scholastic activities - music, dance, theatre, literary, scientific, math lab activities, photography,
1.1.5.2	A documented draft Annual Curriculum Plan for development of CSS is available with the Principal/HM in the school Library	2	<ul style="list-style-type: none"> School Calendar Teacher Diaries Anecdotal Records 		<ul style="list-style-type: none"> Report Cards Achievement 	



1.1.5.3	The approved Annual Curriculum Plan for development of scholastic areas is communicated to teacher, students and parents.	4	<ul style="list-style-type: none"> • CCE Manuals • Time Table • Observation Schedules • Other Templates 		<ul style="list-style-type: none"> • Record (<i>Classes I-II</i>) • Rating Scales • Health Manuals (<i>I-IV</i>) • AEP Manual 	Eco-Clubs, Health and Wellness Clubs, Eco-Clubs, PEC Clubs, Health and Wellness Clubs, Life Skills and Physical Education, Sports, Games etc..
1.1.5.4	The Annual Curriculum Plan for development of CSS is effectively implemented monitored and reviewed at regular intervals in the school.	7	<ul style="list-style-type: none"> • Records Health Manuals (<i>Vol. I-IV</i>) 			

1.1.6 Courses are completed as per curriculum planning

	Statement	Score	Evidence/Records	Tools	Policy
1.1.6.1	Courses are completed randomly by all teachers at their own pace and inclination.	1	<ul style="list-style-type: none"> • Annual Curriculum Plan (ACP) 	<ul style="list-style-type: none"> • SQAAF 	<ul style="list-style-type: none"> • CBSE – Syllabus in Curriculum documents (<i>Vol. I-II</i>)
1.1.6.2	As per evidence from the Syllabus less than 50% of the planned courses have been completed without deviation.	2	<ul style="list-style-type: none"> • Teachers Diaries • Lesson Plans • Lesson Observation, List of Resources used 		<ul style="list-style-type: none"> • CCE Manuals (<i>VI-VIII</i>) & (<i>IX-X</i>)
1.1.6.3	As per evidence from the Syllabus, over 50% but less than 75% of the courses have been completed without deviation.	4	<ul style="list-style-type: none"> • List of Activities conducted • Time Table • ICT Integration 		<ul style="list-style-type: none"> • FA Manuals (All Subjects)
1.1.6.4	As per evidence from the Syllabus, all courses have been completed without deviation and with additional inputs that enhance understanding.	7			



1.1.7 There is a mechanism of monitoring and mentoring of students through CCE and other mechanisms of progress within the curriculum

	Statement	Score	Evidence/Records	Tools	Policy
1.1.7.1	No documented mechanism for monitoring and mentoring of students.	0	<ul style="list-style-type: none"> Anecdotal Record Report Cards Frequency of PTMs/Open House 	<ul style="list-style-type: none"> SQA AF 	<ul style="list-style-type: none"> RTE Affiliation bye-laws- CBSE
1.1.7.2	Mechanism exists and all stakeholders like teachers, parents and students are aware of it.	2	<ul style="list-style-type: none"> Orientation Programmes 		
1.1.7.3	School practices the mechanism and effectively uses feedback from teachers to improve curriculum.	4	<ul style="list-style-type: none"> Diagnosis and Remedial Records CCE Cards Teacher Diaries 		
1.1.7.4	Monthly/Quarterly review reports of each and every student of all the classes duly checked by Principal/Teachers/ Parents/Peers where students, teachers and parents participate in setting goals and in drawing up an improvement plan.	7			

1.2 Teaching Learning Processes

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

	Statement	Score	Evidence/Records	Tools	Policy
1.2.1.1	School do not follow the minimum number of working days (220) and works for only 100 days (50%), teachers work less than 1200 hours annually (Nursery-V).	1	<ul style="list-style-type: none"> Staff Muster Attendance Records of Teacher ACP School Calendar Holiday's Policy 	<ul style="list-style-type: none"> SQA AF 	<ul style="list-style-type: none"> RTE-2009 (P13) CBSE-Curriculum Documents (Vol. I) Affiliation Byelaws (32.18)
1.2.1.2	School works for 150-200 days in a year.	2	<ul style="list-style-type: none"> Teachers Time Table 		
1.2.1.3	School works for 180-220 days in a year.	4	<ul style="list-style-type: none"> Attendance Registers of each class 		
1.2.1.4	School works for 220 days or more in a year.	7	<ul style="list-style-type: none"> Student Time Table 		



1.2.2 Teacher Student Ratio

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

	Statement	Score	Evidence/Records	Tools	Policy
1.2.2.1	School does not follow the student teacher ratio of 1 teacher for 40 students.	0	<ul style="list-style-type: none"> Staff Records Attendance Records 	<ul style="list-style-type: none"> SQAAF 	<ul style="list-style-type: none"> RTE-2009 (P12) CBSE-Curric-ulum Documents (Vol. I) Affiliation Byelaws (10.1)
1.2.2.2	School follows the student teacher ratio of 1 teacher for 35-40 students.	2	<ul style="list-style-type: none"> Admission/Withdrawal Records 		
1.2.2.3	School follows the student teacher ratio of 1 teachers for 30-35 students.	4	<ul style="list-style-type: none"> Time Table Number of teachers 		
1.2.2.4	School follows the student teacher ratio of one teacher for 25-30 students.	7	<ul style="list-style-type: none"> Number of Sections 		

1.2.3 Approaches to learning and teaching

	Statement	Score	Evidence/Records	Tools	Policy
1.2.3.1	The teacher adopts frontal teaching, using the textbook with almost no activities.	1	<ul style="list-style-type: none"> List of Textbooks used 	<ul style="list-style-type: none"> SQAAF 	<ul style="list-style-type: none"> RTE-2009 (29.2)
1.2.3.2	The teacher is clear about objectives of lesson, uses the black board and charts but allows no opportunities for interaction.	2	<ul style="list-style-type: none"> Teacher Diaries Lesson Plans Resources /Teaching Aids, Activities Form 	<ul style="list-style-type: none"> Class room observation scale Teacher interaction form 	<ul style="list-style-type: none"> CBSE-CCE Manuals FA Manuals
1.2.3.3	The teacher uses activity based child centred learning through pair/group work and asks open ended questions.	4	<ul style="list-style-type: none"> Assessment Records (FA) Reference Books Technology Tools 		
1.2.3.4	The teacher uses multiple modes of teaching learning strategies that recognise diverse learners and learning styles including differently abled and other categories of Inclusion. Integrates formative assessment in the classroom with emphasis on remediation and diagnosis.	7			



1.2.4 Approaches to Assessment and feedback

	Statement	Score	Evidence/Records	Tools	Policy
1.2.4.1	The teacher conducts only paper pencil tests.	1	<ul style="list-style-type: none"> • Assessment Record • Project work • Practical Records • Homework • Remedial Records • Worksheets • Marks Register in FA's Class VI-X 	<ul style="list-style-type: none"> • SQAAF • CBSE Evidence of Assessments (FA & SA) 	CBSE: - <ul style="list-style-type: none"> • CCE Manuals (VI-VIII, IX-X) • FA Manuals • Circulars and Advisories (5/06 -VI-VIII), (39/40/09 IX-X)
1.2.4.2	The teacher follows up frequent testing with assigning projects for homework.	2			
1.2.4.3	The teacher conducts different types of assessment in class including oral, research oriented and practical.	4			
1.2.4.4	The teacher conducts Formative and Summative Assessments for the purpose of diagnosis and remediation leading to improvement of learners.	7			

1.2.5 Schools encourage innovative practices through collaboration.

	Statement	Score	Evidence/Records	Tools	Policy
1.2.5.1	Teachers complete the textbooks from cover to cover.	1	<ul style="list-style-type: none"> • Syllabus break up • Teacher's Diaries • List of Activities • List of Excursions • Guest Lectures, • Field Trips • Use of Technology • List of Workshops attended by Principals/ Teacher • Exchange Programs • Sahodaya Clusters 	<ul style="list-style-type: none"> • SQAAF 	CBSE:- <ul style="list-style-type: none"> • Curriculum and syllabus documents (Vol. I, II) • Circulars (29/2010) • RTE-2009 (V.29) • Compendium of Tools for Monitoring and Mentoring of CCE, 2010
1.2.5.2	Teachers are encouraged to go beyond textbooks and create opportunities for students to apply their learning in real life situations.	2			
1.2.5.3	Teachers continuously innovate and enrich classes through ICT and experiential learning with room for groups to collaborate.	4			
1.2.5.4	Teachers are self motivated and collaborate with peers and experts through continuous capacity building to enhance their teaching learning practice and willing to share best practices acquired.	7			



1.3 Student Assessment and Performance

1.3.1 Student Strength

	Statement	Score	Evidence/Records	Tools	Policy
1.3.1.1	The school has large classes with over 40-50 students per class.	1	<ul style="list-style-type: none"> Attendance Registers Records Building Plan 	<ul style="list-style-type: none"> SQAAF 	<ul style="list-style-type: none"> RTE-2009 (P12) CBSE-Affiliation Bye-laws (P10) Examination Byelaws (P5)
1.3.1.2	The class size is between 35-40 with adequate space.	2			
1.3.1.3	The class size is between 30-35 with space to conduct group work.	4			
1.3.1.4	The class size is between 25-30 with teacher paying individual attention to each student.	7			

1.3.2 CCE Implementation

	Statement	Score	Evidence/Records	Tools	Policy
1.3.2.1	Schools are unaware of CCE or Teachers' Manuals on CCE.	0	<ul style="list-style-type: none"> CCE Manuals (I-VIII) Life Skills Manual Teachers Manuals on FA in different subjects CCE Cards FA-Records Teacher Diaries 	<ul style="list-style-type: none"> SQAAF 	<ul style="list-style-type: none"> RTE-2009 (29.2) CBSE-CCE Manuals, FA Manuals Circulars
1.3.2.2	Schools are implementing CCE by conducting frequent paper pencil tests and project work in Scholastic areas.	2			
1.3.2.3	Schools are following CCE from classes I-X through Formative Tasks, Project Work and Assignments.	4			
1.3.2.4	Teachers and students are aware of criteria for Scholastic, (Formative and Summative Assessment) and Co-Scholastic areas. Teachers are well trained.	7			



1.3.3 Formative Assessment

	Statement	Score	Evidence/Records	Tools	Policy
1.3.3.1	Students and teachers are unaware of FAs and no FA Manual is available in school.	0	<ul style="list-style-type: none"> Records of FAs and SA Records Co-Scholastic Projects/ Assignments Anecdotal Records CCE Records Quality of Worksheets CCE Certificate Use of Technology in Assessment, Report Cards Result analysis and Feedback and Corrective Action Report Remedial Worksheets 	<ul style="list-style-type: none"> SQAAF 	<ul style="list-style-type: none"> RTE-2009 (P29) CBSE :- FA Manuals Circulars CCE Manuals
1.3.3.2	Students and teachers are aware and have frequent pen and paper tests under FA.	2			
1.3.3.3	Students are aware of different modes of FA and carry on oral and research based tasks in class under direct supervision of the teacher.	4			
1.3.3.4	Teachers and Students are aware of criteria and need for remediation based on diagnosis. Students are provided opportunities for self assessment.	7			

1.3.4 Summative Assessment

	Statement	Score	Evidence/Records	Tools	Policy
1.3.4.1	Students are unaware of the structure of SA or the syllabus of each term.	0	<ul style="list-style-type: none"> Question Papers/ Books Exam Time Table Exam syllabus Report Cards Sample Question Papers (SQP) CCE Cards 	<ul style="list-style-type: none"> SQAAF Evidence of Assessment Tools 	<ul style="list-style-type: none"> CBSE:- CCE Manuals FA Manuals Question Banks SPQ Marking Schemes No failure RTE-2009 (P29)
1.3.4.2	Students are aware of pattern but have had no practice in the class.	2			
1.3.4.3	Students are aware of syllabus. Teachers are also aware and conduct practice sessions in class.	4			
1.3.4.4	Students and teachers work together to create good question banks/papers for their own school.	7			



1.3.5 Schools ensures student participation in at least 75% classes

	Statement	Score	Evidence/Records	Tools	Policy
1.3.5.1	School is indifferent to regular absenteeism of students and does not implement any strategy to ensure attendance.	0	<ul style="list-style-type: none"> Attendance Records FA Records Portfolio 	<ul style="list-style-type: none"> SQAAF School Visit 	<ul style="list-style-type: none"> RTE-2009 (P24) Affiliation Bye-laws Examination Byelaws Circulars CCE Manuals Marking Scheme CCE Certificate FA Manuals Opinionnaires - Students Teachers Parents Leadership Form
1.3.5.2	Principal and teachers are aware of students who regularly absent themselves but do not take any step to ensure their attendance.	2	<ul style="list-style-type: none"> Follow-up by school Registration of Students 		
1.3.5.3	Principal and teachers and other stakeholders have informed interactions of the child's regular absenteeism. Follow up is done by being in touch with guardian to ensure attendance.	4	<ul style="list-style-type: none"> Communication with Parents FA/SA for Absentees. 		
1.3.5.4	Principal, teachers and stakeholders are aware of the child's inclination to absent himself and work in unison to ensure regular attendance by providing impetus.	7			

1.3.6 Schools ensures all student achieve and Progress

	Statement	Score	Evidence/Records	Tools	Policy
1.3.6.1	The average result of Class XII is less than 50% (with reference to the Board average).	1	<ul style="list-style-type: none"> School result Class XII Board results average 	<ul style="list-style-type: none"> SQAAF Report Cards of Class XII Board Mark Sheets 	<ul style="list-style-type: none"> CBSE Board results
1.3.6.2	The average result of Class XII is between 50% - 60% (with reference to Board average).	2			
1.3.6.3	The average result of Class XII is between 60% - 80% (with reference to Board average).	4			
1.3.6.4	The average result of Class XII is 100% (with reference to Board average).	7			



2: Co-Scholastic Processes and Outcomes

The sub-domains of Co-Scholastic Processes and Outcomes are as follows:

- | | |
|-------------------|--|
| 2.1 Life Skills | 2.4 Work Education |
| 2.2 Value Systems | 2.5 Visual and Performing arts |
| 2.3 Attitudes | 2.6 Co-Scholastic Activities |
| | 2.7 Health and Physical Activities, Health Cards |

2.1 Life Skills

2.1.1 School has Life Skills Development Programme

	Statement	Score	Evidence/Records	Tools	Policy
2.1.1.2	There is no organized programme for Life Skills development.	0	<ul style="list-style-type: none"> Life Skills Manuals Time Table / Schedule for Life Skills 	<ul style="list-style-type: none"> SQAAF Health Cards 	<ul style="list-style-type: none"> RTE-2009 (29.2) CBSE: <ul style="list-style-type: none"> -Life Skills Manuals (VI, VII, VIII, IX-X) -Health Manuals (Vol. I-IV) -Circulars (33/08) -WHO Policy
2.1.1.2	Life Skills programme is planned and implemented for secondary classes only.	2	<ul style="list-style-type: none"> Graded Activities from all Manuals 		
2.1.1.3	Besides records and time set aside for Life Skills, Parents and students attend orientations and training workshops conducted by trained staff, counsellor or guest speakers.	4	<ul style="list-style-type: none"> Records of Feedback, Anecdotal Records(AR) Report Cards Observation Schedules (OS) 		
2.1.1.4	The school uses Life Skills Manuals, CCE Manual and Health Manual and has documented assessment of Life Skills across all classes and feedback is provided to all students and parents.	7	<ul style="list-style-type: none"> Service Record of Counsellor Students Counselling Records 		

2.1.2 Life Skills is integrated with Health and Wellness and Adolescent Education.

	Statement	Score	Evidence/Records	Tools	Policy
2.1.2.1	There is no Life Skills Program and no 'Health and Wellness Clubs' either.	0	<ul style="list-style-type: none"> Life Skills Manuals Health Manuals (Vol. I-V) 	<ul style="list-style-type: none"> SQAAF 	<ul style="list-style-type: none"> RTE-2009 (29.2) CBSE:- <ul style="list-style-type: none"> -Life Skills Manuals (VI,
2.1.2.2	Life Skills are carried out in an informal way.	2	<ul style="list-style-type: none"> Health Cards Report Cards (AR) 		



2.1.2.3	Life Skill Activities are conducted using the Life Skills Manuals. Health and Wellness Clubs co-ordinate health and adolescence related activities.	4	<ul style="list-style-type: none"> • Observational Schedules (OS) 		VII, VIII, IX-X) -Health Manuals (Vol. I-IV) -Circulars -Reports Cards
2.1.2.4	Teachers have created resources for equipping students with Creative and Critical Thinking, Problem Solving and Decision Making, Communication and Interpersonal Skills as well as Dealing with Stress and Emotions.	7			

2.2 Value Systems

2.1.2 School has a well integrated value systems framework

	Statement	Score	Evidence/Records	Tools	Policy
2.2.1.1	The school does not have any plan for value systems.	0	<ul style="list-style-type: none"> • CCE Manuals (VI-VIII, IX-X) • School Curriculum Plans • Report Cards (I-V, VI-VIII, IX-X) • AR • OS 	<ul style="list-style-type: none"> • SQAAF 	<ul style="list-style-type: none"> • CCE Manuals • RTE-2009 (29.2) • Life Skills Manuals (VI, VII, VIII, IX, X) • Health Manuals (Vol. I-IV) • Circulars • Report Cards (VI-VIII, IX-X) • NCF-2005
2.2.1.2	The school is following value systems in an informal way as part of their Vision and Mission.	2			
2.2.1.3	The school has adopted the value systems based on Article 51A of the Indian Constitution - Fundamental Duties given in the CCE Manuals of CBSE and uses descriptors to record them.	4			
2.2.1.4	School has adopted the value systems and teachers have created activities for promoting values and also record them individually for each student using descriptors.	7			



2.3 Attitudes

2.3.1 Students demonstrate positive attitudes

	Statement	Score	Evidence/Records	Tools	Policy
2.3.1.1	There is absence of developing right attitudes and values in students.	0	<ul style="list-style-type: none"> • CCE Manuals (VI-VIII, IX-X) • Report Cards • AR • OS • EE Manuals • Eco-Clubs • Grading Process • Records / Documentation 	<ul style="list-style-type: none"> • SQAAF 	<ul style="list-style-type: none"> • CCE Manuals (VI-VIII, IX-X) • Life Skills Manuals (VI, VII, VIII, IX-X) • Health Manuals (Vol. I-IV) • Circulars • Report Cards (VI-VIII, IX-X) • EE Manuals
2.3.1.2	Students are verbally encouraged to develop right attitudes and values occasionally during school assembly and no records are maintained.	2			
2.3.1.3	Teachers motivate and help students through counseling sessions to develop right attitudes and values towards school mates, teachers, school programs and maintain records.	4			
2.3.1.4	All school teachers and the counsellor ensure the development of positive attitudes and values among students through regular counselling sessions in collaboration with the parents and maintain records.	7			

2.4 Work Education

2.4.1 School implements Work Education programme

	Statement	Score	Evidence/Records	Tools	Policy
2.4.1.1	Work education is not implemented.	0	<ul style="list-style-type: none"> • Record of Work Education • Time Table • Attendance • Performance Records 	<ul style="list-style-type: none"> • SQAAF 	<ul style="list-style-type: none"> • RTE-2009 (29.2) • NCF-2005 • CBSE- CCE Manuals (VI-VIII, IX-X)
2.4.1.2	The school provides for work education, but no records are maintained.	2			



2.4.1.3	The school provides 2-3 choices and maintains records for all classes from VI-X and gives feedback to students and parents.	4	<ul style="list-style-type: none"> • CCE Records • Report Card 		<ul style="list-style-type: none"> • Curriculum (Secondary Vol. I)
2.4.1.4	The school provides opportunities and maintains records for all classes and provides feedback to students and parents, the records are analyzed to improve/motivate performance/skills.	7			

2.5 Visual and Performing Arts

2.5.1 School provides opportunity for Visual and Performing Arts

	Statement	Score	Evidence/Records	Tools	Policy
2.5.1.1	The school provides only two activities for Visual and Performing Arts.	0	<ul style="list-style-type: none"> • ACP/SC Activities Conducted • Time Table • Teachers' Diaries • Attendance • Performance Records • Record of Visual and Performing Arts • OS • AR 	<ul style="list-style-type: none"> • SQAAF 	<ul style="list-style-type: none"> • RTE-2009 (29.2) • CBSE - CCE Manuals (VI-VIII, IX-X) • Curriculum (Secondary Vol. I)
2.5.1.2	The school provides only two activities for Visual and Performing Arts and maintains records.	2			
2.5.1.3	The school provides more than two activities for Visual and Performing Arts, assesses them based on descriptors in the CCE Manuals and maintains records and provides feedback to students and parents.	4			
2.5.1.4	The students participate in Visual and Performing Arts activities at the Zonal / State, National and International level. School has a special focus in this area.	7			



2.6 Co-Scholastic Activities

2.6.1 The school provides facilities to participate in Literary and Creative-Skills; Scientific Skills; Information and Communication Technology skills, Organizational Leadership skills and Aesthetic skills

	Statement	Score	Evidence/Records	Tools	Policy
2.6.1.1	Students use these periods as free periods teachers 'finish portions' in this period.	0	<ul style="list-style-type: none"> • CCE Manuals (VI-VIII and IX-X) • Records / Report Cards • Attendance / Grading • OS • AR 	<ul style="list-style-type: none"> • SQAAF 	<ul style="list-style-type: none"> • RTE -2009 (29.2) • CBSE – CCE Manuals (VI-VIII, IX-X) • Circulars • Health and Wellness Clubs • Eco Clubs • Literary Clubs
2.6.1.2	Schools provide facilities to students to participate in such activities and maintains informal records.	2			
2.6.1.3	The school provides facilities to students of all classes at all levels and encourages them to participate in such activities and maintains records based on descriptors given in CCE Manuals.	4			
2.6.1.4	The school provides facilities to students of all classes and encourages them to participate in such activities at the district/state/ national /international level and maintains records of their achievements and provides regular feedback to parents.	7			



2.7 Health and Physical Activities - Health Care

2.7.1 School provides facilities to students in Sports, NCC, Scouting and Guiding, Swimming, Gymnastics, Yoga, First Aid, Gardening etc.

	Statement	Score	Evidence/Records	Tools	Policy
2.7.1.1	School provides for basic facilities in physical education.	1	<ul style="list-style-type: none"> • CCE Manuals (VI-VIII and IX-X) 	<ul style="list-style-type: none"> • SQAAF 	<ul style="list-style-type: none"> • RTE -2009 (29.2)
2.7.1.2	School provides for more than two activities under Physical Education.	2	<ul style="list-style-type: none"> • Records / CCE Report Cards • Attendance Grading/ Scores 		<ul style="list-style-type: none"> • CBSE - CCE Manuals (VI-VIII, IX-X)
2.7.1.3	School encourages students to participate in inter and intra - school activities and maintains Health Cards.	4	<ul style="list-style-type: none"> • Health Manuals (Vol. I-IV) • Health Cards • PE Cards • PE Manual • Special Ability 		<ul style="list-style-type: none"> • Circulars • Health and Wellness Clubs • Eco Clubs • Literary Clubs
2.7.1.4	School provides a variety of facilities for Physical Education, encourages students to participate in district/ state/national / international activities and maintains health and achievement records and informs parents regularly. Assessment Records are based on descriptors in CCE Manuals.	7	<ul style="list-style-type: none"> • PE Cards and Manual • NCC Records 		



3: Infrastructure – Adequacy, Functionality and Aesthetics

The following are the sub-domains of Infrastructure – Adequacy, Functionality and Aesthetics:

- 3.1 Classrooms, Library, Laboratory, Computer Labs and ICT Facilities, Playground
- 3.2 Principal's office, Staff Room and Administration Offices
- 3.3 Sports and Games facilities, hobby Rooms, Arts and Music facilities.
- 3.4 Girls' rest room, sick room, water and sanitation, Health Management facilities.
- 3.5 Furniture, Lighting and Ventilation
- 3.6 Safety and disaster Management Provisions (fire extinguisher, emergency exit, DM Club, Drills)
- 3.7 Provisions for differently abled children and Inclusive Practices
- 3.8 Eco-friendly Orientation, Aesthetics, Lawns and Green Plants.

3.1 Classrooms, Library, Laboratory, Computer Labs, ICT Facilities, Playground

3.1.1 School has sufficient classrooms conducive to learning

	Statement	Score	Evidence/Records	Tools	Policy
3.1.1.1	Classrooms are available but fall short of statutory norms.	1	<ul style="list-style-type: none"> • Physical verification on site 	<ul style="list-style-type: none"> • SQAAF • School visit 	<ul style="list-style-type: none"> • CBSE-Affiliation Byelaws (II.3)
3.1.1.2	Classrooms are available as per statutory norms.	2	<ul style="list-style-type: none"> • Scanned Photographs • SQAAF 		
3.1.1.3	Classrooms are designed to provide for varied learning needs and suitable for different levels.	4			
3.1.1.4	Integrated classroom provides space for student: student and teacher: student interactions with aesthetic features and ICT facilities, access for differently abled.	7			



3.1.2 School Library as Resource Centre

	Statement	Score	Evidence/Records	Tools	Policy
3.1.2.1	The school library or a basic room with a few books.	0	<ul style="list-style-type: none"> • Number of books • Physical Verification • Scanned Photographs • SQAAF • Budget Allocation • Process of procurement of books 	<ul style="list-style-type: none"> • SQAAF • School visit 	<ul style="list-style-type: none"> • RTE-2009 (p13) • CBSE - Affiliation Byelaws (9) • Circulars
3.1.2.2	The school library has varied resources to meet the developmental needs of students and are regularly updated / upgraded.	2			
3.1.2.3	The school library resources are optimally utilized by teachers and students with a separate reference section and a Reading Room.	4			
3.1.2.4	School library is aesthetically designed and provides access to internet, e-library and various digital media, with separate reference facilities for teachers to facilitate learning and a Resource Centre.	7			



3.1.3 Laboratories are available to support learning activities

	Statement	Score	Evidence/Records	Tools	Policy
3.1.3.1	A School has some laboratories but they are not sufficiently equipped.	0	<ul style="list-style-type: none"> • Photographs Scanned • Physical Verification on site • Budget Allocation • Process of Procurement of Material. • Time Table 	<ul style="list-style-type: none"> • SQAAF • School visit 	<ul style="list-style-type: none"> • CBSE:- Affiliation Byelaws (II.3) • Lab Manuals • Curriculum Documents (Vol. I) • Circulars
3.1.3.2	Laboratories are available but permanent lab assistants are not present OR the facility is sub-optimally utilized and safety measures are not in place.	2			
3.1.3.3	Laboratory and related emergency management facilities are available and teachers and students are adequately trained to demonstrate safe and careful use of equipments.	4			
3.1.3.4	The laboratory facilities are more than adequate, and there is optimal utilization. Resources are added based on teacher and student feedback.	7			



3.1.4 Computer and ICT facilities as resource

	Statement	Score	Evidence/Records	Tools	Policy
3.1.4.1	There are no computers available in the school, or are available but are not utilized.	0	<ul style="list-style-type: none"> • Photographs Scanned • Report Card • SCP/SC • Teacher Diaries 	<ul style="list-style-type: none"> • SQAAF • School visit 	<ul style="list-style-type: none"> • CBSE:- Affiliation Byelaws (II.3) • Lab Manuals • Curriculum Documents (Vol. I) • Circulars
3.1.4.2	Computer and ICT facilities are available but are not integrated with the learning design of all subjects.	2	<ul style="list-style-type: none"> • Time Table • Budget Allocation 		
3.1.4.3	Computer and ICT facilities for Scholastics, co-scholastic activities, and school information management are available and are regularly upgraded and effectively utilized.	4			
3.1.4.4	There are more than adequate computers (2-3 students per computer/laptop) and are integrated with the learning design and optimally utilised for appropriate instructional transaction and record keeping. Evidence of personalised and collaborative learning.	7			



3.1.5 School Playground

	Statement	Score	Evidence/Records	Tools	Policy
3.1.5.1	The school does not have a playground or any alternative arrangement.	0	<ul style="list-style-type: none"> • Photographs (Scanned) • School visit • PE Manuals • PEC Primary • PEC Ability • PEC Secondary 	<ul style="list-style-type: none"> • SQAAF • School visit 	<ul style="list-style-type: none"> • RTE-2009 • CBSE - Affiliation Byelaws • Manuals • Curriculum documents • Circulars
3.1.5.2	The school has a playground meeting minimum statutory requirements and is utilized for multiple sports and activities.	2			
3.1.5.3	The school playground is optimally utilized by way of providing diverse & separate facilities for sports, games and physical training; in an age appropriate way with PEC activities at Primary and Secondary Level.	4			
3.1.5.4	The school playground is aesthetically designed and maintained regularly with opportunities for multi courts and games with PEC activities at Primary and Secondary Level.	7			



3.2 Principal's Office, Staff Room, & Administration Offices

3.2.1 School has sufficient space for principal, staff and administration as per requirements

	Statement	Score	Evidence/Records	Tools	Policy
3.2.1.1	The school has a Principal's Office but no provision for Staff Room or Administrative Offices.	1	<ul style="list-style-type: none"> • Photographs Scanned 	<ul style="list-style-type: none"> • SQAAF 	<ul style="list-style-type: none"> • CBSE - Affiliation Byelaws
3.2.1.2	The school has a common office for Principal, Administrative Staff and for other purposes.	2			
3.2.1.3	In addition to the Principal and Administrative Offices, a separate Staff Room is available for teachers.	4			
3.2.1.4	The school has aesthetically designed offices, equipped with relevant ICT facilities for Principal, Teaching Staff and Administrative Staff as well as for Non-Teaching Staff.	7			



3.3 Sports and Games facilities, hobby rooms, Arts and Music facilities

3.3.1 Indoor and outdoor sport facilities are available and support differently abled students

	Statement	Score	Evidence/Records	Tools	Policy
3.3.1.1	The school does not have dedicated indoor and / or outdoor sports facilities.	0	<ul style="list-style-type: none"> • Photographs Scanned • Records budget • Accession Register 	<ul style="list-style-type: none"> • SQAAF • School visit 	<ul style="list-style-type: none"> • CBSE-Affiliation • Bye-laws
3.3.1.2	Indoor / outdoor facilities are available in proportion to the strength of the students.	2			
3.3.1.3	Available facilities also support differently-abled students.	4			
3.3.1.4	Hobby rooms and Clubs are available as well as training facilities for varied disciplines.	7			



3.4 Girls' Rest Room, Infirmary (Medical Room), Water and Sanitation, Health Management facilities

3.4.1 Information in terms of above is not only objective, functional but also aesthetic

	Statement	Score	Evidence/Records	Tools	Policy
3.4.1.1	Girls' Rest Room, Sick room, Health Centre and enough toilets are not available.	1	<ul style="list-style-type: none"> • Photographs Scanned • Records Approved • Building Plan 	<ul style="list-style-type: none"> • SQAAF • School visit 	<ul style="list-style-type: none"> • CBSE - Affiliation Bye-laws • Sanitation Policy • Circular No. 1/10, 28/2004 • National Building Norms
3.4.1.2	Sick Room is available but is not manned by a doctor/ nurse at all times.	2			
3.4.1.3	Enough toilets separately for girls and boys, well maintained and safe drinking water, medical rooms and girls' Rest Room are part of the campus.	4			
3.4.1.4	Aesthetically designed Rest Rooms, bathrooms, toilets, water sources and Health Management facilities.	7			



3.5 Furniture, Lighting and Ventilation

3.5.1 Adequate furniture with adequate verification and aesthetic design of available

	Statement	Score	Evidence/Records	Tools	Policy
3.5.1.1	Furniture is available as per the teaching / learning requirements with average ventilation and modest furniture.	1	<ul style="list-style-type: none"> • Photographs • Building Plan 	<ul style="list-style-type: none"> • SQAAF • Online visit 	<ul style="list-style-type: none"> • CBSE: Affiliation Byelaws • Recommendations for Basic Requirements of school Building, 2006
3.5.1.2	Proper illumination and ventilation is maintained.	2			
3.5.1.3	Furniture is adequate and comfortable with enough attention being paid to natural lighting and cross ventilation in building design.	4			
3.5.1.4	Aesthetically designed furniture as per different levels, age-appropriate and pleasing. Building designed for natural lighting and ventilation in keeping with the best international norms.	7			



3.6 Disaster Management provisions (fire extinguisher, emergency exit)

3.6.1 Adequate provisions exist for Disaster Management

	Statement	Score	Evidence/Records	Tools	Policy
3.6.1.1	The school does not have any disaster management plan.	0	<ul style="list-style-type: none"> • Records • Building Plan • Safety Certificates 	<ul style="list-style-type: none"> • SQAAF • School visit • Emergency Plans • SOP for Drill on Evacuation 	<ul style="list-style-type: none"> • CBSE: DM Clubs • Circulars • Affiliation Byelaws
3.6.1.2	The school has sufficient disaster management equipment and a clear Evacuation drill laid out.	2			
3.6.1.3	School stakeholders are trained to manage emergencies and disasters with enough practice in conducting mock drills and evacuation drills.	4			
3.6.1.4	All students, teachers, non-teaching staff are well trained to conduct evacuation drills. Stringent provisions for emergency management are in place in terms of infrastructure and behaviour patterns.	7			



3.7 Special provisions for differently abled children and counsellor activities

3.7.1 Adequate provisions exist for differently abled and school practices inclusion

	Statement	Score	Evidence/Records	Tools	Policy
3.7.1.1	School facilities take care of the needs of the differently-abled. Only regular counsellor is available without any special educators.	0	<ul style="list-style-type: none"> Records of differently abled students Building Plan Details of Counsellors, Special Educators Training of teachers 	<ul style="list-style-type: none"> SQAAF School visit 	<ul style="list-style-type: none"> State Commission Protection of Child Rights
3.7.1.2	School has ramps and admits students of disadvantaged groups and also has limited number of special educators apart from counsellor.	2			
3.7.1.3	The infrastructure is built with access such as ramps, lifts and inclusive classrooms are the norm. Adequate number and areas specific special educators (MR/HI/VI/LD) etc. exist as per students disability.	4			
3.7.1.4	Adheres to norms for differently abled in buildings, toilets, inclusive practices are prevalent, teachers are sensitised and work in close collaboration with Counsellors. Special educators and rehabilitation professionals are available.	7			



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

3.8.1 School practices eco-friendly activities

	Statement	Score	Evidence/Records	Tools	Policy
3.8.1.1	The school does not practice eco-friendly activities.	0	<ul style="list-style-type: none"> Eco-Clubs, SCP/SC Budget Photographs Scanned Human Resource Personnel 	<ul style="list-style-type: none"> SQAAF School visit 	<ul style="list-style-type: none"> RTE Affiliation Byelaws Environment Manual (I-VIII, XI)
3.8.1.2	The school displays neat surroundings, is concerned with landscape.	2			
3.8.1.3	Infrastructure aesthetically built, the classrooms are bright, age appropriate furniture, lawns, greenery, and environmental consciousness prevalent in every aspect.	4			
3.8.1.4	Vermicomposting Rain Water harvesting, solar heating, detailed attention to surroundings, outreach to community.	7			



4: Human Resources

The following are the sub-domains of Human Resources:

- | | |
|------------------|--------------|
| 4.1 School Staff | 4.3 Alumni |
| 4.2 Parents | 4.4 Students |

4.1 School Staff

4.1.1 School recruits qualified teachers and non-teaching staff

	Statement	Score	Evidence/Records	Tools	Policy
4.1.1.1	Lists of staff qualifications and subjects/duties to be handled is available.	1	<ul style="list-style-type: none"> • HR Manual • Staff Records, • Staff Personal Files 	<ul style="list-style-type: none"> • SQAAF • Staff 	<ul style="list-style-type: none"> • RTE - 2009 • RTE Model rules • Affiliation Byelaws • Circulars
4.1.1.2	Interview panel is constituted of Educationists/ Experts/ school heads / senior teachers/staff who will focus on specific behavioural indicators of the interviewee.	2	<ul style="list-style-type: none"> • Induction Policy • Staff Manuals • Staff Appraisal Policy 		
4.1.1.3	The interviewee has to demonstrate his / her competency in a `real' class, for observation of the panel.	4	<ul style="list-style-type: none"> • Professional Development Program • Salaries - Records 		
4.1.1.4	The recruits are assessed in a written test, face to face interview with a competent panel, demonstrate his/her competency in a class demonstration, followed by further interaction.	7			



4.1.2 School has an induction policy in place for the recruits

	Statement	Score	Evidence/Records	Tools	Policy
4.1.2.1	New staff take up their duties right after they sign their attendance on the first day.	0	<ul style="list-style-type: none"> • Staff Records • Staff Personal Files • Induction Policy • HR/Staff Manual/ Teachers Handbook • Staff Appraisal Policy • Professional Development Program • Staff Salary Record • Staff Induction/ Training/ workshop / Meeting records 	<ul style="list-style-type: none"> • SQAAF 	<ul style="list-style-type: none"> • CBSE- Affiliation Byelaws • Circulars
4.1.2.2	New staff are briefed by the concerned H.O.D / Principal / Manager regarding their duties, activities etc.	2			
4.1.2.3	The school conducts an orientation programme which is mandatory for all staff members to attend where new staff are introduced to the school staff.	4			
4.1.2.4	The Principal convenes an orientation programme once / twice a year to familiarize new staff with their roles, duties and responsibilities with the value system of the school, followed by a departmental meeting, drawing on the guidelines available in the Manual.	7			



4.1.3 School conducts staff appraisal

	Statement	Score	Evidence/Records	Tools	Policy
4.1.3.1	No staff appraisals are done; or they are done on a random basis and on unknown parameters.	0	<ul style="list-style-type: none"> • Staff Records • Staff Personal Files • Induction Policy • Staff Manual/HR manual / Teacher handbook • Staff Appraisal Policy • Class Professional Development Program Records • Compensation Salary Records 	<ul style="list-style-type: none"> • SQAAF 	<ul style="list-style-type: none"> • RTE-2009 • Affiliation Byelaws • Circulars
4.1.3.2	The staff is familiar with the parameters for staff appraisals.	2			
4.1.3.3	The entire appraisal system is designed after consultation with the staff about the various parameters to be judged.	4			
4.1.3.4	A complete 360 degree feedback based appraisal is carried out in the school.	7			



4.1.4 School carries on staff development programmes and capacity building of teachers

	Statement	Score	Evidence/Records	Tools	Policy
4.1.4.1	There is no emphasis given on staff development.	0	<ul style="list-style-type: none"> • HR Manuals / Teacher Manual • Professional Development Programmes (CBSE) in-house, external, international, exchange collaborations) • Staff Appraisal Meetings/ Record • Class Observation Forms • Annual Budget for CPD • Income and Expenditure Statement • Staff Salary Records 	<ul style="list-style-type: none"> • SQAAF 	<ul style="list-style-type: none"> • RTE, 2009 • RTE Model Rules • National Council Framework on Teacher Education
4.1.4.2	There is a well drafted teachers' development report including their involvement in activities other than teaching.	3			
4.1.4.3	The Principal along with the Scholastic and Co-Scholastic staff are periodically involved in self and team-development and management programmes.	4			
4.1.4.4	There is an extensive succession planning report in place for the Principal as well as teachers including a report of the kind of management and development programmes they need to undertake. There is a provision for teacher development in the Annual Budget.	7			



4.1.5 School decides the compensation according to the latest pay commission

	Statement	Score	Evidence/Records	Tools	Policy
4.1.5.1	The school does not provide the teachers with adequate monthly compensation.	0	<ul style="list-style-type: none"> • HR Manual/ Teachers Manual/ Code • Pay Slips • Staff Salary Record 	<ul style="list-style-type: none"> • SQAAF 	<ul style="list-style-type: none"> • RTE, 2009 • CBSE – Affiliation Bye-laws
4.1.5.2	The compensation provided by the school is lesser than the state/country/ recommendation of pay commission.	2	<ul style="list-style-type: none"> • Bank Certificate • Pass Books Records • Increments Policy Central/State 		
4.1.5.3	The school gives compensation including benefits like HRA, DA, Travelling Allowance, etc.	4	<ul style="list-style-type: none"> • Education Pay Commission 		
4.1.5.4	The school gives the compensation according to the latest pay commission and also provides teachers with allowances, incentives and appreciation for overtime.	7			



4.1.6 School provides staff incentive and appreciation

	Statement	Score	Evidence/Records	Tools	Policy
4.1.6.1	There is no incentive or appreciation plan available with the school.	0	<ul style="list-style-type: none"> • Records Minutes of SMC • Staff Appraisal • HR Manual/ Teachers Manual/ Code • Staff Salary Records 	<ul style="list-style-type: none"> • SQAAF 	<ul style="list-style-type: none"> • RTE - 2009 (23.3) • RTE Model rules • CBSE Affiliation Byelaws
4.1.6.2	The school provides for the staff appreciation certificates for their efforts.	2			
4.1.6.3	There is a proper incentive plan available work/activity-wise and the teachers know and understand the basis of the incentives and appreciations provided (HRA, DA, PF).	4			
4.1.6.4	Incentives and appreciations are a way of acknowledging efforts within the school as it is ingrained in the culture of the school.	7			



4.1.7 The school has a well developed mechanism of mentoring

	Statement	Score	Evidence/Records	Tools	Policy
4.1.7.1	There is no mentoring programme in the school.	0	<ul style="list-style-type: none"> • HR Manual/ Teacher Code • Records Minutes of Staff Meetings • Staff Mentoring Meetings • Time Table 	<ul style="list-style-type: none"> • SQAAF 	<ul style="list-style-type: none"> • CBSE- Monitoring and Mentoring Framework • Compendium of Tools on Monitoring and Mentoring
4.1.7.2	The mentoring is just restricted to the weekly/ daily reports to the head of department.	2			
4.1.7.3	There is a mentoring programme scheduled every month.	4			
4.1.7.4	There is a mentoring schedule and programme in place and the mentor-mentee meetings are held every week to discuss various school plans and issues.	7			



4.2 Parents

4.2.1 Parents interface with school

	Statement	Score	Evidence/Records	Tools	Policy
4.2.1.1	The school has no interaction with parents.	0	<ul style="list-style-type: none"> • School Calendar • PTA/PTM • Minutes of PTA Meetings • Record and Attendance of workshops with parents 	<ul style="list-style-type: none"> • SQAAF 	<ul style="list-style-type: none"> • RTE-2009 (24.e)
4.2.1.2	The school has a Parent Teacher Association and meet once a year.	2	<ul style="list-style-type: none"> • online interaction. • Website • Newsletter/ Magazine 		
4.2.1.3	Parent Interface with school is consistent and frequent. All parents encouraged to participate in school activities in an informal manner.	4	<ul style="list-style-type: none"> • Electronic Communication through Email/ Google Groups • Directory of Parents 		
4.2.1.4	Structured and formal interventions for parents, their involvement in developing and implementing School Annual curriculum Plan, frequent interface leading to further improvement.	7	<ul style="list-style-type: none"> • SMS Software • Records of Substitution/ Guest Lectures by Parents, field trips organized by Parents 		



4.3 Alumni

4.3.1 School interacts with Alumni

	Statement	Score	Evidence/Records	Tools	Policy
4.3.1.1	The school has no interaction with Alumni.	0	<ul style="list-style-type: none"> • School Alumni Directory • Alumni Association Body 	<ul style="list-style-type: none"> • SQAAF 	
4.3.1.2	The school has Alumni Association and meets once a year.	2	<ul style="list-style-type: none"> • Minutes of the Meetings • Annual Meet details • Alumni website/online interaction. 		
4.3.1.3	The school provides a platform for alumni to participate in school activities and interact with the students occasionally.	4	<ul style="list-style-type: none"> • Electronic Communication through Email/Google Groups • Directory of Parents 		
4.3.1.4	The school has tracking mechanisms regarding alumni and involves them in frequent interface leading to further development.	7	<ul style="list-style-type: none"> • SMS Software • Records of Substitution/Guest Lectures by Parents, field trips organized by Parents 		



4.4 Students

4.4.1 Students are prepared holistically

	Statement	Score	Evidence/Records	Tools	Policy
4.4.1.1	The school has no development plans for students.	0	<ul style="list-style-type: none"> • School Calendar • Student/ Handbook • Student Council • Participation Records of Career Awareness • Exhibition and 'Hands on Experience' reports. • Records of Inter-School and Intra-School (National and international) activities including Life Skills. 	<ul style="list-style-type: none"> • SQAAF 	<ul style="list-style-type: none"> • RTE-2009
4.4.1.2	The school prepares the students for performance and participation in internal examinations.	2			
4.4.1.3	The school encourages the students to participate in different competitions organised by different agencies at State/District/ National/ International level.	4			
4.4.1.4	The school organises Career Mela/ Exhibition for students and parents to know more about different careers and also provides opportunities to get hands on experience.	7			



5: Management and Administration

The Management and Administration Domain has been divided into the following sub-domains:

- 5.1 Institutional Planning Mechanisms
- 5.2 Institutional Improvement and Process of Accreditation and Certification
- 5.3 Goal Setting and Policy Making
- 5.4 Effective Co-ordination within the school
- 5.5 Resource Management
- 5.6 Relationship Management (staff, parents, community, alumni etc.)
- 5.7 Activity Management
- 5.8 Data and Record Maintenance
- 5.9 Oral and Written Communication
- 5.10 Standard Operating Procedures
- 5.11 Financial Administration

5.1 Institutional Planning Mechanisms

5.1.1 Planning Mechanisms are Self Reflected

	Statement	Score	Evidence/Records	Tools	Policy
5.1.1.1	The management has no long term or short term institutional planning for the school.	0	<ul style="list-style-type: none"> • ACP/SC • School Calendar 	<ul style="list-style-type: none"> • SQAAF 	<ul style="list-style-type: none"> • RTE-2009 • RTE-Model Rules
5.1.1.2	The management has short term institutional planning (not drafted) and no long term planning.	2	<ul style="list-style-type: none"> • SMC Minutes • Staff Meetings Minutes 		
5.1.1.3	The management has both long term and short term plan and efforts are being made to implement them.	4	<ul style="list-style-type: none"> • Committees and Team Feedback • Annual Management Conferences 		
5.1.1.4	The management has both long term and short term planning drafted and have a plan of action and implementation, mechanisms for monitoring, mentoring and feedback for further development exist.	7			



5.2 Institutional improvement and the process of Accreditation and Certification

5.2.1 Focus on Process and Institutional Improvement

	Statement	Score	Evidence/Records	Tools	Policy
5.2.1.1	The school has no focus on Institutional improvement and on the process of Accreditation and Certification.	0	<ul style="list-style-type: none"> • Self Study groups • SMC Minutes • Workshop/ Staff Meetings/ Records 	<ul style="list-style-type: none"> • SQAAF 	<ul style="list-style-type: none"> • RTE-2009
5.2.1.2	The school Principal/Teachers have a general awareness / know-how of institutional improvement and about the process of accreditation but are not involved.	2			
5.2.1.3	Schools' Principal/Teachers know about Quality Assessment and adhere to norms of institutional improvement. They are involved in the process of Accreditation and Certification and have implemented norms according to it.	4			
5.2.1.4	Management Principal/ Teachers know about Quality Assessment and adhere to norms and reports of institutional improvement. Are completely involved in the process of Accreditation and certification are constantly looking for ways to innovate.	7			



5.3 Goal Setting and Policy Making

5.3.1 There is an Annual Schedule for Goal Setting and Policy Making

	Statement	Score	Evidence/Records	Tools	Policy
5.3.1.1	There are no goals or policy documents available within the school.	0	<ul style="list-style-type: none"> • Vision / Mission Statement • Logo 	<ul style="list-style-type: none"> • SQAAF 	<ul style="list-style-type: none"> • RTE-2009 • CBSE Circulars
5.3.1.2	The goals are designed on a daily basis without any focus on the future developments or the vision.	2	<ul style="list-style-type: none"> • Slogan • Flags • Motto • Almanac • ACP 		
5.3.1.3	The school has short term goals planned, and documented policies and procedures in place to conduct them. However this process is just restricted to the management.	4	<ul style="list-style-type: none"> • Staff Meetings • Strategic Planning and Management Meetings 		
5.3.1.4	Developing/ designing short term and long term goals is a collective process within the school, which is carried out by management, staff, alumni and parents together. The policies and procedures are documented and shared with everyone and are reviewed from time to time.	7			



5.4 Effective Co-ordination

5.4.1 The management ensures effective Coordination within the school

	Statement	Score	Evidence/Records	Tools	Policy
5.4.1.1	There is very little coordination between the various functionaries of the school (Eg.- Mgmt- admin, mngmt-staff etc.).	1	<ul style="list-style-type: none"> • SMC Minutes • Staff Meetings • Organogram/ Organisation Chart 	<ul style="list-style-type: none"> • SQAAF 	<ul style="list-style-type: none"> • RTE-2009 • RTE-Model Rules • CBSE Affiliation Byelaws (20 (1), (2), (3) and 21
5.4.1.2	The management conducts effective coordination with the school.	2			
5.4.1.3	The management and the administration is totally involved in obtaining the coordination from external agencies (such as National-level Scholastic institutes, alumni, etc.).	4			
5.4.1.4	The management is involved in effective and aggressive coordination with the community for the activities enlisted under the School Plan.	7			



5.5 Resource Management

5.5.1 There is a rationale for Resource Management and Mechanisms in place

	Statement	Score	Evidence/Records	Tools	Policy
5.5.1.1	Resource management is not given much importance in the school.	0	<ul style="list-style-type: none">• Stock Registers• Annual Budget• Audited Report	<ul style="list-style-type: none">• SQAAF	<ul style="list-style-type: none">• RTE-2009• RTE-Model Rules• CBSE Affiliation Byelaws
5.5.1.2	Resource mobilization is the responsibility of only the principal and is restricted to fees collection.	2			
5.5.1.3	The existing resources in the form of infrastructure and equipment are optimally used and there is a need analysis undertaken.	4			
5.5.1.4	Resources of the school are properly taken care of and augmented, based on need analysis.	7			



5.6 Relationship Management

5.6.1 There is a formal mechanism of Relationship Management (staff, parents, community, alumni, etc.)

	Statement	Score	Evidence/Records	Tools	Policy
5.6.1.1	The dealings of external and internal service users are characterized by indifference and lack of courtesy.	0	<ul style="list-style-type: none"> • SMC Minutes • Website school program • School Diary • Newsletter 	<ul style="list-style-type: none"> • SQAAF 	<ul style="list-style-type: none"> • RTE-2009 (24.e) • Affiliation Byelaws
5.6.1.2	The Staff is trained to respond to all stakeholders.	2	<ul style="list-style-type: none"> • Magazine • PTM Records • Soft Skills • Training Records for Staff 		
5.6.1.3	The staff is empowered to deal with routine and challenging queries and feedback in a professional objective manner through telephone, interactions and mails.	4			
5.6.1.4	All dealings are marked by politeness and time management with careful attention to documentation, follow up and feedback activity management.	7			



5.7 Activity Management

5.7.1 There is an complete Activity Management Mechanism available within the school

	Statement	Score	Evidence/Records	Tools	Policy
5.7.1.1	There is no Annual Plan for school activities.	0	<ul style="list-style-type: none"> • SMC Minutes • Staff Meeting Minutes / Records • ACP/SCP/Sc • Duty Lists 	<ul style="list-style-type: none"> • SQAAF 	<ul style="list-style-type: none"> • Affiliation Byelaws
5.7.1.2	School activities / Annual calendar is discussed with the staff.	2	<ul style="list-style-type: none"> • Role and Responsibilities • Records of – <ul style="list-style-type: none"> - Parents Interface - Student Interface - Alumni Participation - Student Participation 		
5.7.1.3	The responsibilities for execution of school activities are widely decentralized after meticulous planning and are systematically executed.	4			
5.7.1.4	There is active participation of students, teachers, alumni, parents and community in school activities.	7			



5.8 Data and Record Maintenance

5.8.1 There is complete Data and Record Maintenance

	Statement	Score	Evidence/Records	Tools	Policy
5.8.1.1	There is no mechanism to collect data and storage resulting into delay in compliance.	0	<ul style="list-style-type: none"> • School Management System and Database Management • Data Management Tools like Google Apps • Computerised Report Cards • Online Electronic communication Channels 	<ul style="list-style-type: none"> • SQAAF 	<ul style="list-style-type: none"> • CBSE Affiliation Byelaws
5.8.1.2	Traditional methodology to store and collect data (in forms of registers), is maintained.	2			
5.8.1.3	The school computerizes data which enables it to access the data and processes are documented electronically.	4			
5.8.1.4	There is a total online correspondence and working mechanism within the school and efforts towards paperless office system are in place.	7			



5.9 Oral and Written Communication

5.9.1 Effective Oral and written Communication system are in place

	Statement	Score	Evidence/Records	Tools	Policy
5.9.1.1	There is no emphasis given on communication within or outside the school.	0	<ul style="list-style-type: none"> • Records Manual • Electronic Data • Electronic Data 	<ul style="list-style-type: none"> • SQAAF 	<ul style="list-style-type: none"> • RTE-2009 (24.e) • Affiliation Byelaws
5.9.1.2	The mode of communication is verbal along with some written documents provided to external stakeholders.	2	<ul style="list-style-type: none"> • SMS Circulars • Student Declaration Forms • Admission Forms 		
5.9.1.3	There is an automated system of information sharing available within the school that can be accessed by the management, staff, students and parents.	4			
5.9.1.4	There is a completely planned mechanism designed within the school that ensures sharing of information via automated system and verbal communication to ensure participation by all the stakeholders effectively.	7			



5.10 Standard Operating Procedures

5.10.1 The administration follows Standard Operating Procedures.

(The SOP is a documented procedure for recruitment, accounting, purchasing, material management, etc.)

	Statement	Score	Evidence/Records	Tools	Policy
5.10.1.1	The school works in an ad-hoc manner. Operating procedures exist in the school but they are not standardized or documented.	0	<ul style="list-style-type: none"> • SMC Records • SMC Minutes • Standard Operating Procedures for Recruitment, • Accounting, Purchasing, Material Management 	<ul style="list-style-type: none"> • SQAAF 	<ul style="list-style-type: none"> • RTE-2009 (21.2)
5.10.1.2	Operating procedures are standardized for all the processes but the rationale is not clear and these are not documented.	2			
5.10.1.3	All the functionaries are involved in documentation of the SOP and implemented accordingly.	4			
5.10.1.4	The administration conducts up-gradation of these procedures and processes on a regular basis.	7			



5.11 Financial Administration

5.11.1 *There is a mechanism for Financial Administration including record keeping budget, audit etc.*

	Statement	Score	Evidence/Records	Tools	Policy
5.11.1.1	Systematic records of financial transactions are not maintained.	0	<ul style="list-style-type: none"> • Stock/ Assets Records • Account Registers Manuals • Annual Budget • Income Expenditure Statements • Audited Accounts 	<ul style="list-style-type: none"> • SQAAF 	<ul style="list-style-type: none"> • RTE-2009 (21.2)
5.11.1.2	Financial transactions are smooth, fast and there is no mismanagement.	2			
5.11.1.3	Sales and purchase procedures are followed. Accounts are only externally audited.	4			
5.11.1.4	Accounts are audited by internal and external agencies and no deficiencies or mismanagement is noted.	7			



6: Leadership

The following are the sub-domains of Leadership domain.

- | | |
|--|------------------------------|
| 6.1 Vision and Mission statement | 6.4 Scholastic Leadership |
| 6.2 Strategic Plans for School Improvement | 6.5 Collaborative Leadership |
| 6.3 Quality and Change Management | 6.6 Innovative Practices |

6.1 Vision and Mission Statement

6.1.1 A visioning exercise is built and shared on an ongoing basis with all stakeholders

	Statement	Score	Evidence/Records	Tools	Policy
6.1.1.1	No visioning exercise is built and there is no vision or mission statement.	0	<ul style="list-style-type: none"> Vision Mission Logo Slogans Emblems Motto Flag Almanac Stationery Annual Management Conferences 	<ul style="list-style-type: none"> SQAAF Questionnaire 	<ul style="list-style-type: none"> CCE Manuals RTE-2009 (29.2), (23, 24, 25, 26, 27, 28, 29)
6.1.1.2	There is a written school vision and mission statement that encompasses values, challenges, and opportunities for the Scholastic, social, and emotional development of each student.	2			
6.1.1.3	There is a process for ensuring that all staff and other stakeholders are able to articulate the vision and work towards the mission.	4			
6.1.1.4	There are procedures in place for the periodic, collaborative review of the vision by all Stakeholders. Logo Vision, Mission and slogans are part of the exercise and publicized in various documents/website.	7			



6.2 Strategic Plans for School Improvement

6.2.1 There is development of a School Improvement Plan that is promoted and implemented

	Statement	Score	Evidence/Records	Tools	Policy
6.2.1.1	There is no evidence of a School Improvement Plan .	0	<ul style="list-style-type: none"> • Strategic Planning and Management Meeting 	<ul style="list-style-type: none"> • SQAAF • Questionnaire 	<ul style="list-style-type: none"> • CCE Manuals • RTE-2009 (29.2), (23, 24, 25, 26, 27, 28, 29)
6.2.1.2	There is evidence of a process for the development of a School Improvement Plan but it is not promoted.	2			
6.2.1.3	There is clear evidence of the development of a School Improvement Plan that is promoted and to which all parts are closely adhered to.	4			
6.2.1.4	There is very strong evidence of an ongoing process of development of a School Improvement Plan to which all parts are closely adhered to with feedback mechanisms based on analysis of needs.	7			



6.3 Systems for Ongoing Quality and Change Management

6.3.1 There are systems for monitoring and reviewing the performance of the school across Scholastic and Co-Scholastic aspects to measure achievement with regard to the plan

	Statement	Score	Evidence/Records	Tools	Policy
6.3.1.1	There are no systems for monitoring and reviewing the performance of the school across Scholastic and Co-scholastic aspects to measure achievement.	0	<ul style="list-style-type: none"> • SMC Meetings/ Records • SACP/SC 	<ul style="list-style-type: none"> • SQAAF • Questionnaire 	<ul style="list-style-type: none"> • CCE Manuals • RTE-2009 (29.2), (23, 24, 25, 26, 27, 28, 29)
6.3.1.2	There are systems for monitoring and reviewing the performance of the school across the Scholastic aspects but there is a lack of comparable monitoring and review of the Co-scholastic aspects.	2			
6.3.1.3	There are systems for monitoring and reviewing the performance of the school across the Scholastic and Co-scholastic aspects but there is still a need for improvement.	4			
6.3.1.4	There are comprehensive systems for monitoring and reviewing the performance of the school across the Scholastic and Co-scholastic aspects that are flexible and consistent.	7			



6.4 Scholastic Leadership

6.4.1 Raising the bar of excellence, through the provision of continuous improvement

	Statement	Score	Evidence/Records	Tools	Policy
6.4.1.1	There are no clear indicators of leadership being provided to support the process of improving the learning and working environment.	0	<ul style="list-style-type: none"> • Manuals • Graded Worksheets • Inclusion 	<ul style="list-style-type: none"> • SQAAF • Questionnaire 	<ul style="list-style-type: none"> • CCE Manuals • RTE-2009 (29.2), (23, 24, 25, 26, 27, 28, 29)
6.4.1.2	There are indicators of leadership being provided to support the process of improving the working environment but not for the learning environment.	2			
6.4.1.3	There are clear and practical indicators of leadership being provided to support the process of improving the learning environment and the working environment.	4			
6.4.1.4	There are very impressive indicators of leadership being provided to support the process of improving the learning and working environments.	7			



6.5 Collaborative Leadership

6.5.1 Problem solving across Scholastic and Co-Scholastic aspects is conducted in a collaborative and proactive manner

	Statement	Score	Evidence/Records	Tools	Policy
6.5.1.1	There is no evidence of problem solving.	0	<ul style="list-style-type: none"> • MC Records/ Minutes • ACP/SC • Workshops Departments / Meetings 	<ul style="list-style-type: none"> • SQAAF • Questionnaire 	<ul style="list-style-type: none"> • CCE Manuals • RTE-2009 (29.2), (23, 24, 25, 26, 27, 28, 29)
6.5.1.2	There is evidence of problem solving conducted across Scholastic aspects only at the level of the senior faculty Co-scholastic aspects is conducted by the teaching staff with little freedom to take the necessary decisions .	2			
6.5.1.3	There is some evidence of problem solving across Scholastic and Co-scholastic aspects that is being conducted in a collaborative and proactive manner.	4			
6.5.1.4	There is very impressive evidence of problem solving across Scholastic and Co-Scholastic aspects that is being conducted in a collaborative and proactive manner by all the stakeholders including parents, teachers, students and Alumni leading to appreciation, cooperation, mutual respect and effective team work.	7			



6.6 Innovative Practices

6.6.1 The school explores new ways of transacting the curriculum in addressing the needs of students

	Statement	Score	Evidence/Records	Tools	Policy
6.6.1.1	The school displays no Innovative practices in either Scholastic or Co-Scholastic areas.	0	<ul style="list-style-type: none"> • Interventions in Curriculum <ul style="list-style-type: none"> - In house study material - Structured lesson plans with integration of ICT/Values/PEC/LS • multidisciplinary approach. 	<ul style="list-style-type: none"> • SQAAF • Questionnaire 	<ul style="list-style-type: none"> • NCF-2005 • Innovative Practices (NCERT)
6.6.1.2	The school displays Innovative Practices by only focusing on Scholastic aspects.	2	<ul style="list-style-type: none"> • Different Tools used for Formative Assessments • Well Woven Co-Scholastic Activities in ACP • Integration of Visual and Performing Arts into the subject specific lesson plan 		
6.6.1.3	The school displays Innovative Practices in some areas of the Scholastic Co-Scholastic.	4	<ul style="list-style-type: none"> • Utilization of space • Unique displays by students • Innovative gardening and greening of campus • Maximum utilisation of human resources (SEP/Teachers/Students) 		
6.6.1.4	The school displays Innovative Practices in most of the Scholastic and Co-Scholastic areas and is constantly looks for more avenues of excellence.	7	<ul style="list-style-type: none"> • Different waste management practices devise • Utilization of financial resources in different • ICT Practices • Effective display of students work 		



7: Beneficiary Satisfaction

The following are the sub-domains of the Beneficiary Satisfaction Domain.

- | | |
|--------------------------|------------------------|
| 7.1 Student Satisfaction | 7.5 Management |
| 7.2 Teacher Satisfaction | 7.6 Parents and Alumni |
| 7.3 Office Staff | 7.7 Community |
| 7.4 Principal | |

7.1 Student Satisfaction

7.1.1 School allows students to express their opinions, views and suggestions on policies and develops a mechanism to involve them in the decision making process

	Statement	Score	Evidence/Records	Tools	Policy
7.1.1.1	There is no process of feedback mechanism for assessing overall student satisfaction.	0	<ul style="list-style-type: none"> • Online Analysis of Question-naire - Students - Parents - Teachers • Results - - Student Council - Student Handbook - Students Resource Centre 	<ul style="list-style-type: none"> • Question-naire Student 	<ul style="list-style-type: none"> • RTE-2009 (29.2)
7.1.1.2	There is an informal method of assessing overall student satisfaction.	2			
7.1.1.3	There is a documented process or methodology in place with respect to students' cognitive, affective and psychomotor domain satisfaction.	4			
7.1.1.4	There is a documented assessment methodology in place with respect to students' cognitive, affective and psychomotor domains and a documented review and follow up of feedback in terms of improvement.	7			



7.2 Teacher Satisfaction

7.2.1 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 in improvement, planning and assessing teacher satisfaction

	Statement	Score	Evidence/Records	Tools	Policy
7.2.1.1	Teachers mechanically observe school norms, there is no motivation.	0	<ul style="list-style-type: none"> • Interactions • Staff Meetings • Staff Handbook • Records of Workshops / Seminars/ Training Programmes 	<ul style="list-style-type: none"> • Questionnaire - Teachers 	<ul style="list-style-type: none"> • RTE-2009 (23,24,27,28)
7.2.1.2	There is an informal process of assessing overall teacher satisfaction. However there is substantial level of attrition (about 10%).	2	<ul style="list-style-type: none"> • Staff Appraisal 		
7.2.1.3	There is a documented process to assess a teachers' professional satisfaction which is reflected through, monetary rewards only.	4	<ul style="list-style-type: none"> • Staff Resource Centre 		
7.2.1.4	There is a documented process to assess teachers' professional satisfaction and a documented review and follow up of the feedback in terms of improvement including providing growth and developmental opportunities/exposure/ in-service training for career growth	7			



7.3 Office Staff

7.3.1 School provides opportunities for the office staff to express their opinions, views and suggestions regarding the policies and uses this feedback meaningfully for continual improvement and for assessing office staff's satisfaction

	Statement	Score	Evidence/Records	Tools	Policy
7.3.1.1	The office staff report directly to the Principal.	0	<ul style="list-style-type: none"> • Staff Survey • Survey Interactions • Office Staff Meetings 	<ul style="list-style-type: none"> • Questionnaire - Staff 	<ul style="list-style-type: none"> • CBSE-Affiliation Byelaws
7.3.1.2	The Office Manager oversees and co-ordinates all areas of administration.	2	<ul style="list-style-type: none"> • Office Staff Handbook • Office Staff Appraisals 		
7.3.1.3	Satisfaction is judged through informal and formal channels.	4	<ul style="list-style-type: none"> • Motivational benefits 		
7.3.1.4	In addition to above Management / Principal interact periodically with the administrative staff to understand their levels of job satisfaction. Issues are resolved promptly.	7			



7.4 Principal

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

	Statement	Score	Evidence/Records	Tools	Policy
7.4.1.1	Principal does not initiate schools' activities, rarely communicates ideas to his/her staff.	0	<ul style="list-style-type: none"> • Survey • Management • Review Meetings/ Scholastic Meetings • Blue Print for Roadmap for future • CPD • Conferences attended • National/ International Exchange 	<ul style="list-style-type: none"> • SOAAF • Questionnaire 	<ul style="list-style-type: none"> • RTE-2009 (21 to 29)
7.4.1.2	Principal conveys Management's decisions on scholastic and co-scholastic activities to his/her staff.	2			
7.4.1.3	Principal delegates most of the planning / implementation of school activities to the Senior Academic/ Administrative Staff.	4			
7.4.1.4	Management has a formal mechanism to measure the level of job satisfaction of the Principal.	7			



7.5 Management

7.5.1 *The Management develops a mechanism for reviewing the vision and mission statement of the school and assesses its satisfaction and uses it for developing a process of continual improvement*

	Statement	Score	Evidence/Records	Tools	Policy
7.5.1.1	The management does not respond to community expectations.	0	<ul style="list-style-type: none"> • SMC Records • SMC Minutes • Strategy Planning Meetings • Annual Management 	<ul style="list-style-type: none"> • SOAAF 	<ul style="list-style-type: none"> • RTE-2009 (21 to 29)
7.5.1.2	The Management is concerned about community expectation and tries to fulfill through informal means.	2			
7.5.1.3	The Management convenes periodic meetings with various stakeholders to meet their expectation through a formal system.	4			
7.5.1.4	Management thrives on fulfilling satisfaction for both itself and others stakeholders with effective system of feedback and follow-up.	7			



7.6 Parents and Alumni

7.6.1 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 performances and for assessing parents' and alumni' satisfaction

	Statement	Score	Evidence/Records	Tools	Policy
7.6.1.1	There is no process of a feedback mechanism for assessing parents' and alumni satisfaction.	0	<ul style="list-style-type: none"> • Minutes of Parent Teacher Meetings • Questionnaire 	<ul style="list-style-type: none"> • SOAAF • Questionnaire - Parents 	<ul style="list-style-type: none"> • RTE-2009
7.6.1.2	Parent Teacher Association / Council exists but do not have a structured mechanism.	2	<ul style="list-style-type: none"> • Website • Circulars • Newsletters • Magazine 		
7.6.1.3	There is an active and structured Parents and Alumni Association that meets with school management and principal periodically to find ways and means to contribute to the school's growth.	4	<ul style="list-style-type: none"> • Prospectus • Diary • FAQ's 		
7.6.1.4	In addition to above, there is a system for recording the outcomes of these meetings, so that the reports can be a source of feedback and review of existing school practices and determination of future course of action for their growth.	7			



7.7 Community

7.7.1 The school has a Provision for Free and Compulsory Education under the RTE Act 2010

	Statement	Score	Evidence/Records	Tools	Policy
7.7.1.1	The school has not yet admitted students under the RTE Act/ EWS / Sponsored category for special category as per guidelines.	0	<ul style="list-style-type: none"> • RTE notification • Admission Register providing details of such students admitted. • Remedial Classes details 	<ul style="list-style-type: none"> • SOAAF 	<ul style="list-style-type: none"> • RTE-2009
7.7.1.2	The school has admitted students under the RTE Act / EWS / Sponsored category for special category as per guidelines.	2			
7.7.1.3	In addition to above, special remedial classes have been arranged fo such students.	4			
7.7.1.4	Teachers and school heads treat students admitted under RTE Act / Inclusion Policy equally so that they benefit equally from all the social , cultural, intellectual opportunities offered by the school.	7			



7.7.2 The school charts out relevant community out reach programmes (viz. preserving the heritage working with old age home, preserving environment and integrating them in the Annual Curriculum Plan for all age groups

	Statement	Score	Evidence/Records	Tools	Policy
7.7.2.1	No community out-reach programmes are planned or implemented.	0	<ul style="list-style-type: none"> • Time Table • Projects • Visit • Adopt a Monument 	<ul style="list-style-type: none"> • SOAAF 	<ul style="list-style-type: none"> • RTE-2009
7.7.2.2	Community out reach programmes are minimal and not sufficiently integrated.	2	<ul style="list-style-type: none"> • Health Camps/Shows • Clean City Drive 		
7.7.2.3	Community out reach programmes are conducted on regular basis but those are not uniformly integrated in the Annual curriculum Plan of the school.	4	<ul style="list-style-type: none"> • Visit to Orphanages / Oldage homes /hospital • Tree Plantation • Eco Drive 		
7.7.2.4	Relevance and contextualized community out reach programmes are well integrated and conducted on regular basis and community satisfaction is vital for school.	7			



Chapter 4

Process of School Quality Assessment and Accreditation

The intent:

The Central Board of Secondary Education (CBSE), which enjoys a national status with an international jurisdiction, is effectively placed to set benchmarks for schools affiliated to it. It is envisioned that in the following academic session [2012 onwards], all CBSE affiliated schools will be invited to undertake the exercise to review their dimensions of quality and excellence. Initially a pilot is being taken up with authorized agencies to conduct Accreditation in a small number of schools.

The CBSE has responded to the current climate of restructuring of school curricula, with a viable, dynamic and synergistic process of **School Quality Assessment and Accreditation**, that provides a meaningful structure for change for all its stakeholders. In this endeavour, it has created a process for SQAA for its affiliated schools.

For the SQAA process, the CBSE has identified, selected and authorized multiple accrediting agencies by application of transparent selection procedures. However CBSE will retain the final authority for the award of accreditation. The Board will follow the recommendations of the authorized agency, and based on the fulfillment of stated criteria by the applicant school, the profile and quality assessment report will be uploaded, along with the core competencies/strength of the school in the top most three domains it will be reflected by the CBSE on its website: www.cbse.nic.in.

The Approach:

The School Quality Assessment and Accreditation (SQAA) process is an evaluation that not only measures the progress and achievement of the learners, but also the effectiveness of the institution in creating an innovative, relevant, socially conscious, eco oriented learning environment for all its staff and students. Hence, Quality Assessment is intrinsic to the curriculum with its twin purpose of self assessment and further improvement of the school.

The school will be informed well in advance by the CBSE regarding accreditation and all the guidelines will be available on the CBSE website as well as the website of the authorised agencies. Schools are encouraged to go through the guidelines before preparing themselves to be accredited.

Form of Intent:

The schools who would like to be accredited will fill in the '**Form of Intent**' available on the CBSE website (www.cbse.nic.in). Form of Intent expresses the willingness and desire of the school to undergo the process of School Quality Assessment and Accreditation.

Once the '**Form of Intent**' has been received by the Board it will allocate an empanelled agency. This agency will send a confirmation e-mail to the school requesting them to fill in the SQAAF and send it to the Agency / PA Team.

Each one of the authorised agencies will have a link on the CBSE website under the accreditation corner. Every school which will be accredited by that agency will need to upload all the data relating to its teachers, staff, bank account details etc. This is to ensure transparency and avoid malpractices.



The process of self evaluation includes collecting data on the various indicators, laid down in the CBSE's SQAAP. It should be prepared through a collaborative and participative approach and build ownership of all stakeholders towards the goal of institutional excellence.

Setting up a School Accreditation Committee

A school affiliated to the CBSE and intending to get accredited is advised to set up a School Accreditation Committee (SAC) which will coordinate with the Accreditation Agency and PAT through the entire process of assessment and accreditation. The members will be:

Member of the School Management

Principal

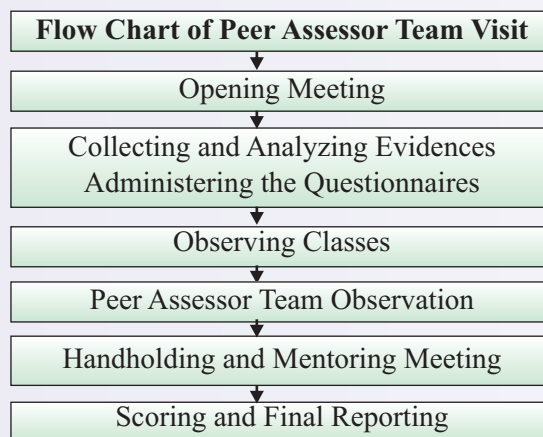
One teacher from each level-primary, middle and secondary /sr. secondary

One student from each level-primary, middle and secondary/ sr. secondary

Two parents who are members of the Parent –Teacher Council [PTC]/PTA.

Phase II: School Visit by Peer Assessor Team (PAT)

Once the data is gathered from SQAAP, the school submits the same for perusal to the Accreditation Agency. The initial score on the form is granted on the basis of assessment done by the school. After this exercise; the school is now ready for the next stage of validation by the Peer Assessors Team.



Opening Meeting

The purpose of the opening meeting is to introduce the members of the **Peer Assessors Team (PAT)** to the school management and staff and to review the scope and objectives of the assessment. It provides a short summary of the methods and procedures to be used to conduct the assessment to the school. The PAT Member also develop insight regarding school vision, mission and philosophy.

Collecting and Analysing Evidence

The primary function of the Peer Assessors Team is to assist the school by visiting the school for two days to see it in action. PAT members visit classrooms and other work places and interact with students, parents, members of the staff and management. The visit provides an opportunity to see how accreditation standards are translated into classroom



interaction and to view the impact on teachers and students. They examine all aspects of the school in the light of the SQA AF and the CBSE SQA A Safety Checklist. Checklist for assessing laboratories, library, infrastructure co-scholastic activities and health management facilities can also be referred by PAT to examine the school. They also examine whether the school's vision and mission and the Standards of Accreditation as laid down in the SQA AF are integrated into the school processes. During the course of the visit, no assessment is made of an individual staff member's performance, nor is any critical reference made to any specific individual in the report of the PAT. The responsibility of the team is to review the quality of the educational experiences offered at the school and not to assess the quality of individual teachers. The PAT will prepare a detailed report addressing every part of the SQA AF and give its commendations and recommendations. This report will be sent to the Accreditation agency for detailed analysis. The role of the PAT is purely advisory and as such it will not disclose any opinions to the school.

The PAT will use the following tools during the school visit:

Domains and Sub domains (Chapter 3)

Questionnaires [teachers, students, parents and non-teaching staff]

SQA A Safety Checklist

Score Card of SQA A

Videography

In order to substantiate findings of the PAT team members; they would make use of professional videography during their visit. The aspects to be essentially covered during the visit would be:

Physical Infrastructure including front office, staff room, principal room, class room, corridors, campus, general facilities, infirmary, counselling room, sports facilities, play fields, fire fighting equipments, water harvesting, different laboratories, club activities including eco-club, maths, literary etc. Student creations used in school decoration and on display, disabled friendly ramps & allied facilities which depict the salient features of the school.

Aspects such as transport vehicle pick and drop points, safety measures in the buses, facilities for non-teaching staff, canteen/ mess, dormitories, boundary walls, recording of break bells, security, features for school, murals, parks, gardening/greenery, pathways, lighting, ventilation, sanitation, drainage, general atmosphere and background of the school highlighting salient features and points/innovation/ good practice/technology/TLM.

Safety checklist should be covered for furnishing evidence back to Agency/CBSE alongwith salient features pertaining to different items of SQA A.

It is the responsibility of the authorised agency to ensure that the entire process regarding school visit is video-graphed. A copy of the video is to be maintained for sending to CBSE as well as to the agency. Moreover the CBSE may send duly appointed observers for a verification of the PA team appointed by the Assessing Agency for review of the administration of the School Accreditation process. The school will have an opportunity to appeal in case it finds that the claims of the Agency or its representatives i.e. PA team are not valid.

Observing Classes

The PAT must observe classes each in different subjects and across different levels such as primary, elementary and secondary. Effort must be made that the team of three assessors is able to observe classes across subjects on a random sample basis. The sampling technique suggested is to make a list of all classes from I – XII section wise and chose every nth section depending on the number of sections for observation. Care may be taken that the five major subjects that is English / Hindi / third language, Mathematics, Science, Social Science, and also Physical Education, Art Education and Music & Dance have been adequately represented.



The analysis arrived at for individual teachers will help in the domains of **Human Resources, Scholastic and Co-Scholastic Processes and Outcomes**.

Administering the Questionnaires

Student's Questionnaire

The PAT will administer the students Questionnaire on 5% of the total students strength from classes V to XII. The sample is evenly taken from primary, middle, secondary and senior secondary students. The PAT will interact with these students in a class. In case any student needs to clarify a point, the PAT along with the School Accreditation Team of the assessee school will address their concerns.

Each Questionnaire consists of 25 statements which collect data on the viewpoints of students to school policies and practices. It also seeks information on the availability of innovative, relevant and socially conscious learning environment in the school.

About the Teachers Questionnaires

The teachers Questionnaire will be administered to 25% of the total teachers in the school. The PA Team should begin with an Attendance Roll of teachers of the entire school including those involved with the co-scholastic areas. Every n^{th} teacher divisible with 3 or 5 can be used for collecting together a sample. The teacher Questionnaire has 25 statements and collects data on the viewpoints of teachers to the school policies and practices. The analysis will lead the PA team to a better understanding and help to focus on **Human Resource, Leadership and Beneficiary Satisfaction** and help to refine their scores on these Domains.

About the Parents Questionnaire

The Parents Questionnaire will be on agency website. The parents to fill the form online. The Parents Questionnaire has 25 statements and collects data on the viewpoints of parents to the school policies and practices. The analysis will lead the PA team to a better understanding and help to focus on **Human Resource, Leadership and Beneficiary Satisfaction** and help to refine their scores on these Domains.

About the Non-Teaching Staff Questionnaire

The Questionnaire for the non-teaching staff is based on the primary dimension of quality improvement and accountability of his/her school. 50% of the total non-teaching staff will be selected as sample by PA Team. The questionnaire consists of 25 statements and collects data on the viewpoints of Non-Teaching Staff to the school policies and practices.

Peer Assessors Team Observations

All observations should be documented. After all activities have been assessed, the Peer Assessor Team should review all its observations to determine which are to be reported as recommendations. The Team must ensure that these are documented in a clear, concise manner and supported by evidence. Discrepancies and recommendations should be identified and reported in terms of the specific requirements of the standard or other related documents against which the assessment has been conducted. Observations should be reviewed by the PAT with a responsible representative of the school. All observations recorded should be acknowledged by the school. **The format of reporting is included in Exemplar Case Study of School.**



Handholding and Mentoring Meeting

The Peer Assessor team, by the end of the visit has collected, analyzed and collated enough data to arrive at the Reports in their initial stages.

The PAT may at this stage share some of the quality enhancement strategies which they have already begin to document for the School Quality Enhancement Report (SQER) which will be finally given to the school. SQER clearly indicates the areas in which the school can improve its quality provisions. It would help the school to build its capacity in terms of quality assurance and meeting stakeholder expectations. This would enhance the larger perception about the school as a continuously learning and growing institution.

At this stage the school may share in the open interaction with the head of the institution, some of the likely features to be placed in the SQER. The meeting with the principal, heads or Coordinators should be seen as a goodwill gesture and must be conducted with sensitivity and empathy. At no stage should this be seen as a ground for being overtly critical about the policies or practices of the institutions. The PAT should decide on whether or not to initiate this step depending on the keenness and desire of the institution to learn and grow in an atmosphere open to peer mentoring and guidance.

Suggested Schedule for the PAT Members during the school visit		
Day 1		
Area to be covered	Time Duration	No of PAT members
Opening Meeting <ul style="list-style-type: none"> • Introduction of PAT to the school Accreditation committee (SAC) • To discuss the two day schedule with the SAC 	½ hour	3
<ul style="list-style-type: none"> • Interaction with SAC regarding the school philosophy, vision and mission 	1 hour	3
Administering Questionnaires <ul style="list-style-type: none"> • Student Questionnaire (1 class from each wing) 	1 hour	3 (1 for each wing)
<ul style="list-style-type: none"> • Teacher Questionnaire 	1 hour	3
<ul style="list-style-type: none"> • Non teaching Staff Questionnaire 	1 hour	3
School visit The different areas covered under domain 3 to be observed (labs, library, sport facilities, classrooms, administrative offices ICT rooms etc) along with safety checklist	2-3 hours	3
Day 2		
Area to be covered	Time Duration	No of PAT members
Observation of the morning assembly	3	
Class Room observation on the basis of domain 1 (Scholastic Processes) (one for each wing)	1 ½ hours	3
Class Room observation on the basis of domain 2 (Co-Scholastic		



Processes) (Life Skills, Music/Dance, Art/Craft, Sports, Computers etc.)	1 ½ hours	3
Interaction with the SAC(in the light of SQAAF filled by the assesses school)	2-3 hors	3
Recording and compiling the Observations	1 hour	3

Phase III: Final Reporting

Scoring and Report Writing

The Peer Assessor team will now prepare two reports

- i. School Quality Enhancement Report [SQER] and**
- ii. School Quality Assessment and Accreditation Report [SQAAR]**

The authorized agency will collate, analyze and interpret all data received and the two reports from PAT, based on the following principles:

- Enhancing School Quality
- Enabling a common frame of reference regarding school quality
- Communicating with the school's stakeholders
- Assisting applicant schools in managing and enhancing their qualitative process

The CBSE authorized Accrediting agency will use the two reports generated by PAT, for detailed analysis and further recommendations to Central Board of Secondary education, who is the final authority in granting Accreditation. The qualified status of the applicant school will be posted on the CBSE website along with the scores on the top three domains.

School Quality Enhancement Report [SQER]

This report clearly indicates the areas in which the school can improve its quality standards. It will help the school to build its capacity in terms of quality assurance and meeting stakeholder's expectations.

The SQER is a reflective exercise for the school as it reveals the areas for quality enhancement. The report can be broadly categorized under the areas of the seven domains.

The feedback provided by the PA team is meant for self analysis and quality enhancement to raise the bar of excellence.

School Quality Assessment and Accreditation Report [SQAAR]

The report meant to be provided to the CBSE through the authorized agencies will be a detailed report again based on the seven domains.

These will have a quantitative and a qualitative dimension. The quantitative score will be a final score after analyzing on the basis of all the instruments and classroom observation. The weightage assigned to each domain and sub-domain will be reflected in the Score Card.

The final part of the report would consist of the status of the school which could mention accredited and carry the score and weightage in the highest three domains. It is only this part of the report which would be uploaded on the



CBSE website. For schools who have not qualified for accreditation, there will be no record on the CBSE website and such schools will get an opportunity to work on their institution by following the recommendations provided on the School Quality Enhancement Report (SQER).

Arriving at the Scores:

The Domains and Sub-Domains (Chapter 3) is the basic Scoring Instrument with benchmarks set on a Score of 0 to 7. The SQAAF will help the Peer Assessors / Agency to arrive at an Initial Score on all Domains and Sub-Domains which may be recorded **at the end of SQAAF in the internal score summary provided.** Instruments 2,3,4 & 5 will feed primarily into Beneficiary Satisfaction.

After scoring on the first Domain with all the three Sub-Domains; the score will be converted into 25 percent as the total weightage of this Domain is 25%. Similarly the weightage to the second Domain is 15% and so on.

The school will be granted the status of being accredited **if they score 75% on all the seven domains and 50% on each one of the individual domains.** The schools which will get a mention on the CBSE website along with their scores and percentage in three highest domains acquire the status of being accredited. There will be no ranking of schools. Those who have not acquired the status of being accredited will be notified with the **School Quality Enhancement Report (SQER)**, so that they can work towards accreditation after a gap of six months to one year. Their status will not be made public and they will have an opportunity of reapplying once they are better prepared for accreditation.

DOMAINS		WEIGHTAGE
1. Scholastics processes and products	Curriculum planning, Teaching Learning Processes, Student Assessment & performance	25
2. Co-scholastic Processes & Products	Life Skills, Values and Attitudes, Work Education Visual and Performing Arts, Co-scholastic Activities Health and Physical Activities and Health Cards	15
3. Infrastructure- Adequacy, Functionality & Aesthetics <i>(*for residential school, the hostel facilities, services, catering, posting of warden etc. be included)</i>	Classrooms, Library, Laboratory, Computer Labs, Sports and Games Facilities, Arts and Music Facilities, Water and Sanitation, Staff Room, Health Management Facilities, Furniture, Lighting and Ventilation, Disaster Management Provisions (Fire Extinguisher, Emergency Exit), Special provisions for differently abled children, Eco-friendly Orientation Social Forestry, Lawns and Flower Plants) (Reference Safety Checklist)	15
4. Human Resources	Principal, Teachers, Parents, Alumni, Students – Staff Development, Recruitment & Retention, Parent Education and Involvement, Alumni Contact and Involvement	10



5. Management & Administration	Data and Records, Oral and Written Communication, Finance and Accounts, Connectivity and Social Networking (Community Involvement and Service, Linkage with Resource Institutions like CBSE, NCERT, NUEPA, SCERT, DOE, etc. with peer agencies like schools in India and abroad)	10
6. Leadership	-Academic Leadership, Team Leadership, Quality Management, Change Management (Strategic Planning and Management)	15
7. Beneficiary Satisfaction*	Students, Teachers, Office Staff, Principal, Management, Parents, Alumni and Community	05
	Beneficiary Satisfaction Questionnaires	05
	TOTAL	100

Exemplar Case Study of School Quality Assessment and Accreditation

This chapter is meant for a comprehensive understanding of the mechanism of producing a report and presenting it to the CBSE as well as the school. This case study has been built after an authentic exercise was conducted in one of the schools located in Mumbai by a team of Peer Assessors.

CASE STUDY – 1

A school 'ABC' affiliated to CBSE for many years has opted to seek SQAA through an authorized agency appointed by CBSE. Given below is a Case Study of a school in Mumbai, Maharashtra. The Case Study has been divided into various Sections: A, B and C. Section A details the Profile, benefits of SQAA and the way forward. Section B delineates the pre-planning, school visit and the post visit phases. Section C details the output in the form of two reports. The School Quality Enhancement Report (SQER) is generated to provide a quantitative and qualitative feedback to schools. The School Quality Assessment and Accreditation Report (SQAAR) is also based on the seven domains and will carry both a quantitative and qualitative aspect. A short summarized version will also go up on the CBSE / authorized agency's website mentioning status and unique features.

SECTION 1

Profile of School ABC

School ABC is a private CBSE - affiliated school in the commercial capital city of Mumbai, India. It is run as charitable trust and all financial decisions are taken by the board which consists of family owners and a group of professionals from various fields. The management runs a chain of schools affiliated to different boards in the country. Located in a very busy juncture in the heart of the city, the school is extremely space constrained and works in double shift. The area of the school compound is 2.52 acres. The school is housed in a five floor building. All academic spaces are air-conditioned because of the necessity to keep the doors and windows closed to keep away the street noise. The classrooms are relatively small. Set up in 1988, the school started with a strength of 285 students.



The school offers the rigorous and challenging CBSE curriculum and has strength of 2700 students from Grade 1 to Grade 12, which include over 600 students in XI and XII grades. The school can be best described as a melting pot of students coming from different parts of the world thus forming a diverse group.

The school has over the last decade produced outstanding Board results and has built a positive image in society. The Principal along with an academic faculty of over 100 teachers, 12 Administrative staff, a balance of support staff work towards providing students an interactive stimulating environment, where teaching is pupil-centric rather than teacher-dominated, and its students blossom into global citizens, ready to take on the world. The school's commitment to operate and manage quality education with a focus on development is in sync with the needs of the individual child in an era of globalization. The child-centered policy of the school is etched in the words: ***“If I can't learn the way you teach, Can you teach the way I can learn?”*** The school boasts of some path-breaking initiatives. The state-of-art-infrastructure has enabled the institution to make a name for itself on the map of technology-driven schools in the country.

Though the school enjoys a very positive perception by students, parents, media and society at large, the school management felt that the school would do well to get accredited by a reliable CBSE authorized agency. Besides getting a certification from a reliable and objective external agency, which would improve its credit rating; it would help the school to reflect on how far it has achieved its vision and mission and delivered on its commitments.

How would Accreditation help School ABC?

The process of assessment and accreditation would help School ABC in institutional capacity building for continuous quality improvement through self-analysis and self-monitoring of quality enhancement processes. The entire process would provide an incentive for self-study and self-improvement of the school. It would assure its stakeholders about its legitimate quality as well as the relative quality status of the school vis a vis other similar schools.

A third party assessment and accreditation and the resultant certification would vouch for the competence of the school assessed to provide education of a high standard. It would ensure that the school prepares its students for citizenship responsibilities, successful careers, and acquisition of life skills for life-long learning. On the whole, it would help the school in capacity building.

Way Forward

Once the decision to get accreditation was taken, School ABC expressed its readiness and desire for accreditation to the CBSE / CBSE-Approved Accreditation Agency (Refer Annexure for Form of Intent).

The Accreditation Agency appointed a Peer Assessor Team (PAT) for the school, which commenced the process of accreditation in the following manner.

SECTION B

Phase I: Pre-Planning

The PAT contacted the school and sent it an introductory mail (*Refer Annexure for e-mail sent to school ABC by Accreditation agency*) outlining the purpose, benefits and phases of the entire process.

The school filled the SQAAF and sent back to the Peer Assessor Team (PAT) within 6-8 weeks along with documented evidences wherever possible in the way of scanned documents, records, photographs, plans etc.

After the SQAAF was submitted for perusal by the Peer Assessor Team, the latter coordinated with the School Accreditation Committee (SAC) to fix a date for the School Visit. The SAC members planned and organised the following for the effective conduct of the visit:

- informed all school employees and stakeholders about the objectives, scope and schedule of the Peer Assessors Team visit



accompanied the Peer Assessors Team to reach out to various departments and facilities of the institution as listed in the schedule

provided resources needed for the Peer Assessors Team to ensure an effective and efficient assessment process

provided access to facilities and evidential material as requested by the team

cooperated with the team to permit fair and unbiased validation of the claims made.

Phase II: School Visit by PAT

The Peer Assessor Team spent two days on collecting and verifying evidence for validation and reporting. It used the SQAAF as a reference and the SQAA domains and Sub-Domains for verification of evidence provided. It carried out class observations, interacted with staff, students, parents and management and got the four sets of Beneficiary Satisfaction Questionnaires filled by selected group of students, Teachers and Admin. Staff) and parents called to the school for the purpose.

On the third day, the PAT conducted a Handholding and Mentoring Meeting with the SAC in which it presented its assessment observations and discussed a prospective School Enhancement Plan.

Phase III : Post Visit

The Peer Assessor Team prepared two reports.

(a) School Quality Enhancement Report (SQER)

This report clearly indicated the areas in which the school could improve its quality provisions. It would help the school to build its capacity in terms of quality assurance and meeting stakeholder expectations. This would enhance the larger perception about the school as a continuously learning and growing institution.

(b) School Quality Assessment and Accreditation Report (SQAAR)

This report was submitted to CBSE along with the school' score in each domain. The Board granted the Accreditation Certificate to the school along with the score on the three top domains, which was posted on School ABC' website as well as CBSE website to be shared with the parent community.

SECTION C

Part 1

School Quality Enhancement Report (SQER)

The various quality assessment tools deployed in the SQAA Process revealed the following areas for quality enhancement of the school. It enabled the school to understand that achieving quality is a relative and continuously evolving process and setting qualitative benchmarks in itself is an indication of quality consciousness of the institution. The entire process of quality assessment and evaluation was meant to be a reflective exercise, providing objective feedback to the institution for self-analysis and enhancement. The SQER is hence to be studied in the spirit of self-improvement and raising the bar of excellence.

The SQER for School ABC indicated the following areas for quality enhancement.

The school' exponential growth in terms of numbers over the last decade indicates that it has over-utilized its capacity, which is reflected in the limitation of areas of co-scholastic activities that the school is able to offer



due to space constraint. The school is advised to relook at its class strength, which is presently is more than the norms laid down in RTE, 2009.

Similar limitation is seen in the area of Work Education options, Visual and Performing Arts, Sports and physical activities provided in the school.

The classrooms are small for the number of students in each class and the teacher student ratio is not very favorable. There is no room for the teacher to move in the classroom which constraints the facilitator.

The staff rooms are cramped and the school needs to improve working environment of staff. This could affect staff motivation.

Including Health Care needs to be included in the school curriculum. Maintaining Health Cards for students is recommended.

The school needs to plan physical infrastructure for facilitating differently abled children as per the RTE, 2009.

The school' admission process does not indicate compliance with the 25% seats reservation for the BPL Category as per RTE, 2009. The school website must clearly display the admission policy and criteria for admission.

The school is recommended to have a staff welfare mechanism to improve staff motivation and retention. A transparent and objective appraisal ad feedback system would also improve understanding with staff.

SECTION C

Part II

School Quality Assessment and Accreditation Report (SQAAR)

Domains

1. Academic Process and Outcomes(109/126/22.9/25)

1.1 Curriculum Planning (45/49)

The school' Annual Curriculum Plan for Scholastic and Co-Scholastic Skills and all school academic documents reflect integration of the spirit and contents of NCF and other support material brought out by CBSE. The curriculum seeks to develop skills and abilities, which prepare students for a global world of life-long learning. Courses are completed as per the plan laid down and proper auditing of the same is being done. However due to the lack of space, Co-Scholastic activities have been limited to those which can be offered with the constraints of space. However, through the spirit of innovation in conducting co-scholastic activities, the school attempts to make up for the limitation of logistics.

1.2 Teaching Learning Processes (32/35)

The school follows the norms of teaching and learning as laid down by CBSE and NCF, 2005. Evidences of academic processes indicate emphasis on higher-order thinking. Classroom observations reflect a high degree of involvement of students. The school encourages innovative practices through collaboration as reflected in the group activities, project work and the policy of sharing best practices followed in the school. The use of Google Apps for communication and collaboration in planning exercises, teaching-learning processes, and monitoring system hased to greater efficiency and effectiveness as well as moving towards paperless education practices.

1.3 Student Assessment and Performance (32/42)

The school follows the spirit of CCE in assessment and evaluation and student participation and performance is exemplary. The school' academic results are outstanding. They constitute the school'



unique features and are proudly displayed in the school premises. The school has set high academic benchmarks for itself and is continuously striving to raise the bar. The pictorial representation of the results in Class 10 and 12 over the last decade reflects the school's aspirations. Results analysis and feedback – review analysis of the entire school's academic performance is in-built in the School Plan.

2. Co-Scholastic Processes and Outcomes (46/56/12.3/15)

2.1 CCE – Life Skills (14/14)

The school has a well-developed and comprehensive Life Skills Program, which is also the unique feature of the school as the students spoke highly of the same. Students are happy and have a positive attitude. The school is particularly proud of their joining program, "*Drishtikon*" which seeks to make children think critically and develop perspective. The various value-added programs offered by the school add new dimensions to the education provided to students. There is a spirit of experimentation and innovation clearly evident in the school culture.

2.2 Value Systems (6/7)

The school does not have a separate time allocated for value education and uses special assemblies and teacher interactions through curricular and co-curricular transactions to develop good values in its students.

2.3 Attitudes (7/7)

Students' interaction and classroom observation showed a positive attitude consciously developed through the various activities the school conducts.

2.4 Work Education (4/7)

The school facilitates various '*beyond the classroom*' programs like the Junior Achievement '*careers with a Purpose Program*' '*World of Work*' and '*Company Program*' as well as giving students opportunities to hone their skills of photography, computer skills, organization of the inter-school Youth Fest, '*Yuvana*' etc. Computer education is provided to all students as part of the school time-table. However, areas of work education are limited due to the space constraint in the school.

2.5 Visual and Performing arts (4/7)

The school provides students opportunities to participate in different forms of Visual Performing Arts through a host of school performances like assemblies, annual events and other celebrations.

2.6 Co-Scholastic Activities (7/7)

The school provides opportunities for participation in literary and creative activities like debates, panel discussions, '*Beyond Books*' development of scientific skills through Science fest '*Vision*,' *ICT* skills through '*Innowaves*,' organizational leadership through the Student Council and outbound programs, and aesthetic skills through '*Talent Hunt*.'

2.7 Health and Physical Activities, Health Cards (4/7)

The school provides as part of its time-table, various sports and physical training. However, due to paucity of space, the school does not have the facility to offer any specialized and elaborate activities. There is scope for improvement in this space.

3. Infrastructure-adequacy, Functionality and Aesthetics (57/84/10.2/15)

3.1 Classrooms, library, Laboratory, Computer Labs and ICT Facilities, Playground (27/35)

The school has just enough classrooms conducive to learning, but these are small in size. The school runs double shift to accommodate all its classes. The classrooms are temperature controlled as a



necessity to keep away the outside noise as the school is located on a busy street. The library is well-stocked, laboratories are available to support learning activities. The computer lab is well equipped with latest hardware and software and every classroom is equipped with an ICT Board, computer and Internet facility. The school has been a pioneer in the area of technology integration into its curriculum transactions. The school has a well-maintained playground.

3.2 *Principal' office, Staff Room, Administration Offices (6/7)*

The school has sufficient space for principal, staff and administration. Though there is paucity of space in the staffrooms, these are equipped with computers and Internet facility. In fact the entire school is wired.

3.3 *Sports and Games facilities, hobby rooms, art and music facilities (4/7)*

Indoor and outdoor sports facilities are available like table-tennis, chess, carom, board games, football, cricket, basketball, throw ball, volleyball.

3.4 *Girls' rest room, sick room, water and sanitation, health management facilities (4/7)*

The school has a medical room and a separate rest room for girls. Water and sanitation and health management are looked into but there is scope for improvement.

3.5 *Furniture, Lighting and Ventilation (4/7)*

There is age appropriate furniture, lighting and ventilation but there is scope for improvement.

3.6 *Safety and Disaster Management Provisions (4/7)*

There are fire extinguishers and an emergency exit, fire drills are regularly carried out and a school evacuation plan displayed.

3.7 *Provisions for differently abled children and Inclusive Practices (4/7)*

Though the school has a compassionate and inclusive policy towards differently abled children and has records of such children doing exceedingly well, its physical infrastructure does not support the case for such children. The school enrollment does not indicate compliance with the 25% reservation for under privileged under RTE, 2009. Though the school website does display the admission process, it does not clearly indicate the admission criteria and policy.

3.8 *Eco-friendly Orientation, Aesthetics, Lawns and Green Plants (2/7)*

Though the space constraint inhibits the same, there is considerable scope for improvement in this area.

4. *Human Resources (72/77/9 .35/10)*

4.1 *School Staff (53/56)*

The school academic and non-teaching faculty is well qualified, experienced and competent. The HR Manual is well-documented with regard to recruitment, training and development, appraisal, compensation and incentives and exit policy. The Teachers Handbook clearly defines the role, responsibilities and duties as well as the code of conduct of staff. Compensation and other benefits paid to staff are as per prescribed norms (Sixth Pay Commission). Mentoring of staff is an integral part of the school. The school undertakes several Professional Development Programs (*in-house, CBSE, external, international*) for capacity building of its staff. However though the policy is well docketed, the school often has to deviate from the norms due to practical constraints of teacher availability and performance-based incentives.



4.2 **Parents Interface with School (6/7)**

The school has an effective and efficient communication system for interface with parents. Besides regular PTMs, the school uses electronic medium for sending newsletters, SMSs, phone calls, e-mail/Google groups, website etc. for interacting with parents. Parents are involved with the school as resource people/experts, for substitution, for career awareness etc. Parent Questionnaire and interaction showed overall satisfaction with the school on most issues.

4.3 **Alumni (7/7)**

The school uses innovative means of keeping track of its alumni through social networking groups, website etc. The alumni is considered as brand ambassadors of the school and are encouraged to come back to the school and share their experiences with current students. Ex-students take special classes with current students and there is a great connect with the school.

4.4 **Students (7/7)**

The students are actively involved in the school. The school provides ample opportunities for them to develop as responsible citizens, confident and with a broad outlook. The Student Council is active and is given leadership training by the school. It is democratically selected and represents the student body. Feedback on important issues is taken from students through informal interaction with them and there is a sense of belonging and pride in the institution. Questionnaires from students and interactions reflected a deep sense of attachment to the school. The school undertakes international exchange programs for its students to develop in them a global outlook.

5. **Management and Administration (82/7/9.76/10)**

The school has a well - instituted planning mechanism, both short-term and long-term. Regular meetings between the management and staff provide an opportunity for democratic practices in policy making and goal setting. The school works in two shifts seamlessly and logistics of space and time are fine-tuned. All stakeholders are involved in effective coordination within and outside the school. Resources are efficiently and optimally utilized. Questionnaire from various stakeholders and interactions showed a high degree of understanding and appreciation of the school management system in place. Innovative and cost-effective technology solutions like the use of Google docs ensure efficient and effective following up of SOPs in the various departments.

6. **Leadership (38/42/13.5/15)**

The school has a clear vision and mission statement which is democratically evolved and expressed through tangible and intangible ways. The school buses carry a socially responsible message and the school management' broad commitment to quality education. Regular interaction between the management and school authorities ensures involvement in decisions regarding school improvement, change management, collaborative leadership and excellence as an integral part of the school governance. The school leader and senior faculty is encouraged to attend national and international conferences and courses in order to enhance their leadership skills (*e.g. Harvard Graduate School of Education*). International experts are also invited to build skills of contemporary leadership among school HODs. Questionnaires interactions and the Leadership scale support evidence of shared academic leadership. The school has developed and implemented various innovative practices in school administration, academic curriculum design, classroom transactions, technology-embedded assessment, evaluation and feedback mechanism. The school has pioneered the computerization of CCE report card system. The use of free Internet tools like Google Apps in education for a paperless and user-friendly collaborative system as well as social networking system for



effective communication has been a unique example of innovative solution in today' dynamic environment. School initiatives like '*Drishtikon*' using digital media for creating and spreading awareness and building perspective have inculcated the spirit of nationhood and citizenship in students as well as adults.

7. **Beneficiary Satisfaction (53/56 / 9.4/10)**

The school provides beneficiary satisfaction to all its stakeholders. Questionnaires and informal interactions with stakeholders revealed a high degree of involvement in the school and a sense of satisfaction with the school functioning. There is a sense of ownership and positive worth about contributing to the community through programs like '*We Believe, "Yuvana,*' cleanliness drives, working wh various NGOs as well as social theme-based annual events.

SECTION C

Part III

Status of the School 'BC'- Accredited

Scores in the highest three domains:

Human Resources - 9.35/10

Management and Administration - 9.76/10

Beneficiary Satisfaction - 9.4/10

Unique Features of School ABC

1. Integration of technology and technology-enabled tools and solutions like Cloud Computing and use of Gogle Apps, State-of-the-art ICT tools
2. Life Skills and other value-added programs including *Drishtikon, Yuvana, We Believe, Beyond Books, Innowaves, Leaders of Tomorrow, Vision etc.*
3. Child-friendly approach reflected in the school' mission
4. Customized approach to teaching as the school believes that '*no one size fits all*'
5. International exposure to best practices
6. Outstanding Board results
7. In-house study material and question banks developed by school faculty
8. Dedicated Resource Centre for innovation
9. Positive image among parents, society and media

SECTION D

Tools Used and Scoring Process In Quality Assessment of School ABC

1. **SQAAF** as sent to the school to be downloaded and carefully filled by the school over 6-8 weeks and sent to the PAT for analysis and interretation. This form provided the school' self-evaluation and review of itself and was a detailed and comprehensive document covering all the **domains** of SQAA. The form was used to calculate initial indicative scores on all the seven domains.
2. The **Domains and Sub-Domains** carrying the benchmarks was used by the PAT team in the school visit. he **results of questionnaires** from all stakeholders were used to fill the score card for calculation of raw scores in



the Beneficiary Satisfaction Domain.

Data from Interaction Forms showed **95% overall satisfaction Percentage on all Seven domains**

Questionnaires showed the following results:

- Teachers questionnaire
Teacher Satisfaction Percentage 80%
- Students questionnaire
Student Satisfaction Percentage 90%
- Parents questionnaire
Parent Satisfaction Percentage 80%
- Non-teaching Staff questionnaire
Non-teaching Staff Satisfaction Percentage 90%

The PAT verified records, documents, collected concrete evidence as well as interpretative evidence on each of the seven domains and sub-domains. The analysis and interpretation was done through manual mapping of each domain and sub-domain to indicators/items in the SQAAC and all the questionnaires

Based on all the data collected by the PAT using the various instruments/tools, the initial scores on the Score Card were revised on each of the seven domains and the sub-domains.

The final score (using all the instruments) thus obtained was 86.1%.

3. Interpretation of Scores

In order for the school to qualify for accreditation it has to fulfill the following criteria:

Overall Score of 75% and above in all domains and Minimum Score of 50% in each sub-domain.

School ABC scored 86.1% over all domains and more than 50% in each domain and was hence qualified for accreditation

**Names of Peer
Assessors Team**

**Name & Seal of
Accreditation Agency**

1. _____ **Signature** _____

2. _____ **Signature** _____

Observations of PAT during the Pilot Study

A Pilot study has been undertaken by CBSE prior to the launching of the School Quality Assessment & Accreditation (SQAA) process. Different types of schools were covered which included Public Schools, Kendriya Vidyalayas, Navodaya Vidyalayas and Government Schools of Delhi including Rashtriya Pratibha Vikas Vidyalaya (RPVV). A very exhaustive exercise was undertaken leading to the understanding of not only the SQAA instruments, but also the different school systems.

Some of the other observations made during the pilot process are given below:

It was generally found all the school doing well in the Scholastic areas, however Co-scholastic area was a concern.



Infrastructure in some schools was found lacking. At times in some schools; the infrastructure was created some time back; but due to current developments was not aptly suitable for school requirements.

The school principal played the most crucial role of leading the school despite various challenges.

The management of some schools; though aware about some of the challenges; were unable to act in absence of appropriate policy/ mandate.

The beneficiary satisfaction particularly Alumni, Parent and Community was not adequately being addressed.

The inference drawn from the pilot was that it was the School principal leading and shaping the schools on different aspects- no matter how difficult the working conditions were. Several areas like non-allocation of teacher posts/positions; infrastructure / resources by the management were being addressed by each one in a unique manner. This would have resulted on a better score for the leader but would not be compensated in the score for the actual shortcoming of a post/ resource etc.

The School Quality Enhancement Report (SQER) when prepared would act as a very valuable document for the management and CBSE to understand the different ways in which the school could improve its Quality as a teaching learning institution.



Instrument 1

School Profile and School Quality Assessment and Accreditation Form (SQAAF)

The SQAAF is based on the primary dimensions of quality improvement and accountability-the extrinsic qualities found in the services provided to parents and students by the school. It contains basic and comprehensive compilation of data about the school. The SQAAF is further divided into 7 parts in co-relation to the seven domains

Part	Domains	Items
I	Scholastic Processes and Outcomes	18
II	Co-scholastic processes and outcomes	8
III	Infrastructure - adequacy, functionality and aesthetics	12
IV	Human Resources	11
V	Management and administration	11
VI	Leadership	6
VII	Beneficiary satisfaction	8
	Total Items	74

The instrument collects data on the learners, teachers, parents and administrative staff's view points to school policies and practices along with the availability of innovative, relevant, socially conscious and eco-oriented learning practices. The data should be supported with relevant evidentiary documents.

In the case of any response being: Yes; then a 'Yes' is sufficient which has to be then supported by annexing a relevant Annexure as per Chapter 3 or any additional admissible evidence (as the case maybe). The Annexures have to be serially annexed and Annexure number correspondingly reflected for ease of evaluation by the PAT members. In case, any Annexure cannot be annexed; then a suitable remark maybe put in which shall be then decided by the evaluating PAT members.

The Respondent has to attach evidence in the form of records (to be uploaded on website and/or submitted in hard copy along with videos and CDs wherever applicable -as the case maybe). Submitted documents should be admissible evidences. Submission of false / misleading / incorrect information shall be seen as a grave offence and appropriate action can be called for by the designate officer.

Instructions: State which of the following observations are most applicable for your school. If you agree with a statement; write "YES"; or leave it blank if not applicable.

The School Profile collects vital details about the school which has to be filled-in by the Principal alongwith the SQAAF.



School Profile

PART -A

(To be filled-in by all Schools)

1. Name of School _____

2. Postal Address _____

_____ City _____

Pin Code _____ State _____

3. Phone No. with STD Code: _____

4. Fax No : _____ Email: _____ Website: _____

5. (a) Name of the Principal of school: _____

(b) Date of Joining: _____

6. (a) Year of Establishment of School: _____ Highest Class: _____

(b) Total Number of Students on Roll: _____

Enrolled Boys: _____ Present: _____

Enrolled Girls: _____ Present: _____

7. (a) The school is imparting education at under mentioned levels

(Please fill in specific relevant rows as applicable in your school)

Classes	Enrolled Students	Present Students	Total No. of Sections
Below Class I	_____	_____	_____
Classes I-V	_____	_____	_____
Classes VI-VIII	_____	_____	_____
Classes IX-X	_____	_____	_____
Classes XI-XII	_____	_____	_____

(b) Student-Teacher Ratio Student: Teachers (Teaching only)

i) Senior School : XI-XII : _____:_____

ii) Secondary : VI-X : _____:_____

iii) Primary : I-V : _____:_____

8 (a) The school admits (Tick appropriate category)

Only Boys _____

Only Girls _____

Is Co-educational _____

(b) Does your school admit children with special needs? _____ (Yes/ No)

9. Medium of instruction in the school: (Tick appropriate category)

English _____

Hindi _____

Any Other _____ (please specify) _____



10. Does the school have its own hostel facilities? (Tick appropriate category)

- Day Boarding School : _____
 Fully Boarding School : _____
 School doesn't provide hostel facilities : _____

11. School owned by (Tick appropriate category)

- a) Government : _____
 b) Trust/ Society : _____
 c) Any other : _____
 (Pls specify) : _____

12. Is the Trust/ Society/ other body registered? Yes / No _____

13. If yes, under which Act? _____

14. Year of Registration _____ **Registration No.** _____

15. Period up to which Registration of Trust/ Society is valid _____

16. Name of Government Department under which the School falls _____

17. Is the school located in a rented building or own building? _____

18. (a) Infrastructure Details: Educational Facilities (Rooms, Library and Laboratories, etc.)

(Please attach separate sheets as per given below format)

S.No.	Item	No. of required sections	Number of rooms
i.	Class Rooms	: _____	: _____
ii	Staff Rooms	: _____	: _____
iii.	Physics Lab	: _____	: _____
iv.	Chemistry Lab	: _____	: _____
v.	Biology Lab	: _____	: _____
vi	Math's Lab	: _____	: _____
vii.	Computer Science Lab	: _____	: _____
viii.	Home Science Lab	: _____	: _____
ix.	Library	: _____	: _____
x.	Auditorium	: _____	: _____
xi.	Others...	: _____	: _____

- (b) Total Area of School plot** : _____
Built up area : _____ **Open Area :** _____
- (c) Area used for Scholastic activities** : _____
Area used for Co-scholastic activities : _____
Administrative activity Area : _____
Total carpet Area : _____



(d) **Specific Area of Play fields :** _____

- Facilities: (a) _____
(b) _____
(c) _____
(d) _____
(f) _____

19. Summary of Teaching Staff. (Please attach separate sheets as per below format)

S.No.	Staff	Permanent	On Contract	Total
i.	Principal			
ii.	Vice Principal/Head Master/ Mistress			
iii.	PGTs (Post Graduate Teachers)			
iv.	TGTs (Trained Graduate Teachers)			
v.	PRTs (Primary Teachers)			
vi.	NTTs (Nursery Trained Teachers)			
vii	Special Educators			
viii	Librarian Teacher			
ix	Arts Teachers			
x	Physical Training Instructors			
xi.	Music Teacher			
xii.	Counsellors			
xiii.	Untrained Teachers			
xiv.	Others			
xv	Cleared CTET			

20. Administrative support staff: (Please attach separate sheets as per below format)

S. No	Staff	Permanent	Temporarily /Part-Time	Total
i.	Office Managers			
ii.	Clerks			
iii.	Lab Attendants			
iv.	Accountant			
v.	Peons			
vi.	Others			

21. Does the school have barrier free environment : (Please Tick)

- Fully : _____
Mostly : _____
Partially : _____
Nil : _____



22. Other Facilities:

- a) Number of Toilets: For Boys _____
For Girls _____
For Staff _____
- b) Number of Drinking Water Points Available : _____
- c) Facility of mid day meal Available / Not Available : _____ (Pls specify)
- d) Facility of Canteen available / not available : _____ (Pls Specify)
- e) No of school's own buses : _____
No of buses sub-contracted (hired) : _____

23. Library Facilities

- a) Total no. of Books _____
- b) No. of Magazine _____
- c) No. of Dailies (newspaper subscribed) _____
- d) No. of Journals subscribed _____
- e) Separate reading section is available: Yes/ No _____
- f) Separate reference section for teacher is available: Yes/ No: _____
- g) Separate Library for Primary Section Yes/ No: _____

24. Other Facilities available in the school

- a) Sports & Games Yes/ No : _____
- b) Dance Room Yes/ No : _____
- c) Gymnasium Yes/ No : _____
- d) Music Room Yes/ No : _____
- e) Health and Medical Check up Yes/ No : _____
- f) Others Yes/ No : _____

25. Audio-Video facilities available in the school

	Type/Make	Quantity	AMC (if any)
a)	Television		
b)	VCR/VCP/LCD		
c)	Tape Recorder/ Player		
d)	Multimedia facilities		
e)	Computers		
f)	Class room with ICT facilities		
g)	Others		

26. Does the school receive any grant from Govt. of India / State Government / Union Territory or any other source? Yes/ No _____

Please furnish details: _____



27. Does the school work in shifts (Yes / No)? _____

If Yes, Please submit details : _____

What are the working hours of the school for different shifts / batches of students?

Shift / Batch Season (From Date to Date) From Time To time Remarks if any

28. Streams offered by School in Class XI- XII:

(a) _____ (b) _____ (c) _____

Vocational And Additional Subjects Offered:

29. Name of any school publications ?

30. Result of Class XII (for last three years)

S.NO.	Year	Appeared	Passed	Pass %	Remarks
1.	2008-09				
2.	2009-10				
3.	2010-11				

31. Result of Class X (for last three years)

S.NO.	Year	Appeared	Passed	Pass %	Percentage of CGPA 10	Percentage of CGPA 8 to 9.8
1.	2008-09					
2.	2009-10					
3.	2010-11					

32. Result of other Classes;

S.NO.	Class	Appeared	Passed	Pass %	Percentage of CGPA 10	Percentage of CGPA 8 to 9.8
1.	VI					
2.	VII					
3.	VIII					
4.	IX					

33. Any pending court cases ? Please furnish details.



34. Any pending staff disciplinary cases ? Please furnish details

35. Declaration

I hereby declare the above information is true and correct as per my knowledge.

Authorised Signatory

Name : _____

Designation : _____

School : _____

Date : _____

Place : _____

Whether the documents as under are attached with School profile:

- | | | |
|---|---------|-----------|
| 1. Registration Certificate of Trust/ Society/ others | | Yes / No |
| 2. Copy of Affiliation Certificate | Yes/ No | |
| 3. Permission / Registration with local Government / statutory body | | Yes/ No |
| 4. List of Teaching Staff -
Teaching Staff (indicating qualifications, designation, experience in years,
Date of Joining, subject(s) taught, classes taught, No. of periods taught per
week, and other responsibilities) | | Yes/ No |
| 5. Administrative & other Support Staff (indicating qualification and Experience) | Yes/No | |
| 6. Drinking Water compliance Certificate | | Yes/ No |
| 7. Health and Sanitary Certificate | Yes/ No | |
| 8. Fire Safety Certificate | | Yes/ No |
| 9. Elevator fitness certificate (if applicable) | | Yes/No/NA |
| 10. Vehicle Fitness Certificate (based on number of school vehicles) | | Yes/No/NA |
| 11. Details of Grants received in last 3 years | | Yes/No/NA |
| 12. Details of ITR/ Audited Financial Reports of last 3 years | | Yes/ No |
| 13. Enrolment details of Students in Current Session indicating EWS category | Yes/ No | |
| 14. Copy of School Brochure/ Prospectus (indicating cost) | Yes/ No | |
| 15. Copy of tie-up with near-by hospital | | Yes/ No |
| 16. Copy of Annual Academic Calendar | | Yes /No |
| 17. Copy of Annual Report/ Year Book/ Magazine | | Yes /No |



18. Copy of approved building plans	Yes/No
19. Copy of Occupational / Completion Certificate	Yes/ No
20. Copy of Teaching Staff/ Non-teaching staff induction policy	Yes/No
21. Copy of Admission Policy for current year	Yes/No
22. Copy of Structure Safety Certificate	Yes/No
23. Copy of Bank Statements of all school accounts for last one year	Yes/No
24. List of Members of Governing Body of School	Yes/No
26. School Organization Chart	Yes/No
27. List of Laboratories	Yes/No
28. Daily routine time table copy for students	Yes/ No
29. School Diary	Yes/No
30. Details of Vacancy posts - if any	Yes/No
31. Any other document being submitted	

School Profile

PART -B

(To be filled-in by all Residential and/or Day boarding Schools)

1. Details of the Hostel Warden.
 - a) Name: _____
 - b) Age: _____
 - c) Experience: _____
 - d) Whether staying in Hostel/dormitory or separately _____

2. Mention the Number and Area allotted for the following facilities.

S.No	Facilities	Number	Area
1	Dormitories for Boys		
2	Dormitories for Girls		
3	Bathing Toilets for Boys		
4	Bathing Toilets for Girls		
5	Mess Area		

3. Mess Facility:
 - a) List of members in mess committee. _____

 - b) Menu (Day wise). _____

 - c) Meal Timings (Break Fast, Lunch, Evening snack & Dinner) _____

 - d) Drinking Water Facility (Yes/No)



4. Health and medical facility:
 - a) Medical check up of students (quarterly / Six months / Annually)
 - b) OPD System _____
 - c) First Aid Box available in Dormitories (Yes / No)
 - d) Doctor / Nurse (Full Time / Part Time)
 - e) Linkage with other Hospitals (Details to Furnish)
5. Security:
 - a) External agency hired/in-house _____
 - b) Attendance procedure _____
 - c) CCTV installed at sensitive places _____
 - d) Policy of visitor entry system _____
6. Other Facilities
 - a) Canteen in School Campus _____
 - b) Day outs _____
 - c) Telephone Facility/Internet facility _____
 - d) Letter Box _____



School Quality Assessment and Accreditation Form (SQAAF)

Domain 1 : Scholastic Process and Outcomes

1.1 Curriculum Planning

1.1.1 *Principal and teachers are familiar with the spirit and contents of NCF*

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
1.1.1.1	There is no acquaintance among the Principal and staff with the NCF document.			
1.1.1.2	Seminars/workshops are conducted to create an awareness of the NCF 2005			
1.1.1.3	Teachers are encouraged to go through the NCF and a copy of document is given to all the faculties.			
1.1.1.4	The school has completely integrated the NCF and recommendations in the Position papers into all aspects of school curriculum.			

1.1.2 *Curriculum develops skills and abilities which prepare students for a global world of life-long learning.*

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
1.1.2.1	Schools are unaware of the concept of life long learning of Life Skills			



1.1.2.2	Schools have integrated dimensions of the social, emotional, cognitive and spiritual aspects into the Annual Curriculum Plan			
1.1.2.3	Schools conduct activities, assemblies, seminars, workshops to enhance skills and abilities of students.			
1.1.2.4	Schools create opportunities for capacity building of teachers and students through collaborative exchanges with other Scholastic institutions at – Regional Level National Level International Level			

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

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
1.1.3.1	There is no awareness about the curriculum documents (vol. I and II) of CBSE and there are no copies available in the Library.			
1.1.3.2	Curriculum documents and Teachers Manuals are used for drafting the Annual Curriculum Plan			
1.1.3.3	All teachers are aware and have copies of syllabus documents and Teachers Manuals			



1.1.3.4	School is effectively implementing the Annual Curriculum Plan based on documents of CBSE			
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1.1.4 There is an Annual curriculum Plan for development of Scholastic Skills

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
1.1.4.1	No documented Annual curriculum Plan is available for development of Scholastic Skills			
1.1.4.2	A documented draft Annual Curriculum Plan is available with the Principal and Library			
1.1.4.3	The approved Annual Curriculum Plan for development of scholastic areas is communicated to teachers, students and parents.			
1.1.4.4	The approved Annual Curriculum Plan is effectively implemented, monitored and reviewed at regular intervals			

1.1.5 There is an Annual Curriculum Plan for development of Co-Scholastic Skills (CSS).

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
1.1.5.1	No documented Annual Curriculum Plan is available for development of Co-Scholastic Skills (CSS).			



1.1.5.2	A documented draft Annual Curriculum Plan for development of CSS is available with the Principal/HM in the school Library			
1.1.5.3	The approved Annual Curriculum Plan for development of CSS is communicated to teachers, students and parents.			
1.1.5.4	The Annual Curriculum Plan for development of CSS is effectively implemented monitored and reviewed at regular intervals in the school.			

1.1.6 Courses are completed as per curriculum planning

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
1.1.6.1	Courses are 'completed randomly by all teachers at their own pace and inclination.			
1.1.6.2	As per evidence from the Syllabus less than 50% of the planned courses have been completed without deviation			
1.1.6.3	As per evidence from the Syllabus, over 50% but less than 75% of the courses have been completed without deviation			
1.1.6.4	As per evidence from the Syllabus, all courses have been completed without deviation and with additional inputs that enhance understanding			



1.1.7 There is a mechanism of monitoring and mentoring of students through CCE and other mechanisms of progress within the curriculum.

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
1.1.7.1	No documented mechanism for monitoring and mentoring of students.			
1.1.7.2	Mechanism exists and all stake holders like teachers, parents and students are aware of it.			
1.1.7.3	School practices the mechanism and effectively uses feedback from teachers to improve curriculum.			
1.1.7.4	Monthly/Quarterly review reports of each and every student of all the classes duly checked by Principal/ Teachers / Parents / Peers where students, teachers and parents participate in setting goals and in drawing up an improvement plan.			



1.2 Teaching Learning Processes

1.2.1 Schools follow an optimum number of teaching days and teaching hours

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
1.2.1.1	Schools do not follow the minimum number of working days (220) and works for only 100 days (50%); teachers work less than 1200 hours annually (Nursery-V)			
1.2.1.2	Schools work for 150-200 days in a year			
1.2.1.3	Schools work for 180-220 days in a year			
1.2.1.4	Schools work for 220 days or more in a year			

1.2.2 Teacher Student Ratio

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
1.2.2.1	Schools do not follow the student teacher ratio of 1 teacher for 40 students.			
1.2.2.2	Schools follow the student teacher ratio of 1 teacher for 35-40 students.			
1.2.2.3	Schools follow the student teacher ratio of 1 teachers for 30-35 students.			



1.2.2.4	Schools follow the student teacher ratio of one teacher for 25-30 students			
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1.2.3 Approaches to learning and teaching

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
1.2.3.1	The teacher adopts frontal teaching, using the textbook with almost no activities.			
1.2.3.2	The teacher is clear about objectives of lesson, uses the black board and charts but allows no opportunities for interaction.			
1.2.3.3	The teacher uses activity based child centred learning through pair/group work and asks open ended questions.			
1.2.3.4	The teacher uses multiple modes of teaching learning strategies that recognise diverse learners and learning styles including differently abled and other categories of Inclusion. Integrates formative assessment in the classroom with emphasis on remediation and diagnosis.			



1.2.4 Approaches to Assessment and feedback

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
1.2.4.1	The teacher conducts only paper pencil tests			
1.2.4.2	The teacher follows up frequent testing with assigning projects for homework			
1.2.4.3	The teacher conducts different types of assessment in class including oral, research oriented and practical			
1.2.4.4	The teacher conducts Formative and Summative Assessments for the purpose of diagnosis and remediation leading to improvement of the learners.			

1.2.5 Schools encourage innovative practices through collaboration.

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
1.2.5.1	Teachers complete the textbooks from cover to cover			
1.2.5.2	Teachers are encouraged to go beyond textbooks and create opportunities for students to apply their learning in real life situations			



1.2.5.3	Teachers continuously innovate and enrich classes through ICT and experiential learning with room for groups to collaborate.			
1.2.5.4	Teachers are self motivated and collaborate with peer and experts through continuous capacity building to enhance their teaching learning practice and willing to share the best practices acquired.			

1.3 Student Assessment and Performance

1.3.1 Student Strength

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
1.3.1.1	The school has large classes with over 45-50 students per class			
1.3.1.2	The class size is between 40-45 with adequate space			
1.3.1.3	The class size is between 35-40 with space to conduct group work			
1.3.1.4	The class size is between 30-35 with teacher paying individual attention to each students.			



1.3.2 CCE Implementation

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
1.3.2.1	Schools are unaware of CCE or Teachers' Manuals on CCE			
1.3.2.2	Schools are implementing CCE by conducting frequent paper pencil tests and project work in Scholastic areas.			
1.3.2.3	Schools are following CCE from classes I-X through Formative Tasks, Project Work and Assignments			
1.3.2.4	Teachers and students are aware of the criteria for Scholastic, (Formative and Summative Assessment) and Co-Scholastic areas. Teachers are well trained			

1.3.3 Formative Assessment

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
1.3.3.1	Students and teachers are unaware of FAs and no FA Manual is available in School			
1.3.3.2	Students and teachers are aware and have frequent pen and paper tests under FA			



1.3.3.3	Students are aware of different modes of FA and carry on oral and research based tasks in class under direct supervision of the teacher			
1.3.3.4	Teachers and Students are aware of criteria and need for remediation based on diagnosis. Students are provided opportunities for self assessment			

1.3.4 Summative Assessment

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
1.3.4.1	Students are unaware of the structure of SA or the syllabus of each term.			
1.3.4.2	Students are aware of pattern but have had no practice in the class.			
1.3.4.3	Students are aware of syllabus. Teachers are also aware and conduct practice sessions in class.			
1.3.4.4	Students and teachers work together to create good question banks/papers for their own school.			



1.3.5 School ensures student participation in at least 75% classes.

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
1.3.5.1	School is indifferent to regular absenteeism of students and does not implement any strategy to ensure attendance			
1.3.5.2	Principal and teachers are aware of students who regularly absent themselves but do not take any step to ensure their attendances			
1.3.5.3	Principal and teachers and other stakeholders are informed interactions of the child's regular absenteeism. Follow up is done by being in touch with the guardian to ensure attendance.			
1.3.5.4	Principal, teachers and stakeholders are aware of the child's inclination to absent himself and work in unison to ensure regular attention by providing impetus.			

1.3.6 School ensures all students achieve and progress

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
1.3.6.1	The average result of Class XII is less than 50% (with reference to the Board average)			



1.3.6.2	The average result of Class XII is between 50% - 60% (with reference to the Board Average)			
1.3.6.3	The average result of Class XII is between 60% - 80% (with reference to Board average)			
1.3.6.4	The average result of Class XII is 100% (with reference to Board average)			



2: Co-Scholastic Processes and Outcomes

2.1 Life Skills

2.1.1 School has Life Skills Development Programme

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
2.1.1.1	There is no organized programme for Life Skills development			
2.1.1.2	Life Skills programme is planned and implemented in secondary classes only.			
2.1.1.3	Besides records and time set aside for Life Skills, Parents and students attend orientations and training workshops conducted by trained staff, counsellor or guest speakers.			
2.1.1.4	The school uses Life Skills Manuals, CCE Manual and Health Manual and has documented assessment of Life Skill across all classes and feedback is provided to all students and parents.			

2.1.2 Life Skills is integrated with Health and Wellness and Adolescent Education.

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
2.1.2.1	There is no Life Skills Program and no 'Health and Wellness Clubs' either			



2.1.2.2	Life Skills are carried out in an informal way.			
2.1.2.3	Life Skill Activities are conducted using the Life Skills Manuals. Health and wellness Clubs co-ordinate health and adolescence related activities.			
2.1.2.4	Teachers have created resources for equipping students with Creative and Critical Thinking, Problem Solving and Decision Making, communication and Interpersonal Skills as well as Dealing with Stress and Emotions			

2.2 Value Systems

2.2.1 School has a well integrated value systems framework

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
2.2.1.1	The school does not have any plan for value systems.			
2.2.1.2	The school is following value systems in an informal way as part of their Vision and Mission.			
2.2.1.3	The school has adopted the value systems based on Article 51A of the Indian Constitution – Fundamental Duties given in the CCE Manuals of CBSE and uses descriptors to record them.			



2.2.1.4	School has adopted the value systems and teachers have created activities for promoting values and also record them individually for each student using descriptors.			
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2.3 Attitudes

2.3.1 Student demonstrate positive attitudes

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
2.3.1.1	There is an absence of developing the right attitudes and values in students.			
2.3.1.2	Students are verbally encouraged to develop the right attitudes and values occasionally during the school assembly and no records are maintained.			
2.3.1.3	Teachers motivate and help students through counseling sessions to develop the right attitudes and values towards school mates, teachers and programs and maintain records.			
2.3.1.4	All school teachers and the counsellor ensure the development of the positive attitudes and values among students through regular counselling sessions in collaboration with parents and maintain records.			



2.4 Work Education

2.4.1 School implements Work Education programme

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
2.4.1.1	Work education is not implemented			
2.4.1.2	The school provides for work education, but no records are maintained			
2.4.1.3	The school provides 2-3 choices and maintains records for all classes from VI-X and gives a feedback to students and parents.			
2.4.1.4	The school provides opportunities and maintains records for all classes and provides feedback to students and parents. The records are analyzed to improve/enhance the performance/ skills.			

2.5 Visual and Performing Arts

2.5.1 School provides opportunity for Visual and Performing Arts

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
2.5.1.1	The school provides only two activities for Visual and Performing Arts.			
2.5.1.2	The school provides only two activities for Visual and Performing Arts and maintains records.			



2.5.1.3	The school provides more than two activities for Visual and Performing Arts, assesses them on the basis of based of descriptors in the CCE Manuals and maintains records and provides a feedback to students and parents.			
2.5.1.4	The students participate in Visual and Performing Arts activities at the Zonal / State, National and International level. School has a special focus in this area.			

2.6 Co-Scholastic Activities

2.6.1 The school provides facilities to participate in literary and creative-skills; scientific skills; Information and Communication Technology skills, Organizational Leadership skills and Aesthetic skills.

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
2.6.1.1	Students use these periods as free periods teachers 'finish portions' in this period.			
2.6.1.2	Schools provide facilities to students to participate in such activities and maintains informal records.			
2.6.1.3	The school provides facilities to students of all classes at all levels and encourages them to participate in such activities and maintains records based on descriptors given in CCE Manuals			



2.6.1.4	The school provides facilities to students of all classes and encourages them to participate in such activities at the district/state/national/international level and maintains records of their achievements and provides regular feedback to parents.			
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2.7 Health and Physical Activities – Health Cards

2.7.1 School provides facilities to students in sports, NCC, Scouting and Guiding, Swimming, Gymnastics, Yoga, first Aid, Gardening etc.

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
2.7.1.1	Schools provide basic facilities for physical education.			
2.7.1.2	School provide more than two activities under Physical Education.			
2.7.1.3	School encourages students to participate in inter and intra - school activities and maintains Health Cards.			
2.7.1.4	School provide a variety of facilities for Physical Education, encourages students to participate in district/ state/national / international activities and maintains health and achievement records and informs parents regularly. Assessment Records are based on descriptors in CCE Manuals			



3: Infrastructure – Adequacy, Functionality and Aesthetics

3.1 Classrooms, Laboratory, Computer Labs ICT Facilities, Playground

3.1.1 School has sufficient classrooms conducive to learning

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
3.1.1.1	Classrooms are available but fall short of statutory norms			
3.1.1.2	Classrooms are available as per statutory norms			
3.1.1.3	Classrooms are designed to provide for varied learning needs and suitable for different levels			
3.1.1.4	Integrated classroom provides space for students: student and teacher: student interactions with aesthetic features and ICT facilities, access for differently abled.			

3.1.2 School Library as Resource Centre

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
3.1.2.1	The school library or a basic room with a few books.			
3.1.2.2	The school library has varied resources to meet the developmental needs of students and are regularly updated / upgraded.			



3.1.2.3	The school library resources are optimally utilized by teachers and students with a separate reference section and a Reading Room.			
3.1.2.4	School library is aesthetically designed and provides access to internet, e-library and various digital media, with separate reference facilities for teachers to facilitate learning and a Resource Centre			

3.1.3 Laboratories are available to support learning activities

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
3.1.3.1	A school has some laboratories but they are not sufficiently equipped			
3.1.3.2	Laboratories are available but permanent lab assistants are not present OR the facility is sub-optimally utilised and safety measures are not in place			
3.1.3.3	Laboratory and related emergency management facilities are available and teachers and students are adequately trained to demonstrate safe and careful use of equipments.			



3.1.3.4	The laboratory facilities are more than adequate, and there is optimal utilization. Resources are added based on teacher and student feedback			
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3.1.4 Computer and ICT facilities as resource

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
3.1.4.1	There are no computers available in the school, or are available but are not utilized.			
3.1.4.2	Computer and ICT facilities are available but are not integrated with the learning design of all subjects.			
3.1.4.3	Computer and ICT facilities for Scholastics, co-scholastic activities, and school information management are available and are regularly upgraded and effectively utilized.			
3.1.4.4	There are more than adequate computers (2-3 students per computer / laptop) and are integrated with the learning design and optimally utilised for appropriate instructional transaction and record keeping. Evidence of Personalised and collaborative learning			



3.1.5 School Playground

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
3.1.5.1	The school does not have a playground or any alternative arrangement			
3.1.5.2	The school has a playground meeting minimum statutory requirements and is utilized for multiple sports and activities			
3.1.5.3	The school playground is optimally utilized by way of providing diverse & separate facilities for sports, games and physical training; in an age appropriate way with PEC activities at Primary and Secondary Level			
3.1.5.4	The school playground is aesthetically designed and maintained regularly with opportunities for multi courts and games with PEC activities at Primary and Secondary Level.			



3.2 Principal's Office, Staff Room, & Administration Offices

3.2.1 School has sufficient space for principal, staff and administration as per requirements

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
3.2.1.1	The school has a Principal's Office but no provision for Staff Room or Administrative Offices.			
3.2.1.2	The school has a common office for Principal, Administrative Staff and for other purposes.			
3.2.1.3	In addition to the Principal and Administrative Offices, a separate Staff Room is available for teachers.			
3.2.1.4	The school has aesthetically designed offices, equipped with relevant ICT facilities for Principal, Teaching Staff and Administrative Staff as well as for Non-Teaching Staff.			

3.3 Sports and Games facilities, hobby rooms, Arts and Music facilities

3.3.1 Indoor and outdoor sport facilities are available and support differently abled students

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
3.3.1.1	The school does not have dedicated indoor and/or outdoor sports facilities			



3.3.1.2	Indoor / outdoor facilities are available in proportion to the strength of the students			
3.3.1.3	Available facilities also support differently-abled students.			
3.3.1.4	Hobby rooms and Clubs are available as well as training facilities for varied disciplines.			

3.4 Girls' Rest Room, Infirmary (Medical Room), Water and Sanitation, Health Management facilities

3.4.1 Information in terms of above is not only adjective, functioned but also aesthetic.

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
3.4.1.1	Girls' Rest Room, sick room Health Centre and enough toilets are not available			
3.4.1.2	Sick Room is available but is not manned by a doctor/nurse at all times.			
3.4.1.3	Enough toilets separately for girls and boys, well maintained and safe drinking water, medical rooms and girls' Rest Room are part of the campus.			
3.4.1.4	Aesthetically designed Rest Rooms, bathrooms, toilets, water sources and Health Management facilities.			



3.5 Furniture, Lighting and Ventilation

3.5.1 Adequate furniture with adequate verification and aesthetic design is available

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
3.5.1.1	Furniture is available as per the teaching / learning requirements with average ventilation and modest furniture			
3.5.1.2	Proper illumination and ventilation is maintained			
3.5.1.3	Furniture is adequate and comfortable with enough attention being paid to natural lighting and cross ventilation in building design.			
3.5.1.4	Aesthetically designed furniture as per different levels, age-appropriate and pleasing. The building is designed for natural lighting and ventilation in keeping with the best international norms.			

3.6 Safety and Disaster Management provisions (fire extinguisher, emergency exit)

3.6.1 Adequate provision exists for Disaster Management

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
3.6.1.1	The school does not have any disaster management plan			



3.6.1.2	The school has sufficient disaster management equipments and a clear Evacuation drill laid out			
3.6.1.3	School stakeholders are trained to manage emergencies and disasters with enough practice in conducting mock drills and evacuation drills.			
3.6.1.4	All students, teachers, non-teaching staff are well trained to conduct evacuation drills. Stringent provisions for emergency management are in place in terms of infrastructure and behaviour patterns.			

3.7 Special provisions for differently abled children and counsellor activities

3.7.1 Adequate provisions exists for differently abled and school practices inclusion

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
3.7.1.1	School facilities take care of the needs of the differently-abled. Only regular counsellor is available without any special educators			
3.7.1.2	School has ramps and admits students of disadvantaged groups and also has limited number of special educators apart from counsellor.			



3.7.1.3	The infrastructure is built with access such as ramps, lifts and inclusive classrooms are the norm. Adequate number and areas specific special educators (MR/Hi/VI/LD) etc. exist as per students disability.			
3.7.1.4	Adheres to norms for differently abled in buildings, toilets, inclusive practices are prevalent, teachers are sensitised and work in close collaboration with Counsellors. Special educators and rehabilitation professionals are available.			

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

3.8.1 School practices eco friendly activities

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
3.8.1.1	The school does not practice eco-friendly activities			
3.8.1.2	The school displays neat surroundings, is concerned with landscape.			
3.8.1.3	Infrastructure aesthetically built, the classrooms are bright, age appropriate furniture, lawns, greenery, and environmental consciousness prevalent in every aspect.			



3.8.1.4	Vermi composting Rain Water harvesting, solar heating, detailed attention to surroundings, outreach to community.			
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4: Human Resources

4.1 School Staff

4.1.1 School recruits qualified teachers and non-teaching staff

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
4.1.1.1	Lists of staff qualifications and subjects/duties to be handled is available			
4.1.1.2	Interview panel is constituted of Educationists/ Experts/school heads / senior teachers/staff who will focus on specific behavioural indicators of the interviewee			
4.1.1.3	The interviewee has to demonstrate his / her competency in a `real' class, for observation of the panel			
4.1.1.4	The recruits are assessed in a written test, face to face interview with a competent panel, demonstrate his/her competency in a class demonstration, followed by further interaction.			



4.1.2 School has an induction policy in place for the new recruits

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
4.1.2.1	New staff take up their duties right after they sign their attendance on the first day			
4.1.2.2	New staff are briefed by the concerned H.O.D / Principal / Manager regarding their duties, activities etc.			
4.1.2.3	The school conducts an orientation programme which is mandatory for all staff to attend where new staff members are introduced to the school staff.			
4.1.2.4	The Principal convenes an orientation programme once / twice a year to familiarize new staff with their roles, duties and responsibilities with the value system of the school, followed by a departmental meeting, drawing on the guidelines available in the Manual.			

4.1.3 School conducts staff appraisal

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
4.1.3.1	No staff appraisals are done; or they are done on a random basis and on unknown parameters;			



4.1.3.2	The staff is familiar with the parameters for staff appraisals;			
4.1.3.3	The entire appraisal system is designed after consultation with the staff about the various parameters to be judged;			
4.1.3.4	A complete 360 degree feedback based appraisal is carried out in the school			

4.1.4 School carries on staff development programmes and capacity building of teachers

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
4.1.4.1	There is no emphasis given on staff development.			
4.1.4.2	There is a well drafted teachers' development report including their involvement in activities other than teaching.			
4.1.4.3	The Principal along with the Scholastic and Co-Scholastic staff are periodically involved in self and team-development and management programmes.			
4.1.4.4	There is an extensive succession planning report in place for the Principal as well as teachers including a report of the kind of management and development programmes they need to undertake. There is a provision for teacher development in the Annual Budget.			



4.1.5 School decides the compensation according to the latest pay commission.

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
4.1.5.1	The school does not provide the teachers with adequate monthly compensation;			
4.1.5.2	The compensation provided by the school is lesser than the state/country/ recommendation of pay commission.			
4.1.5.3	The school gives compensation including benefits like HRA, DA, Travelling Allowance, etc.;			
4.1.5.4	The school gives the compensation according to the latest pay commission and also provides teachers with allowances, incentives and appreciation for overtime;			

4.1.6 School provides staff incentive and appreciation

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
4.1.6.1	There is no incentive or appreciation plan available with the school.			
4.1.6.2	The school provides for the staff appreciation certificates for their efforts.			



4.1.6.3	There is a proper incentive plan available work/activity-wise and the teachers know and understand the basis of the incentives and appreciations provided (HRA, DA, PF).			
4.1.6.4	Incentives and appreciations are a way of acknowledging efforts within the school as it is ingrained in the culture of the school.			

4.1.7 The school has a well developed mechanism of mentoring

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
4.1.7.1	There is no mentoring programme in the school;			
4.1.7.2	The mentoring is just restricted to the weekly/daily reports to the head of department;			
4.1.7.3	There is a mentoring programme scheduled every month;			
4.1.7.4	There is a mentoring schedule and programme in place and the mentor-mentee meetings are held every week to discuss various school plans and issues;			



4.2 Parents

4.2.1 Parents interface with school

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
4.2.1.1	The school has no interaction with parents.			
4.2.1.2	The school has a Parent Teacher Association and meet once a year.			
4.2.1.3	Parent Interface with school is consistent and frequent. All parents are encouraged to participate in school activities in an informal manner.			
4.2.1.4	Structured and formal interventions for parents, their involvement in developing and implementing School Annual Curriculum Plan, frequent interface leading to further improvement.			

4.3 Alumni

4.3.1 School Interacts with Alumni

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
4.3.1.1	The school has no interaction with the Alumni.			
4.3.1.2	The school has an Alumni Association and meets once a year.			



4.3.1.3	The school provides a platform for alumni to participate in school activities and interact with the students occasionally.			
4.3.1.4	The school has tracking mechanisms regarding alumni and involves them in frequent interface leading to further development.			

4.4 Students

4.4.1 Students are holistically developed

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
4.4.1.1	The school has no development plans for students			
4.4.1.2	The school prepares the students for performance and participation in internal examinations.			
4.4.1.3	The school encourages the students to participate in different competitions organized by different agencies at State/District / National/ International level			
4.4.1.4	The school organizes Career Mela/ Exhibition for students and parents to know more about different careers and also provides opportunities to get hands on experience.			



5: Management and Administration

5.1 Institutional Planning Mechanisms

5.1.1 Planning Mechanisms are Self Reflected

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
5.1.1.1	The management has no long term or short term institutional planning for the school.			
5.1.1.2	The management has short term institutional planning (not drafted) and no long term planning.			
5.1.1.3	The management has both long term and short term planning drafted and efforts are being made to implement them.			
5.1.1.4	The management has both long term and short term planning drafted and have a plan of action and implementation, mechanisms for monitoring, mentoring and feedback for further development exist.			

5.2 Institutional improvement and the process of Accreditation and Certification

5.2.1 Focus on Process and Institutional Improvement

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
5.2.1.1	The School has no focus on Institutional improvement and on the process of Accreditation and Certification			



5.2.1.2	The Schools Principal and Teachers have a general awareness / know-how of institutional improvement and about the process of accreditation and certification but are not involved			
5.2.1.3	Schools' Principal/ Teachers know about Quality Assessment and Adherence to norms of institutional improvement. Are involved in the process of Accreditation and Certification and have implemented norms according to it.			
5.2.1.4	Management, Principal, Teachers know about Quality Assessment and adhere to norms of institutional improvement. Are completely involved in the process of Accreditation and certification and are constantly looking for ways to innovate.			



5.3 Goal Setting and Policy Making

5.3.1 *There is an annual schedule for Goal Setting and Policy Making*

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
5.3.1.1	There are no goals or policy documents available within the school.			
5.3.1.2	The goals are designed on a daily basis without any focus on the future developments or the vision.			
5.3.1.3	School has short term goals planned, and are documented and policies/procedures in place to conduct them. However this process is just restricted to the management.			
5.3.1.4	Developing/ designing short term and long term goals is a collective process within the school, which is carried out by management, staff, alumni and parents together. The policies and procedures are documented and shared with everyone and are reviewed from time to time.			



5.4 Effective Co-ordination

5.4.1 The management ensures effective Coordination within the school.

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
5.4.1.1	There is very little coordination between the various functionaries of the school (Eg.- Mgmt and admin, Mgmt and staff etc.).			
5.4.1.2	The management conducts effective coordination with the school.			
5.4.1.3	The management and the administration is totally involved in obtaining the coordination from external agencies (such as National-level Scholastic institutes, alumni, etc.).			
5.4.1.4	The management is involved in effective and aggressive coordination with the community for the activities enlisted under the School Plan.			

5.5 Resource Management

5.5.1 There is a rationale for Resource Management and Mechanisms in place.

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
5.5.1.1	Resource management is not given much importance in the school.			



5.5.1.2	Resource mobilization is the responsibility of only the principal and is restricted to fees collection.			
5.5.1.3	The existing resources in the form of infrastructure and equipment are optimally used and there is a need analysis undertaken.			
5.5.1.4	Resources of the school are properly taken care of and augmented, based on need analysis.			

5.6 Relationship Management

5.6.1 *There is a formal mechanism of Relationship Management (staff, parents, community, alumni, etc.)*

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
5.6.1.1	The dealings of external and internal service users are characterized by indifference and lack of courtesy			
5.6.1.2	The staff is trained to respond to all stakeholders.			
5.6.1.3	The staff is empowered to deal with routine and challenging queries and feedback in a professional objective manner through telephone, interactions and mails			



5.6.1.4	All dealings are marked by politeness and time management with careful attention to documentation, follow up and feedback activity management.			
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5.7 Activity Management

5.7.1 *There is a complete Activity Management Mechanism available within the school*

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
5.7.1.1	There is no Annual Plan for school activities.			
5.7.1.2	School activities / Annual calendar is discussed with the staff.			
5.7.1.3	The responsibilities for the execution of school activities are widely decentralized after meticulous planning and are systematically executed			
5.7.1.4	There is an active participation of students, teachers, alumni, parents and community in school activities.			



5.8 Data and Record Maintenance

5.8.1 *There is a complete Data and Record Maintenance*

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
5.8.1.1	There is no mechanism to collect data and storage resulting into delay in compliance.			
5.8.1.2	Traditional methodology to store and collect data (in forms of registers), is maintained.			
5.8.1.3	The school computerizes data which enables it to access the data and processes are documented electronically.			
5.8.1.4	There is a total online correspondence and working mechanism within the school and efforts towards paperless office system are in place.			



5.9 Effective Oral and Written Communication system

5.9.1 Effective Oral and written Communication system is in place

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
5.9.1.1	There is no emphasis given on communication within or outside the school.			
5.9.1.2	The mode of communication is verbal along with some written documents provided to external stakeholders.			
5.9.1.3	There is an automated system of information sharing available within the school that can be accessed by the management, staff, students and parents.			
5.9.1.4	There is a completely planned mechanism designed within the school that ensures sharing of information via automated system and verbal communication to ensure participation by all the stakeholders effectively.			



5.10 Standard Operating Procedures

5.10.1 The administration follows Standard Operating Procedures.

(The SOP is a documented procedure for recruitment, accounting, purchasing, material management, etc.)

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
5.10.1.1	The school works in an ad-hoc manner. Operating procedures exist in the school but they are not standardized or documented.			
5.10.1.2	Operating procedures are standardized for all the processes but the rationale is not clear and these are not documented.			
5.10.1.3	All the functionaries are involved in documentation of the SOP and implemented accordingly.			
5.10.1.4	The administration conducts up-gradation of these procedures and processes on a regular basis.			

5.11 Financial Administration

5.11.1 There is a mechanism for Financial Administration including record keeping, budget, audit etc.

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
5.11.1.1	Systematic records of financial transactions are not maintained.			



6: Leadership

6.1 Vision and Mission Statement

6.1.1 A visioning exercise is built and shared on an ongoing basis with all stakeholders

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
6.1.1.1	No visioning exercise is built and there is no vision or mission statement			
6.1.1.2	There is a written school vision and mission statement that encompasses values, challenges, and opportunities for the Scholastic, social, and emotional development of each student			
6.1.1.3	There is a process for ensuring that all staff and other stakeholders are able to articulate the vision and work towards the mission			
6.1.1.4	There are procedures in place for the periodic, collaborative review of the vision by all Stakeholders. Logo, Vision, Mission and Slogans are part of the exercise and publicized in various documents/website			



6.2 Strategic Plans for School Improvement

6.2.1 *There is development of a School Improvement Plan that is promoted and implemented*

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
6.2.1.1	There is no evidence of a School Improvement Plan			
6.2.1.2	There is evidence of a process for the development of the School Improvement Plan but it is not promoted			
6.2.1.3	There is clear evidence of the development of a School Improvement Plan that is promoted and to which all parts are closely adhered to			
6.2.1.4	There is very strong evidence of an ongoing process of development of a School Improvement Plan to which all parts are closely adhered to with feedback mechanisms based on analysis of needs.			



6.3 Systems for Ongoing Quality and Change Management

6.3.1 *There are systems for monitoring and reviewing the performance of the school across Scholastic and Co-Scholastic aspects to measure achievement with regard to the plan.*

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
6.3.1.1	There are no systems for monitoring and reviewing the performance of the school across Scholastic and Co-Scholastic aspects to measure achievement			
6.3.1.2	There are systems for monitoring and reviewing the performance of the school across the Scholastic aspects but there is a lack of comparable monitoring and review for the Co-scholastic aspects			
6.3.1.3	There are systems for monitoring and reviewing the performance of the school across the Scholastic and Co-scholastic aspects but there is still a need for improvement			
6.3.1.4	There are comprehensive systems for monitoring and reviewing the performance of the school across the Scholastic and Co-scholastic aspects that are flexible and consistent			



6.4 Scholastic Leadership

6.4.1 Raising the bar of excellence, through the provision of continuous improvement.

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
6.4.1.1	There are no clear indicators of leadership being provided to support the process of improving the learning and working environment			
6.4.1.2	There are indicators of leadership being provided to support the process of improving the working environment but not for the learning environment			
6.4.1.3	There are clear and practical indicators of leadership being provided to support the process of improving the learning environment and the working environment			
6.4.1.4	There are very impressive indicators of leadership being provided to support the process of improving the learning and working environments			



6.5 Collaborative Leadership

6.5.1 Problem solving across Scholastic and Co-Scholastic aspects is conducted in a collaborative and proactive manner

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
6.5.1.1	There is no evidence of problem solving across Scholastic and Co-Scholastic aspects.			
6.5.1.2	There is evidence of problem solving conducted across Scholastic aspects only at the level of the senior managers while there is no problem solving across Co-Scholastic aspects that is conducted by the teaching staff with little freedom to take the necessary decisions			
6.5.1.3	There is some evidence of problem solving across Scholastic and Co-Scholastic aspects that is being conducted in a collaborative and proactive manner			
6.5.1.4	There is very impressive evidence of problem solving across Scholastic and Co-Scholastic aspects that is being conducted in a collaborative and proactive manner by all the stakeholders including parents, teachers, students and Alumni leading to appreciation, cooperation, mutual respect and effective team work.			



6.6 Innovative Practices

6.6.1 *The school explores new ways of transacting the curriculum in addressing the needs of students.*

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
6.6.1.1	The School displays no Innovative practices in either Scholastic or Co-Scholastic areas.			
6.6.1.2	The School displays Innovative Practices by only focusing on Scholastic aspects.			
6.6.1.3	The School displays Innovative Practices in some areas of the Scholastic or Co-Scholastic.			
6.6.1.4	The School displays Innovative Practices in most of the Scholastic or Co-Scholastic areas and is constantly looking for more avenues of excellence.			



7: Beneficiary Satisfaction

7.1 Student Satisfaction

7.1.1 School allows students to express their opinions, views and suggestions on policies and develops a mechanism to involve them in the decision making process.

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
7.1.1.1	There is no process of a feedback mechanism for assessing overall student satisfaction.			
7.1.1.2	There is an informal method of assessing overall student satisfaction.			
7.1.1.3	There is a documented process or methodology in place with respect to students' cognitive, affective and psychomotor domain satisfaction.			
7.1.1.4	There is a documented assessment methodology in place with respect to students' cognitive, affective and psychomotor domains and a documented review and follow up of feedback in terms of improvement.			



7.2 Teacher Satisfaction

7.2.1 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 in improvement, planning and assessing teacher satisfaction

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
7.2.1.1	Teachers mechanically observe school norms, there is no motivation.			
7.2.1.2	There is an informal process of assessing overall teacher satisfaction. However there is substantial level of attrition (about 10%).			
7.2.1.3	There is a documented process to assess a teachers' professional satisfaction which is reflected through monetary rewards only.			
7.2.1.4	There is a documented process to assess teachers' professional satisfaction and a documented review and follow up of feedback in terms of improvement including providing growth and developmental opportunities/ exposure/in-service training for career growth			



7.3 Office Staff

7.3.1 School provides opportunities for the office staff to express their opinions, views and suggestions regarding the policies and uses this feedback meaningfully for continual improvement and for assessing office staff's satisfaction.

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
7.3.1.1	The office staff report directly to the Principal.			
7.3.1.2	The Office Manager oversees and co-ordinates all areas of administration.			
7.3.1.3	Satisfaction is judged through informal and formal channels.			
7.3.1.4	In addition to above Management / Principal interact periodically with the administrative staff to understand their levels of job satisfaction. Issues are resolved promptly.			

7.4 Principal

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

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
7.4.1.1	Principal does not initiate schools' activities, rarely communicates ideas to his/her staff.			



7.4.1.2	Principal conveys Management's decisions on scholastic and co-scholastic activities to his/her staff.			
7.4.1.3	Principal delegates most of the planning / implication school activities to the Senior Academic / Administrative Staff.			
7.4.1.4	Management has a formal mechanism to measure the level of job satisfaction of the Principal.			

7.5 Management

7.5.1 *The Management develops a mechanism for reviewing the vision and mission statement of the school and assesses its satisfaction and uses it for developing a process of continual improvement.*

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
7.5.1.1	The management does not respond to community expectations.			
7.5.1.2	The Management is concerned about community expectation and tries to fulfill through informal means.			
7.5.1.4	The Management convenes periodic meetings with various stakeholders to meet their expectation through a formal system.			



7.5.1.4	Management thrives on fulfilling satisfaction for both itself and others stakeholders with effective system of feedback and follow-up			
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7.6 Parents and Almuni

7.6.1 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 performances and for assessing parents' and alumni' satisfaction.

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
7.6.1.1	There is no process of a feedback mechanism for assessing parents' and alumni satisfaction.			
7.6.1.2	Parent Teacher Association / Council exists but do not have a structured mechanism.			
7.6.1.3	There is an active and structured Parents and Alumni Association that meets with school management and principal periodically to find ways and means to contribute to the school's growth.			
7.6.1.4	In addition to above: there is a system for recording the outcomes of these meetings, so that the reports can be a source of feedback and review of existing school practices and determination of future course of action for their growth.			



7.7 Community

7.7.1 The school has a Provision for free and compulsory Education under the RTE Act 2010.

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
7.7.1.1	The school has not yet admitted students under the RTE Act./ EWS / Sponsored category for special category as per guidelines.			
7.7.1.2	The school has admitted students under the RTE Act./ EWS / Sponsored category for special category as per guidelines.			
7.7.1.3	In addition to above: Special remedial classes have been arranged to bring such students up to the standard of regular students			
7.7.1.4	Teachers and school heads treat students admitted under RTE ACT /INCLUSION POLICY equally so that they benefit equally from all the social , cultural, intellectual opportunities offered by the school			



7.7.2 The school charts out relevant community out reach programmes (viz, preserving the heritage, working with old age homes, preserving environment (SEWA) and integrate them in the annual curriculum plan for all the age groups.

	Statement	Yes or leave blank	Type of Evidence Submitted	Annx. No.
7.7.2.1	No community out-reach programmes are planned or implemented			
7.7.2.2	Community out reach programmes are minimal and not sufficiently integrated.			
7.7.2.3	Community out reach programmes are conducted on regular basis but those are not uniformly integrated the Annual curriculum Plan of the school.			
7.7.2.4	Relevantly contextualized community out reach programmes are well integrated and conducted on regular basis and community satisfaction is vital for school.			



Internal Score Summary

For office use only (to be submitted blank by school)

S.No.	Domain	Score (as per Chapter 3 in Manual)
1	Scholastic Processes and Outcomes	
2	Co-Scholastic Processes and Outcomes	
3	Infrastructure - Adequacy, Functionality and Aesthetics	
4	Human Resources	
5	Management and Administration	
6	Leadership	
7	Beneficiary Satisfaction	
	Total score	



Instrument 2

Questionnaire for Students

The Questionnaire for Students is based on the primary dimensions of quality improvement and accountability in his/her school.

The **Questionnaire**, consisting of 25 statements collects data on the viewpoints of students to school policies and practices. It also seeks information about the availability of innovative learning environment in his/her school.

Students may seek clarifications from the PAT and submit the completed Questionnaire to them.

Dear Student,

This Questionnaire is a part of a research study on quality education. All information that is collected in this study will be kept confidential.

About the Questionnaire

- This Questionnaire asks for your opinion about the school education system
- This Questionnaire must be filled in by the students only
- Please indicate your degree of agreement against each statement by checking against one of the seven columns: Strongly Agree (SA) 7, Agree (A) 5, Not Sure (NS) 3, Disagree (D) 2, or Strongly Disagree (SD) 1.
- After completing the Questionnaire, please return it to the facilitator
- When in doubt about any aspect of the Questionnaire, please discuss with the facilitator

There are statements about the school below. You may not agree with them. Please indicate your degree of agreement against each statement by checking against one of the seven columns: Strongly Agree (SA) 7, Agree (A) 5, Not Sure (NS) 3, Disagree (D) 2, or Strongly Disagree (SD)

Name of School : _____

Date: _____

Place: _____



As a student of the School I feel that:

S. No.	Statement	Strongly Disagree	Disagree	Not Sure		Agree		Strongly Agree
		1	2	3	4	5	6	7
1	Scholastic and Co-Scholastic activities are adequately planned, depicted in calendar and implemented appropriately							
2	The curriculum of the school integrates academic, social, physical and emotional developmental needs of the students							
3	Teachers use a wide range of strategies / methods to cover diverse learning styles to make the concepts understandable using innovative methods							
4	There is a structured assessment pattern in the school to assess the performance of the student with the help of Formative and Summative Assessment							
5	Fire Evacuation / emergency drills are carried out from time to time.							
6	Curriculum prepares students for lifelong learning and becoming global citizens by equipping them with life skills and positive attitude							
7	School provides adequate opportunities for sports, games and fitness activities							



S. No.	Statement	Strongly Disagree	Disagree	Not Sure		Agree		Strongly Agree
		1	2	3	4	5	6	7
8	Computer Labs, Science Labs and Math Labs are appropriate and meet expected standards							
9	The school encourages participation in the Health and Wellness Club/ Eco Club /Literary Club / Heritage Club/ etc.							
10	School plans excursions and field trips to support effective learning							
11	School has adequate medical facilities including nurse/ doctor in campus							
12	Rest rooms, toilets, laboratory, playground, classrooms are clean, airy and well maintained							
13	School has appropriately qualified & experienced Counsellor							
14	Furniture and equipments for students are safe, comfortable and age appropriate							



S. No.	Statement	Strongly Disagree	Disagree	Not Sure		Agree		Strongly Agree
		1	2	3	4	5	6	7
15	School pays attention to conservation of environment and places great emphasis on aesthetics.							
16	Library is well equipped and has a good collection of books and related material							
17	Workshops/Seminars are arranged to enhance Skill Development / Life Skills amongst the students							
18	The School has facilities to provide clean drinking water & mid-day meal / hygienic & nutritious food							
19	There is peer system and mentoring for students in the school							
20	Administrative office is approachable and accessible							
21	Effective communication takes place between Students and teachers							



S. No.	Statement	Strongly Disagree	Disagree	Not Sure		Agree		Strongly Agree
		1	2	3	4	5	6	7
22	The Principal demonstrates administrative and collaborative leadership							
23	The Teachers demonstrates fairness and objectivity							
24	Equal opportunities are given to all the students							
25	Capabilities and potential of the students are recognized and further groomed by the School for reaching optimum levels							
	Total Score	Value= Zs						
	Out of Maximum Score	= 175 (25 items x7)						
	Satisfaction level expressed in % terms	=Zs/ 175 x 100						
	Students Individual Satisfaction Index	=Ss						



Instrument 3

Questionnaire for Teachers

The Questionnaire for Teachers is based on the primary dimensions of quality improvement and accountability in the school.

The Questionnaire contains basic and comprehensive compilation of data about the school based on the seven domains of Quality Assurance. The **Questionnaire**, consisting of 25 statements collects data on the view points of teachers to school policies and practices. It also seeks information about the availability of innovative learning environment in the school.

Teachers may seek clarifications from the Peer Assessor Team [PAT] who will be available at the school for and submit the completed Questionnaire to them.

Dear Teacher,

This Questionnaire is part of a research study on quality education. All information collected in this study will be kept confidential.

About the Questionnaire

- This Questionnaire asks for your opinion about the school education and policy matters
- This Questionnaire must be filled in by the academic staff only
- Please indicate your degree of agreement against each statement by checking against one of the seven columns: Strongly Agree (SA) 7, Agree (A) 5, Not Sure (NS) 3, Disagree (D) 2, or Strongly Disagree (SD) 1.
- After completing the Questionnaire, please return it to the facilitator
- When in doubt about any aspect of the Questionnaire, please discuss with the facilitator

Name of School : _____

Date: _____

Place: _____



As a Teacher, I feel that:

S. No.	Statement	Strongly Disagree	Disagree	Not Sure		Agree		Strongly Agree
		1	2	3	4	5	6	7
1	The school's vision, philosophy and objectives are referred to and reflected in School decisions regarding Curriculum, Teacher development, Assessment practices and Innovative Programs							
2	The Annual Curriculum Plan of the school integrates academic, social, physical and emotional needs of the students							
3	School provides opportunities for continuous development and capacity building of teachers for effective implementation of CCE and other good practices							
4	Teachers are free to use own strategies / methods/ innovations to cover diverse learning styles to make the concepts understood							
5	Infrastructure including Computer Labs, Science Labs, Math Labs are appropriate and meet expected standards							
6	School has adequate medical facilities and is equipped with nurse/ doctor to handle medical & other emergencies.							
7	Rest rooms, toilets, laboratory, playground, classrooms are clean, airy and well maintained							



S. No.	Statement	Strongly Disagree	Disagree	Not Sure		Agree		Strongly Agree
		1	2	3	4	5	6	7
8	There are separate toilets for female and male staff							
9	The school looks into the academic, social, physical and emotional developmental needs of the teachers							
10	Library is well equipped and has a good collection of books and related material for teachers							
11	School pays attention to conservation of environment and has taken initiative on implementing waste management practices							
12	The school has provisions for differently abled individuals							
13	There is a sense of safety and security in the school and regular evacuation/fire drills are carried out from time to time							
14	Principal/head is approachable and accessible and believes in building partnerships							



S. No.	Statement	Strongly Disagree	Disagree	Not Sure		Agree		Strongly Agree
		1	2	3	4	5	6	7
15	The teachers are regularly involved in decision making process of the school with teacher representatives on the management of the school							
16	Instructional leadership/ Mentoring is evident and innovative practices are encouraged.							
17	There is a system of continuous feedback to the teacher for his/her performance and records are maintained							
18	Equal opportunities are given to all the teachers							
19	Teachers are given in-house training and motivated to participate/ collaborate with other educational endeavors / agencies							
20	Recognition/appreciation/ incentive for the individual work is given in the organization							
21	Capabilities and potential of the teachers are recognized and further groomed by the School for reaching optimum levels							



S. No.	Statement	Strongly Disagree	Disagree	Not Sure		Agree		Strongly Agree
		1	2	3	4	5	6	7
22	School plans excursions and field trips for teachers							
23	Abundant opportunities are provided for teachers to learn and grow and demonstrate leadership skills opening career growth path							
24	School facilitates academic research and undergoing educational programmes							
25	There are clear policies and instruction manuals for effective teacher functioning with open communication channels in the school							
	Total Score	Value= Zt						
	Out of Maximum Score	= 175 (25 items x7)						
	Satisfaction level expressed in % terms	=Zt/ 175 x 100						
	Teachers Individual Satisfaction Index	=St						



Instrument 4

Questionnaire for Parents (Online)

The Questionnaire for Parents is based on the primary dimensions of quality improvement and accountability in their ward's school.

The Questionnaire contains basic and comprehensive compilation of data about the school based on the seven domains of Quality Assurance:

The Questionnaire, consisting of 25 statements collects data on the view points of Parents to school policies and practices. It also seeks information about the availability of innovative learning environment in their ward's school.

Dear Parent,

This Questionnaire is part of a research study on quality education. All information collected in this study will be kept confidential.

Kindly do not mention your name or your ward's name. The class and section of your ward may be mentioned.

About the Questionnaire

- This Questionnaire asks for your opinion about the school education and policy matters
- This Questionnaire must be filled in by the Parents only
- Please indicate your degree of agreement against each statement by checking against one of the seven columns: Strongly Agree (SA) 7, Agree (A) 5, Not Sure (NS) 3, Disagree (D) 2, or Strongly Disagree (SD) 1.

Name of School : _____

Date: _____

Place: _____



As a Parent, I feel that:

S. No.	Statement	Strongly Disagree	Disagree	Not Sure		Agree		Strongly Agree
		1	2	3	4	5	6	7
1	The school's vision, philosophy and objectives are referred to and reflected in their decisions regarding curriculum, student-teacher development, assessment practices and Innovative Programs							
2	The Annual Curriculum Plan of the school integrates academic, social, physical and emotional needs of the students							
3	School provides opportunities for continuous development and capacity building of students through effective implementation of CCE and other good practices							
4	Teachers use a wide range of strategies/methods/ innovations to cover diverse learning styles to make the concepts understandable							
5	School provides adequate opportunities for sports, games and fitness activities							
6	The School has facilities to provide clean drinking water & mid-day meal / hygienic & nutritious food							
7	School has adequate medical facilities including nurse/ doctor in campus							



S. No.	Statement	Strongly Disagree	Disagree	Not Sure		Agree		Strongly Agree
		1	2	3	4	5	6	7
8	Rest rooms, toilets, laboratory, playground, classrooms are clean, airy and well maintained and clean drinking water is available							
9	There are separate toilets for girls and boys							
10	Furniture for students is safe, comfortable and age appropriate							
11	Library is well equipped and has a good collection of books and related material							
12	School pays attention to conservation of environment and places great emphasis on aesthetics.							
13	The school has provisions for differently abled children.							
14	There is a sense of safety and security in the school and regular evacuation/fire drills for disaster management are carried out							



S. No.	Statement	Strongly Disagree	Disagree	Not Sure		Agree		Strongly Agree
		1	2	3	4	5	6	7
15	Principal/Head is approachable and accessible and believes in building partnerships.							
16	Curriculum prepares students for lifelong learning and being global citizens by equipping them with Life Skills and positive attitude.							
17	School provides adequate opportunities for students to participate in literary and scientific endeavors both inside and outside the school							
18	The school encourages all students to participate in Health and Wellness Club/ Eco Club /Literary Club / Heritage Club/ etc.							
19	Parents are well informed about the student's school records (FAs and SAs) at regular intervals							
20	School has appropriately qualified & experienced Counsellor							
21	Workshops/Seminars are arranged to enhance Skill Development / Life Skills amongst the students							



S. No.	Statement	Strongly Disagree	Disagree	Not Sure		Agree		Strongly Agree
		1	2	3	4	5	6	7
22	The Teachers demonstrates fairness and objectivity							
23	The admission and other administrative procedures of the school are fair, objective and transparent							
24	Equal opportunities are given to all the students							
25	Capabilities and potential of the students are recognized and further groomed by the School for reaching optimum levels							
	Total Score	Value= Zp						
	Out of Maximum Score	= 175 (25 items x7)						
	Satisfaction level expressed in % terms	=Zp/ 175 x 100						
	Parents Individual Satisfaction Index	=Sp						



Instrument 5

Questionnaire For Non-Teaching Staff

The Questionnaire for Non Teaching Staff is based on the primary dimensions of quality improvement and accountability in his/her school.

The Questionnaire contains basic and comprehensive compilation of data about the school based on the seven domains of Quality Assurance. The **Questionnaire** consisting of 25 statements collects data on the view points of Non-Teaching Staff to school policies and practices. It also seeks information about the availability of innovative, relevant, and socially conscious learning environment in his/her school.

Dear Staff,

This Questionnaire is part of a research study on quality education. All information collected in this study will be kept confidential.

About the Questionnaire

- This Questionnaire asks for your opinion about the school education and policy matters
- This Questionnaire must be filled in by the Non Teaching Staff only
- Please indicate your degree of agreement against each statement by checking against one of the seven columns: Strongly Agree (SA) 7, Agree (A) 5, Not Sure (NS) 3, Disagree (D) 2, or Strongly Disagree (SD) 1.
- After completing the Questionnaire, please return it to the facilitator
- When in doubt about any aspect of the Questionnaire, please discuss with the facilitator

Name of School : _____

Date: _____

Place: _____



As a member of the non-teaching staff, I feel that:

S. No.	Statement	Strongly Disagree	Disagree	Not Sure		Agree		Strongly Agree
		1	2	3	4	5	6	7
1	The School's Vision, philosophy & objectives are referred to and reflected in School decisions							
2	Students are disciplined and respect the Staff members							
3	Counselling facility is available for the staff							
4	School provides opportunities for continuous development of Staff							
5	Equal opportunities for all staff is provided							
6	School has adequate medical facilities and is equipped to handle medical and other emergencies							
7	Rest rooms, toilets, laboratory, playground, classrooms are clean and well maintained							



S. No.	Statement	Strongly Disagree	Disagree	Not Sure		Agree		Strongly Agree
		1	2	3	4	5	6	7
8	Clean drinking water is available							
9	There are separate toilets for girls and boys							
10	library is well equipped and is accessible							
11	School pays attention to conservation of environment and has taken initiative on implementing waste management practices							
12	There are regular evacuation/fire drills for disaster management							
13	The school has provisions for differently-abled children / staff							
14	Principal/head is approachable and accessible and believes in building partnerships							



S. No.	Statement	Strongly Disagree	Disagree	Not Sure		Agree		Strongly Agree
		1	2	3	4	5	6	7
15	The school provides conducive working environment with growth opportunities							
16	Administrative systems are in place including handbook/ job manual / induction policy etc.							
17	Staff is appropriately represented in the Governing Body							
18	Parents are satisfied with the School procedures and policies							
19	Sensitization workshops are held to work with differentially-abled individuals							
20	There is a mechanism for feedback, review and performance enhancement for the staff							
21	Data, documents, records and evidences are well maintained							



S. No.	Statement	Strongly Disagree	Disagree	Not Sure		Agree		Strongly Agree
		1	2	3	4	5	6	7
22	Instructional leadership/ Mentoring is evident and innovative practices are encouraged.							
23	Staff development needs are identified and programs initiated for the same.							
24	Capabilities/ Potential of the staff are fully utilized.							
25	Recognition/ Incentive/ Appreciation of the individual work is given							
	Total Score	Value= Znt						
	Out of Maximum Score	= 175 (25 items x7)						
	Satisfaction level expressed in % terms	=Znt/ 175 x 100						
	Non-Teaching Staff Individual Satisfaction Index	=Snt						



Instrument 6

Safety Checklist

This safety checklist is divided into five sections. Section-I deals with physical safety, Section-II Emotional Safety, Section III - Social Safety, Section-IV Emergency Preparedness to Handle Disasters and Section-V dealing with cyber safety.

Section- I : Physical Safety			
S. No.	Statements	Yes /No	Remarks
1	The school maintains Health Cards as envisaged by the Comprehensive School Health Programme of CBSE.		
2	The school keeps the medical records of students with special health problems.		
3	Parents communicate their child's health issues to schools.		
4	The school has a qualified full - time doctor and/or nurse in the school.		
5	There is a doctor-on-call for emergency.		
6	The school has tied up with a local hospital within two kilometers.		
7	The medical room is fully equipped to handle all emergencies.		
8	There is a first - aid box placed at every floor of the building.		
9	The school carries out an annual medical check up of all the students.		
10	The school staff is sensitized to understand the genuine health problems of the children.		
11	The teachers have undergone basic training / bridge courses on counseling, first-aid and identification of disabilities/learning difficulties.		
12	The school has a 'Health and Wellness Club'.		
13	Every teacher regularly makes use of the 'School Health Manual'.		
14	There is an emphasis on intake of balanced diet by the students and nutritious alternatives to junk food is encouraged		
15	The school follows a fruit - break or milk-break or mid -day meal plan.		
16	There is a dietician and meal planner on school panel.		
17	The teachers have their meals with the students and monitor their eating habits.		
18	The laboratories are well equipped to handle common emergencies.		
19	The health climate is being fostered and evaluated on regular basis in school.		



S. No.	Statements	Yes /No	Remarks
20	The First -Aid protocols for common injuries is displayed at prominent places in school.		
21	The school calls medical experts from time to time to sensitize the students and the teachers.		
22	The school has constituted a parent-teacher-student committee to address the safety needs of the students.		
23	The school has a proper sewerage, drainage and garbage disposal arrangement.		
24	There is proper facility for safe drinking water with adequate number of water taps.		
25	The auditorium, assembly hall, gymnasium are all free from hazardous fixtures and are adequately lit up and well ventilated.		
26	The access to school building by outsiders/visitors is controlled and monitored.		
27	All the areas in the school are safe by design and are adequately supervised by the staff.		
28	The staff actively supervises the students both inside and outside the classroom.		
29	The benches have round edges.		
30	The windows are fixed with proper railings and grills.		
31	The washrooms are hygienic and the disinfectants are kept away from the reach of the children.		
32	The electrical appliances are maintained and are regularly checked.		
33	The secluded corners, corridors and staircases kept under watch by staff members during lunch breaks and at the time of dispersal.		
34	There are ramps and wheel-chairs for differently abled students / teachers and school environment is disabled friendly		
35	The parents are connected with messaging system or mobile phone networking.		
36	The medical history of every student is available in the school.		
37	The special records like blood groups, allergies and medication that need to be prescribed frequently are updated with parental support.		
38	The physical education instructors are sensitive enough to involve students in sports according to their physical capabilities and health related issues.		
39	The Sports Room is well -ventilated and well -equipped to handle common sports injuries.		
40	The school playgrounds, swings, rides, sports- equipments etc. are safe.		



S. No.	Statements	Yes /No	Remarks
41	The school buses have passed the safety test.		
42	There is a teacher on board and a helper accompanying the children in school buses.		
43	The school buses are equipped with First -Aid boxes, drinking water and mobile phones.		
44	The elevators and exit ways are examined periodically and on daily basis and are maintained with fitness certificate from appropriate authorities.		
45	The laboratories are safe and spacious enough for hazard free learning.		

Section- II : Emotional Safety

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



Section- III : Social Safety

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

Section- IV : Emergency Preparedness to Handle Disasters

S. No.	Statements	Yes /No	Remarks
1	There are enough exits and entry points and staircases to be used in the case of emergency.		
2	The evacuation plan is displayed at different places in the building.		
3	The students and staff members know and understand the evacuation plan to avoid stampede in case of a disaster.		



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



S. No.	Statements	Yes /No	Remarks
27	The safety and security checklist is used for planning and designing new facilities or assessing existing ones.		
28	The safety and security checklist of school is updated frequently.		
29	There is a well-equipped disaster management cell in school.		
30	There are regular preventive checks to ensure safety related to high risk areas-electrical, fire, civil work, school gates, transport etc		

Section- V : Cyber Safety

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



Annexure - A



Form of Intent

Vending Agency Logo

Phone Nos.

Phone No.: 011-22515829 - 45

Website:

Website: www.cbse.nic.in

School Assessment and Accreditation

a) Name of the School _____

b) Address of the School _____

City _____ State _____

PIN Code _____

School Phone Nos. (Landline) _____

Mobile no (If any) _____

Fax _____

E-mail ID _____

Website _____

Principal's Name _____

Mobile a) _____ b) _____

Email Address a) _____

b) _____

School Information

Affiliation No. _____

Level Primary/ Secondary/ Senior Secondary

Why do you wish to apply for accreditation? (200 - 250 words)

Signature _____

Date: _____

Name of the Principal: _____



Annexure - B

Dear Principal

Greetings from the Peer Assessor Team of _____ Accreditation Agency! We are pleased to be working with you and your team on the area of accreditation of your school.

As you are aware, accreditation of educational institutions has become very important today in the light of the extremely dynamic environment in which we are operating. In an era when education reforms are impacting schools in a significant manner and schools are gearing up to meet the needs of changing times, they will have to get themselves accredited by an objective, reliable and creditworthy external agency. As the education system becomes more decentralized in terms of transferring authority from the top level schools, accountability becomes a central issue at various layers of the administration.

Quality assurance is a conscious and planned approach to improvement, and quality assessment is a tool for measuring accountability of an institution towards its stakeholders. Overall quality assurance adds value to the existing processes leading to its continuous improvement.

The gains from accreditation are manifold. Through the process of accreditation a school is becoming accountable to deliver what it has committed to through its stated vision and mission statement. Accreditation means demonstrating confidence in the school's purpose, performance, human development and financial resources. It would also affirm the confidence of the Accreditation agency in the institution in terms of educational goals and the Standards for Accreditation of the CBSE. It will ensure that the school has met prescribed standards that have been pre-set/approved by the CBSE. This will enhance the perception of the school by all stakeholders and the public at large.

We look forward to working with you and your team towards a fruitful exercise, which will benefit your institution and all stakeholders.



Annexure - C

School Quality Assessment and Accreditation

Letter Head of the School

Undertaking by Head of Institutions

I hereby certify that the information provided in the **School Profile** and the **School Quality Assessment and Accreditation Form [SQAAF]** is true to the best of my knowledge and belief. Further it is submitted that no material information relevant to Accreditation process has been exaggerated or kept under cover/ hidden.

Name of the Principal : _____

Signature _____

Address of School : _____

Place: _____

Date: _____



Annexure - D

Score Card

Domains and sub-domains of School Quality Assessment and Accreditation:

S.No.	Domains/Sub-domains	Score	Remarks
1	Scholastic Processes and Outcomes		
1.1	Curriculum Planning		
	1.1.1 Principal and teachers are familiar with the spirit and contents of NCF 2005.		
	1.1.2 Curriculum develops skills and abilities which prepare students for a global world of life-long learning.		
	1.1.3 Principal and teachers are familiar with the curriculum documents and support material brought out by CBSE.		
	1.1.4 There is an Annual curriculum Plan for development of Scholastic Skills		
	1.1.5 There is an Annual Curriculum Plan for development of Co-Scholastic Skills.		
	Co-scholastic activities in school comprise of music, dance, theatre, literary, scientific, math lab activities, photography, Eco-Clubs, Health and Wellness Clubs, Environmental Clubs, PEC Clubs and other Organizational and Leadership Clubs, Health and Wellness Clubs.		
	1.1.6 Courses are completed as per curriculum planning		
	1.1.7 There is a mechanism of monitoring and mentoring of students through CCE and other mechanisms of progress within the curriculum.		
1.2	Teaching Learning Processes		
	1.2.1 School follows an optimum number of teaching days and teaching hours		
	1.2.2 Teacher Student Ratio		
	1.2.3 Approaches to learning and teaching		
	1.2.4 Approaches to Assessment and feedback		
	1.2.5 Schools encourage innovative practices through collaboration.		



1.3	Student Assessment and Performance		
	1.3.1	Student Strength	
	1.3.2	CCE Implementation	
	1.3.3	Formative Assessment	
	1.3.4	Summative Assessment	
	1.3.5	School ensures student participation in atleast 75% classes.	
	1.3.6	School ensures all students achieve and progress	
Total	Score Obtained – 'x' _____	Maximum Marks 126	(x X 25) /126=
2	Co-Scholastic Processes and Outcomes		
2.1	Life Skills		
	2.1.1	School has Life Skills Development Programme	
	2.1.2	Life Skills is integrated with Health and Wellness and Adolescent Education.	
2.2	Value Systems		
	2.2.1	School has a well integrated value systems framework	
2.3	Attitudes		
	2.3.1	Students demonstrate positive attitudes	
2.4	Work Education		
	2.4.1	School implements Work Education programme	
2.5	Visual and Performing Arts		
	2.5.1	School provides opportunity for Visual and Performing Arts	
2.6	Co-Scholastic Activities		
	2.6.1	The school provides facilities to participate in literary and creative-skills; scientific skills; Information and Communication Technology skills, Organizational Leadership skills and Aesthetic skills.	
2.7	Health and Physical Activities, Health Cards		
	2.7.1	School provides facilities to students in sports, NCC, Scouting and Guiding, Swimming, Gymnastics, Yoga, firstAid, Gardening etc.	
Total	Score Obtained – 'x' _____	Maximum Marks 56	(x X 15) /56=



S.No.	Domains/Sub-domains	Score	Remarks
3	Infrastructure - Adequacy, Functionality and Aesthetics		
3.1	Classrooms, Library, Laboratory, Computer Labs and ICT Facilities, Playground		
	3.1.1 School has sufficient classrooms conducive to learning		
	3.1.2 School Library as Resource Centre		
	3.1.3 Laboratories are available to support learning activities		
	3.1.4 Computer and ICT facilities as resource		
	3.1.5 School has adequate Playground		
3.2	Principal's office, Staff Room and Administration Offices		
	3.2.1 School has sufficient space for principal, staff and administration as per requirements		
3.3	Sports and Games facilities, hobby Rooms, Arts and Music facilities.		
	3.3.1 Indoor and outdoor sport facilities are available and support differentiable		
3.4	Girls' Rest Room, Infirmary (Medical Room), water and sanitation, health Management facilities.		
	3.4.1 Information in terms of above is not only adjective, functioned but also aesthetic		
3.5	Furniture, Lighting and Ventilation		
	3.5.1 Adequate furniture with adequate verification and aesthetic design in available		
3.6	Safety and Disaster Management Provisions (fire extinguisher, emergency exit, DM Club, Drills)		
	3.6.1 Adequate provision exists for Disaster Management		
3.7	Provisions for differently abled children and Inclusive Practices		
	3.7.1 Adequate provisions exists for differently abled and school practices inclusion.		
3.8	Eco-friendly Orientation, Aesthetics, Lawns and Green Plants.		
	3.8.1 School practices eco friendly activities		
Total	Score Obtained – 'x' _____	Maximum Marks 84	(x X 15) /84=



4.	Human Resources		
4.1	School Staff		
	4.1.1	School recruits qualified teachers and non-teaching staff	
	4.1.2	School has an induction policy in place for the new recruits	
	4.1.3	School conducts staff appraisal	
	4.1.4	School carries on staff development programmes and capacity building of teachers	
	4.1.5	School decides the compensation according to the latest pay commission.	
	4.1.6	School provides staff incentive and appreciation	
	4.1.7	The school has a well developed mechanism of mentoring	
4.2	Parents		
	4.2.1	Parents interface with school	
4.3	Alumni		
	4.3.1	School Interacts with Alumni	
4.4	Students		
	4.4.1	Students are holistically developed	
Total	Score Obtained – 'x' _____	Maximum Marks 77	(x X 10) /77=



5	Management and Administration		
5.1	Institutional Planning Mechanisms		
	5.1.1 Planing Mechanisms are Self Reflected		
5.2	Institutional Improvement and the process of Accreditation and Certification		
	5.2.1 Focus on process and Institutional Improvement		
5.3	Goal Setting and Policy Making		
	5.3.1 There is an annual schedule for Goal Setting and Policy making		
5.4	Effective Coordination		
	5.4.1 The management ensures effective coordination within the school		
5.5	Rational mechanism for Resource Management		
	5.5.1 There is rationale for Resource Management and Mechanism in place		
5.6	Relationship Management (staff, parents, community, alumni, etc.)		
	5.6.1 There is a formal mechanism of Relationship Management (Staff, Parents, Community, Alumni etc.)		
5.7	Activity Management Mechanism		
	5.7.1 There is a complete Activity Management Mechanism available with in the school.		
5.8	Data and Record Maintenance		
	5.8.1 There is complete data and Record Maintenance		
5.9	Effective oral and written Communication systems		
	5.9.1 Effective Oral and Written Communication system are in place.		
5.10	Standard Office Operating Procedures.		
	5.10.1 The administration follows Standard Operating Procedures (SOP).		
5.11	Financial Administration		
	5.11.1 Financial Administration including record keeping, budget, audit etc.		
Total	Score Obtained – 'x' _____	Maximum Marks 77	(x X 10) /77=



6	Leadership		
6.1	Vision and Mission Statement		
	6.1.1 A visioning exercise is built and shared on an ongoing basis with all stakeholders		
6.2	Strategic Plans for School Improvement		
	6.2.1 There is development of a school improvement plan that is promoted and implemented		
6.3	Systems for Ongoing Quality and Change Management		
	6.3.1 There are systems for monitoring and reviewing the performance of the school across Scholastic and non-Scholastic aspects to measure achievement with regard to the plan.		
6.4	Scholastic Leadership:		
	6.4.1 Raising the bar of excellence, through the provision of leadership		
6.5	Collaborative Leadership:		
	6.5.1 Problem solving across Scholastic and non-Scholastic aspects is conducted in a collaborative and proactive manner		
6.6	Innovative Practices		
	6.6.1 The school explores new ways of transacting the curriculum in addressing the needs of students		
Total	Score Obtained – 'x' _____	Maximum Marks 42	(x X 15) /42=



S.No.	Domains/Sub-domains	Final Score	Remarks
7	Beneficiary Satisfaction		
7.1	Student satisfaction: 7.1.1 School allows students to express their opinions, views and suggestions on policies and develops a mechanism to involve them in the decision making process.		
7.2	Teacher Satisfaction: 7.2.1 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 in improvement, planning and assessing teacher satisfaction		
7.3	Office Staff: 7.3.1 School provides opportunities for the office staff to express their opinions, views and suggestions regarding the policies and uses this feedback meaningfully for continual improvement and for assessing office staff's satisfaction.		
7.4	Principal: 7.4.1 The Management/Society provides a mechanism for the principal to voice her/his suggestions, views and concerns and periodically reviews the same for continual improvement and also uses it to assess the principal's satisfaction.		
7.5	Management: 7.5.1 The Management develops a mechanism for reviewing the vision and mission statement of the school and assesses its satisfaction and uses it for developing a process of continual improvement.		



S.No.	Domains/Sub-domains	Final Score	Remarks
7.6	Parents and Alumni 7.6.1 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 performances and for assessing parents' and alumni' satisfaction.		
7.7	Community		
	7.7.1 The school develops a mechanism for assessing the satisfaction of the community in which the school is situated.		
	7.7.2 The school chart out relevant community out reach programmes (viz, preserving the heritage, working with old age homes, preserving environment (SEWA)and integrate them in the annual curriculum plan for all the age groups.		
Total	Score Obtained – 'x' _____	Maximum Marks 56	(x X 10) /56=

Summary:

S.No.	Domain	Score
1.	Scholastic Processes and Outcomes	
2.	Co-Scholastic Processes and Outcomes	
3.	Infrastructure - Adequacy, Functionality and Aesthetics	
4.	Human Resources	
5.	Management and Administration	
6.	Leadership	
7.	Beneficiary Satisfaction	
	Total score obtained in 74 Items (Out of 518 marks)	



Final Analysis

Instrument 2,3,4 & 5:

S.No.	Questionnaire	Sample Size	Satisfaction (%)
1	Questionnaire for Student (A) (Minimum sample size 10 % of total student strength)		
2.	Questionnaire for Teachers (B) (Minimum sample size 25 % of total student strength)		
3.	Questionnaire for Parents (C) (Minimum sample size 10 % of total student strength)		
4.	Questionnaire for Non-Teaching Staff (D) (Minimum sample size 50 % of total student strength)		

FINAL ANALYSIS OF SQA AF

S.No.	Domain	Percentage	% Obtained Final
1	Scholastic Processes	25	
2	Co-Scholastic Processes	15	
3	Infrastructure	15	
4	Human Resource	10	
5	Management & Administration	10	
6	Leadership	15	
7	Beneficiary Satisfaction	5	
8	Beneficiary Satisfaction (Questionnaires)	5	
	Total	100	

Note: For qualifying to be Accredited a school must score over 75% in all and above 50% in each domain.



Annexure - E

To prepare Peer Assessors and observers for the school visit

Checklist for PAT (To verify Library and Laboratories)

	Yes/No	Remarks
1 (a) Library		
i) Spacious		
ii) Has attached reading room		
iii) Comfortable seats and reading tables		
iv) Shelves with adequate space in between for users to move		
v) Availability of at least 5 books per student		
vi) Encyclopaedias/dictionaries, thesaurus etc.		
vii) Students' reference books by recognized authors, publishers for all subjects		
viii) Books are easily accessible to teachers/ students		
ix) Good lighting and ventilation		
x) Access to internet / e-library and various digital media for teachers and students		
xi) Library is automated		
xii) Shelves/boards to display students' work		
xiii) Separate reference sections for teachers		
xiv) Bulletin / display boards/ notice boards		
xv) Attractive charts giving information about the use of a library/benefits of reading habit		
xvi) Cupboards for storing records, files, project work etc		
xvii) Availability of stock register		
b. Resource Centre		
i) Adequate work stations and seating arrangement for all students		
ii) Availability of full time trained teacher		



	Yes/No	Remarks
iii) Availability of a) Reference books b) Journals, magazines, newspapers with stand		
iv) Availability of equipment such as white board with ICT facilities		
v) Conference facility		
vi) Podium and micro phone system		
c. *School Publications		
i) The school publication prepared by students: a. School Magazine (Annual) b. Newsletters c. Others (Specify)		
ii) The school publishes the following materials. a) Prospectus b) School students' diary/ almanac c) Teachers' Diary d) Prayer Books (if applicable) e) Employees Profile Handbook f) Posts circulars/announcement on website		
d. *Documentation and record keeping		
i) Student profile		
ii) Teacher Profile		
iii) Lesson Plans of teachers of different subjects		
iv) Report books/ Achievement Records as per CBSE format		
v) Record for Certificates of School Based Assessment as per CBSE format.		
vi) Consolidated Marks register (Classes I-XII)		
vii) Student Assessment Form as per CBSE format		
viii) Result Register		



	Yes/No	Remarks
ix) Anecdotal Records		
x) Sample Observation Schedules		
xi) Sample Projects		

Laboratories

The common points/features for Labs		
A. Physics, Chemistry and Biology Lab		
i) Adequate work stations and seating arrangement for all students		
ii) Well equipped as per prescribed syllabuses (I-XII)		
iii) Bulletin Boards / facility for display of students' work		
iv) Availability of full time lab assistant		
v) Teachers and students observe safety norms and the safety measures are in place.		
vi) Projector/White Board		
vii) Electronic board and ICT facilities		
viii) Cupboards for storing records, files, project work etc		
ix) Availability of stock register		
x) Safe storage of gas cylinders		
xi) Running water with sink		
xii) First aid box		
B. Language, Maths, Fashion Studies, Bio-technology, Engineering and Drawing and Media Laboratory		
i) Adequate work stations and seating arrangement for all students		
ii) Average of 3 students per computer/audio equipment		
iii) Projector/White Board		
iv) Electronic board with ICT facilities are available		
v) Trained full time teacher/Lab Attendant available		



	Yes/No	Remarks
vi) Cupboards for storing records, files, project work etc		
vii) Availability of stock register		
viii) Bulletin Board		
ix) Adequate cutting and sewing instruments		
x) T.V./Radio /tape recorder available		
xi) Adequate photography, video / audio graphing equipment (average of 5 students for each)		
C. Home Science Laboratory		
i) Average of 3 students use a stove		
ii) Adequate vessels/ utensils / cutlery etc		
iii) Refrigeration facilities		
iv) Eco friendly, hygienic storage facilities		
v) Eco-friendly means of organic waste disposal and adequate dustbins.		
vi) Clean running water with sinks		
D. Computer and ICT facilities		
i) All wiring and switches are well insulated		
ii) Internet connection with adequate speed		
iii) Internet safety		
iv) Average of 3 or less no. of students per computer		

List of Co-scholastic Processes

A. Sports Room		
i) Facility for indoor sports e.g.chess / carom/ badminton / table tennis etc		
ii) Adequate equipment for individual / team sports		
iii) Adequate storage facility for sports equipment		
iv) Availability of room for yoga / aerobic / drill classes / other (specify)		
v) Availability of first aid box		



	Yes/No	Remarks
vi) Attractive charts / models displaying the benefits models of sports		
vii) Availability of stock register		
B. Gymnasium		
i) Availability of training equipment - weights - rings - vault horse - treadmills - ropes - others (Specify)		
ii) Availability of stock register		
iii) Periodic maintenance of equipment		
iv) Safety measures are in place. Students and teachers are aware of them		
v) Availability of room for yoga/aerobics/drill classes/ others(specify)		
vi) Availability of First Aid Box		
vii) Attractive Charts/models displaying the benefits of exercise		
viii) Equipments cleaned regularly		
C. Swimming Pool		
i) The pool is of standard dimensions		
ii) Quality of water is tested frequently		
iii) Daily cleaning of pool is done		
iv) Surrounding areas are cleaned daily		
v) Temperature is controlled [where applicable, in winter]		
vi) Suitable depth levels for beginners etc.		
vii) Trained coach in attendance at all times when the pool is in use by students		
ix) Life guard is present at all times when pool is in use		



	Yes/No	Remarks
x) Bathing / changing rooms with shelves		
xi) Attached toilets / wash rooms		
xii) Storage space for equipment		
D. Playroom for Primary Classes		
i) Adequate indoor games (specify)		
ii) Adequate space for group games		
iii) Storage space for play equipments		
iv) Availability of full time trained teacher when room is in use		
v) Availability of First Aid Box		
vi) Display Boards		
E. Hobby and Club Rooms (Art & Craft and Music & Dance		
i) Availability of rooms to conduct club activities		
ii) Adequate work stations and seating arrangement for all students		
iii) Models / charts displayed containing inputs about various club activities		
iv) Facility to display students' work (shelves / podium and micro phone / projector and screen etc.		
v) Audio / visual equipment are accessible to students		
vi) ICT facilities are accessible to students and teachers		
vii) Shelves / cupboards with Reference Manuals (how-to-do books)		
viii) Notice / bulletin boards		
ix) Skilled teachers are in charge of Clubs / hobby activities		
x) Adequate drawing boards / easels		
xi) Adequate craft work instruments, staplers, gum etc		
xii) Adequate palettes, paint and paint brushes		
xiii) Adequate instruments with average of 3 students for each		
xiv) Availability of trained teacher		



Health Management Facilities

	Yes/No	Remarks
A. Toilet Facilities		
i) Availability of w/c for girls in the ratio 1:25		
ii) Boys urinals 1:20		
iii) Boys w/c 1:40 (as per affiliation bye-laws)		
iv) Availability of separate washroom/toilets for males and females		
v) Well maintained waste disposal system		
vi) Clean and healthy surroundings		
vii) Availability of full time cleaning staff		
viii) Cupboard to store cleaning fluids and equipment		
ix) Exhaust Fans		
B. Dedicated infirmary (medical room)		
i) Adequate beds, medical furniture, wheel chair, blood pressure monitor and relevant medicines and first aid equipment		
ii) Availability of full time school doctor / nurse / welfare officer		
iii) Maintenance of records of students attended with patient's name / date and time / symptoms / action taken		
iv) Display of attractive charts about good health practices /precautions against diseases etc		
C. Water and sanitation		
i) Clean drinking water (as per norms)		
ii) Adequate running water in toilets / canteen		
iii) Running water and sinks in Biology, Bio-technology, Chemistry and Home Science laboratories		
iv) Running water in bathing rooms		
v) Availability of full time cleaning staff		
vi) Regular cleaning of swimming pool/s (if applicable)		
vii) Water cooler cleaned periodically		



	Yes/No	Remarks
viii) Water storage tanks cleaned periodically		
D. Canteen facility		
i) Serves nutritious snacks / meals (balanced food)		
ii) Availability of full time trained staff		
iii) Avoids serving or selling aerated drinks and junk food		
iv) Adequate chairs and tables available [if applicable]		
v) Foods are stored / displayed in a covered environment		
vi) Eco-conscious practice of providing dustbins nearby to dispose of wrappers etc.		
vii) Cleanliness of canteen staff is periodically checked		
viii) Attractive charts containing inputs about healthy eating / food habits/price list of food items		
ix) Adequate hygienic storage facilities		
x) Refrigerators/Cold Storage available		
xi) Availability of stock / income & expenditure register		



Annexure - F

Scoring and Analytical Treatment

Instruments 2, 3, 4 & 5

Total of score awarded will be worked out and converted into percentages as per below:

Total score = (total of marks awarded by each stakeholder / 175(No of statements * 7))*100

Respondent size need to be condensed into group data and find MEAN using standard statistical formula (Direct Method)

Example:

A total sample of 150 assessors is taken

A group frequency distribution table with class size of 20 is made

As per general rule the values falling in any upper class limit would be considered in the next class.

For each Class Interval, we require a point to serve as a representative of the whole class:

Class Interval (of total score)	No of assessors (fi)	Xi	Xifi
20-40	20	30	
40-60	20	50	
60-80	10	70	
80-100	10	90	
100-120	25	110	
120-140	15	130	
140-160	10	150	
160-180	10	170	



Calculate the MEAN using the formula:

$$\sum x_i f_i / \sum f_i$$

Computerized:

Create data capture sheet as follows:

	A	B	C	D	E
1	student opinionaire				
2					
3	S.No	Staements	Assessor1	Assessor 2	Assessor
4		1 Scholastic and Co Scholastic activities are included and well depected in school calender			
5		2 The curriculum of school integrates academic, social, physical, emotional developmental needs			
6					
7					
8					
9					
10	25				
11					
12					
13					
14					

Enter the score of each assessor in each column

	A	B	C	D	E
1	student opinionaire				
2					
3	S.No	Staements	Assessor1	Assessor 2	Assessor
4		1 Scholastic and Co Scholastic activities are included and well depected in school calender	6	7	3
5		2 The curriculum of school integrates academic, social, physical, emotional developmental ne	4	5	3
6					
7					
8					
9					
10	25		6	3	5
11					



Calculate total of each assessor by using formula/function

	A	B	C	D	E
1	student opinionaire				
2					
3	S.No	Staements	Assessor1	Assessor 2	Assessor
4		1 Scholastic and Co Scholastic activities are included and well depected in school calender	6	7	3
5		2 The curriculum of school integrates academic, social, physical, emotional developmental ne	4	5	3
6					
7					
8					
9					
10	25		6	3	5
11			=sum(C4:C10)		
12					

On a separate sheet prepare class Intervals as shows and put values of frequencies (from total calculated)

Make a separate column of xi (mid value of class interval) and calculate xifi by multiplying both columns

	A	B	C	D	E
1	Class Interval	Frequency(fi)	xi	fixi	
2	20-40	20	30	=B2*C2	
3	40-60	20	50		
4	60-80	10	70		
5	80-100	10	90		
6	100-120	25	110		
7	120-140	15	130		
8	140-160	10	150		
9	160-180	10	170		
10					
11					

Calculate sum of fi and fixi , formula in Excel may be used

Calculate mean by putting values in following formula:

$$\text{Mean} = \frac{\sum xifi}{\sum fi}$$



Annexure - G

GENERAL OBSERVATIONS OF PAT MEMBERS

Date: _____

Name of the School : _____

Name of the PAT member : _____

S.No.	Observation	Yes/No	Remarks
1	Whether Instruments was received in an intact & sealed manner?		
2	Whether necessary fees has been received with the SQAA?		
3	Whether documents are signed with stamp and signature on each page?		
4	Whether the initial score is above 50 % and qualifies for visit?		
5.	Whether the supporting documents are submitted as per requirements and seem to be in order?		
6	Whether telephonic / cross verification from school website / submitted documents seem to substantiate the claims made in the SQAA?		
7	Whether the team for visit as per CBSE norms has been formulated and needful done ??		
8	Whether any date for inspection can be suggested after consultation with the school		



VISIT OBSERVATION FORM

Date: _____

Name of the School : _____

Name of the PAT member : _____

S.No.	Quote related Item No. in SQAA (if any)	Observation

(Please attach additional sheets –wherever required)



School Quality Enhancement Observation Form

Date: _____

Name of the School : _____

Name of the PAT member : _____

Domain No.	Sub-Domain No.	Observation made	Reference

(Please attach additional sheets –wherever required)

Date:

Signature

Place:

Seal

Name and Agency



Annexure - H

Benefits of Accreditation to various Stake-holders of the School

Management

1. Review of various domains for ascertaining the School's strength and weaknesses through third party analysis
2. Be oriented towards quality in School Education.
3. More transparency and clarity of thoughts and action
4. Micro study shall educate, orient, motivate and guide the management
5. Act as a catalyst to promote quality
6. Self-study is likely to result in ignition of the minds to result in further quest for excellence
7. School Quality Enhancement Report (SQER) assists the schools in working upon weak areas from resource persons and peers
8. Appreciation and better acceptance of School philosophy and creditability in the School education sector
9. Open newer vistas for moving towards "Quality blending" among different domains than emphasizing Quality in individual domains
10. Become "Model Institutions of School Education"

Principal

1. Identify individual contribution / influence on the growth curve of the school
2. Lead to 'Innovation' & applying strategies based on user-needs
3. Acts as a Mirror for evaluating the direction and growth levels of School in different tangible and non-tangible areas
4. Personal orientation of the leadership towards various domains in school quality
5. Involvement as a Peer team member in understanding School Quality from a third party perspective results increasing the personal quotient of the individual
6. Gain insight of different beneficiaries needs and about one's own functioning
7. Simplifying the Quality attribute vis-à-vis one's philosophy, strategy, planning with other stake-holders in the system
8. Indulge the principal as a team-member in the larger quest of 'Universalization of Education'
9. Micro study shall educate, orient, motivate and guide the principal for better performance
10. School Quality Enhancement Report (SQER) assists the Principal in working upon weak areas from resource persons and peers

Teachers

1. Be oriented towards quality in School Education
2. Micro study shall educate, orient, motivate and guide the teachers for better performance



3. Identify individual contribution / influence on the growth curve of the school
4. Understand better the Quality attribute vis-à-vis Schools' philosophy, vision, mission and quality statement
5. Provide a platform to teachers for expressing their concerns, feedback and individual point-of-view
6. Opportunity to benchmark one's efforts by establishing 'Best Practices' after pedagogy review & acceptance in the system
7. Larger understanding of the School Education process apart from simple class-room teaching
8. Case Studies and SQAA process shall lead to "indulging of the better minds" for improvement
9. Innovation with increase in School Education
10. School Quality Enhancement Report (SQER) assists the teachers in working upon weak areas

Non-teaching Staff

1. Be oriented towards quality in School Education
2. Better planning, coordination and decision making amongst various entities in School Education
3. Micro-study shall educate, orient, motivate and guide the non-teaching staff for better performance
4. Identify individual contribution / influence on the growth curve of the school
5. Lead to better support from Management, Principal & Teachers on understanding non-teaching Staff needs
6. Understand better the Quality attribute vis-à-vis Schools' philosophy, vision, mission and quality statement
7. Non-teaching Staff shall be able to gain insight in different domains of School Education
8. Understanding one's contribution to 'Quality' in School Education
9. Provide a platform to non-teaching staff for expressing their concerns, feedback and individual point-of-view
10. School Quality Enhancement Report (SQER) assists the non-teaching staff for their personal and professional growth

Parents

1. Understand and appreciate School Quality
2. Acknowledgement of role of Parents in the School education process
3. Identify vital parameters of Parental contribution / influence in Quality School Education
4. Provide a platform to Parents for expressing their concerns, feedback and individual point of view
5. Lead to better understanding and coordination amongst School Management, Principal, Teachers & Parents
6. Help various stake-holders to reach out to Parental community
7. Parents study different aspects / domains of School Education and shall better understand Syllabus patterns and decision-making by Schools and CBSE
8. Help parents distinguish between 'Quality Schools' and 'School Brands'
9. Help parents appreciate School philosophy, vision, mission and quality statement
10. School Quality Enhancement Report (SQER) assists the Schools in gaining & involving Parents for better Quality in School Education



Students

1. Understand and appreciate School Quality
2. Provide a platform to Students for expressing their concerns, feedback and individual point-of-view
3. Acknowledgement of role of Students & Parents in the School education process
4. Identify important details in School Education - both during the process and after the outcome along with School Quality Enhancement Report (SQER)
5. Students will study different aspects / domains of School Education and shall better understand Syllabus patterns and decision-making by Schools and CBSE
6. Process shall help students seek better support / effective support from parents
7. Help Students identify the depth of school functioning / services
8. Help Students distinguish between 'Quality Schools' and 'School Brands'
9. Help Students understand their duties, responsibilities and expected services from different stake-holders
10. Ultimate beneficiary of the School Quality phenomenon is the Child who can after the SQAA process look upto different stake-holders for a better performance in the seven identified domains

Community

1. Serves the need for better School Quality; which is the highest aspiration of the School Community (in reference: it means here the Government, Society, CBSE, General Public, Regional, National and International Agencies/ Bodies/Entities)
2. Establish School Education standards for ascertaining individual school quality performance
3. SQAA shall ensure excellence in School Education
4. Lead to assessment and improvement of all stake-holder functioning in different domains / aspects of quality
5. Match school performance with International Standards
6. Serve the purpose of enhancing quality by valid, reliable assessment tools/ Instruments from time to time.
7. Enhances Stake holders confidence in School Education Institutions
8. Identifies individual/institutional role for enhancing Quality in School Education
9. Assists Government / others to frame policies and establish systems to suit findings of Quality Tool
10. Decision -making is made more effective leading to reduction of costs and optimum utilization of resources



Annexure - 9

Frequently Asked Questions (FAQs)

1. **What is accreditation? What outcomes will the accreditation have on future growth?**

Accreditation is defined as an affirmation of Quality. The Accreditation of a school would mean certification of a school's functioning assessed on the basis of predetermined norms in pre-defined areas. The Accreditation is actually intended to serve the purpose of a handy index for the stakeholders since it would give an immediate insight about the state of affairs in a school

The accreditation process is beneficial to the institution because it

- it promotes excellence.
- encourages quality improvement through a continuous self improvement process
- aims means to meet local, state, national and appropriate international requirements.
- provides external recognition of the school's commitment to quality is endorsed.
- provides a detailed evaluation of the institution's processes for improvement
- identifies areas of strengths and weaknesses.
- enhances stakeholders confidence in the institution.
- fosters pride in the institution.

2 **When should the school apply for accreditation?**

A School must apply to the agency authorized by CBSE by the third quarter of an ongoing academic session. The last date of submission will be 30th September of the academic year in progression.

3. **Can the school re apply if accreditation is not granted? What is the time frame for the process?**

It can re apply when the next accreditation session begins that i.e. between 1st June to 30th September. The school must remove all lacunae.

4. **What is the time frame from preplanning to the closure of the accreditation?**

The total time taken in conducting the accreditation process is approximately 13-14 weeks.

5. **How can critical thinking be gauged as a soft skill which is an integral part of developing innovation practices?**

It can be gauged from the inclusion of Life Skills under co-scholastic skills development process as well as through the interaction with the various stakeholders and after interpersonal exchanges. It also emerges from the Questionnaire which brings forth the ethos of the school and helps gauge the level of critical thinking imbibed to ensure implementation of innovative practices in learning.

6. **How will teachers competency, dedication and commitment be recognized through the process of accreditation?**

The faculty's competencies will be gained through the perusal of their –

- (a) Personal files
- (b) Service Books
- (c) Weekly Planners
- (d) Questionnaires



- (e) Class observations
- (f) Informal interactions with faculty and general improvement in the thrust for knowledge in the students.

7. Who will be the assessors?

The assessors will be peers, who are leaders and educationists of repute.

8. Can I choose the parameters I want to be accredited for?

No you cannot choose. All parameters have to be fulfilled which are in SQAAF and the Domain document for accreditation.

9. What will be the financial implications?

The monetary implications would include the fee to the authorized agency doing the accreditation process and the amount involved in hosting the Peer Assessment Team. This amount may change from time to time.

10. How will the school highlight/showcase their accreditation to the community/society/ stakeholders?

The CBSE will put up on its website the school's name which has been granted accreditation along with the scores on the top three domains which will be an indicator of their best practices. The school will also put it up on their own website.

11. When can an institution start using the CBSE logo and highlight their accreditation to the community/society/stakeholders?

As soon as the qualifying report is sent to CBSE, which is then forwarded to the concerned school, the school can highlight the same on its own website.

12. After obtaining accreditation when would an institution have to reply for re-evaluation for renewing the accreditation?

The school can reapply for re-evaluation if refused accreditation the next academic session by the 30th September of the following year. The accreditation is renewed after every three years.

13. Are all the faculty members required to be engaged in the process of accreditation?

No, all the faculty members are not required to be involved in the accreditation processes. Only the staff members, (i.e. the SAC Team) who are a part of the school accreditation team will be engaged.

14. Would the teachers need training for being a part of documents and processing of accreditation? Would CBSE train them?

No CBSE will not impart training to them. The authorized team (PAT) will give the teachers an orientation programme to sensitize them to the Accreditation Manual.

15. Being denied accreditation, would it result in cancelling of the affiliation?

No, being denied accreditation does not result in cancellation of affiliation. If a school has not been granted accreditation the outcome will not be reflected anywhere except through the quality enhancement report sent to the concerned school.

16. Who all will be involved in the accreditation process from the school?

The following persons will be involved from the school that is undertaking the process of accreditation.

- Management
- Principal
- Administrator/Coordinators



- Selected Teachers (6 - 8 in number)
- Selected Parents (2 - 4 in number)
- Selected Students (4 - 6 in number)

17. What type of evidences can to be submitted in SQAAF

The schools are expected to fill in the SQAAF and attach scanned copies of relevant documents wherever applicable.

18. How will the schools know about the areas of improvement if they have not qualified for accreditation

Schools who have not qualified for accreditation, will get an opportunity to work on their institution by following the recommendation provided on the School Quality Enhancement Report (SQER).

19. In few schools, the parents of the students have no access to net, what is the substitute?

The schools in such case, can download the form and give the printout to parents.

20. Many of the CBSE schools are not English Medium, will questionnaires be available in Hindi or other regional languages.

The questionnaires will be translated into Hindi, gradually the other languages will be taken care of.



14. The schools should act in a professional manner and not resort to any unwanted actions which are not desirable as per the broad mandate of CBSE.
15. The schools should use the visit of PAT members as a learning visit and constantly make notes of suggestions, feedback etc. for improving the school quality irrespective of the result of SQAA.
16. After the visit; the schools would be given a '*School Quality Enhancement Report*' (SQER) which should be thoroughly gone through and necessary action taken accordingly for improving the quality of teaching and learning at the school.
17. A school which gets a score of 75 % or above (overall) and minimum 50 % in each domain; shall be declared '*Accredited*' by CBSE. The school's name shall be then listed on the CBSE website under the list of accredited schools. The school may use the terminology '*affiliated and accredited CBSE School*' instead of only using "affiliated to CBSE". The school should not make any other false or over-reaching claim.
18. The validity period of SQAA accreditation is three years. A fresh application for renewal should be made before the expiry of the three year period to enjoy the **privilege** of being an '*Accredited School of CBSE*' in a continuous manner.
19. In case of any query or feedback; the school should contact Section Officer(Accreditation) on [email - cbsemnm@gmail.com](mailto:cbsemnm@gmail.com)

Guidelines for Agencies

1. The agency should have been empanelled by CBSE with their name on the CBSE website to act as an accrediting agency.
2. The agency or its representatives should not make any direct solicitation to schools or be involved in consultancy regarding Accreditation. Any agency found involved in this fashion will be summarily blacklisted.
3. The agency should clearly maintain a separate *CBSE -SQAA website* to ensure transparency and also clearly earmark the members of the Board, contact details, nodal person for different activities, facilitation for making online entry by the schools / download facility etc.
4. The agency should not make any unwarranted / unethical / unwanted claims on their website or otherwise. The representatives should act in most professional manner understanding the broad philosophy of the *School Quality Assessment and Accreditation (SQAA)* in letter and spirit.
5. The agency would submit a monthly report to CBSE detailing the activities undertaken by the accrediting agency from time to time.
6. The agency should prepare / train a panel of members to meet the PAT visit requirements as well as the initial scoring authentication.
7. The agency on receipt of '*Letter of Intent*' from the CBSE should undertake the assignment by informing both the CBSE and the school within a week of receiving the request.



- c) It issues a certificate to any school whatsoever.
- d) It violates any of the norms.

Guidelines for CBSE

1. CBSE will through proper process empanel agencies on a yearly basis. It may renew the contract or go in for fresh empanelment for each session.
2. The Board on its Accreditation micro site has uploaded basic data of all schools including their website address and other details. Schools should inform the Board of any discrepancy if any, in the information uploaded about their school.
3. The Board will on its Academic – Accreditation space upload all information relating to Accreditation (Form of Intent and all instruments).
4. The schools desirous of being Accredited should fill in the 'Form of Intent' available in the CBSE Accreditation corner under Academic website of the Board.
5. The CBSE will allocate the Agency and inform the school as well as the agency.
6. The School Quality Assessment and Accreditation Manual, Instruments and other collaterals will be available on the CBSE website.
7. All agencies must strictly comply with the stipulated conditions laid out by the Board or else they will summarily blacklisted.
8. The Board will review its process of Accreditation as well as the fee it changes from time to time.
9. No agency is allowed to use the logo of the Board in any way for correspondence or certification.
10. The Board will display the list of accredited schools along with the scores in the three highest domains. These are meant to reflect the best practices of the school.
11. The Board will appoint Mentors to be a part of the Peer Assessors Team for school visit. These Mentors will be duly oriented by the Board.



Annexure - K

Mandatory Disclosure Form for Accreditation

(The following information shall be displayed by the Institution concerned on its own website for the information of all concerned as per provision of Regulation 7(10) and 8(16) of the NCTE (Recognition Norms & Procedure) Regulations, 2007

1. Details of the institution:

- 1.1 Name of the Institution _____
- 1.2 Date of Establishment _____
- 1.3 Complete postal address: _____
P.O. _____ Block _____
Tehsil/Taluka _____ Town/City _____
District _____ State _____ Pin _____
- 1.4 Phone (with STD code): _____
- 1.5 Fax(with STD code): _____
- 1.6 E-mail: _____
- 1.7 Website Address: _____
- 1.8 Nearest Railway Station _____
- 1.9 Nearest Town _____
- 1.10 Type of Institution (Boys/Girls/Co-Education) _____
- 1.11 Status of Institution (Minority/Non-Minority) _____
- 1.12 Principal: _____ Mobile No: _____
Email ID: _____
- 1.13 Director/Manager _____ Mobile No: _____
Email ID: _____

2. Management:

- 2.1 Government owned: _____
- 2.2 Govt.aided: _____
- 2.3 Self-financed: _____
- 2.4 Any other (please specify): _____
- 2.5 Governing Board Member: _____

- 2.6 Frequency of Meeting and date of last meeting: _____



3. Land:

- 3.1 Whether copy of the Affidavit in the prescribed format has been displayed on the website as required under Regulation 8(9) of the NCTE Regulations, 2007

Yes	No.
-----	-----
- 3.2 Land Identification
(Plot/Khasra No.) _____
- 3.3 Land Area in sq mt. _____
- 3.4 Whether the Title of the land is on
Ownership basis _____
- 3.5 Title of the land is on lease
as per law _____
- 3.6 Duration of the lease _____
- 3.7 Land Use Certificate obtained
for Educational Institution _____

4. Manpower (Photographs of Teaching Faculty should be displayed)

- 4.1 Details of proposed/appointed teaching staff
(Date of birth, Qualification, Professional Qualification, and other relevant information)
- 4.2 Details of proposed/appointed non-teaching staff
- 4.3 Whether new teachers are CTET qualified

5. Building

- | | Yes | No |
|--|--------------------------|--------------------------|
| 5.1 Construction of the building is complete | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.2 Building is yet to be constructed | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.3 Building is fire safety-proof | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.4 Building is disabled friendly | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.5 Common room for boys/girls available | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.6 Date of completion of the Building | _____ | |
| 5.7 Covered Area in sq mt. | _____ | |
| 5.8 Number of classrooms | _____ | |

6. Library:

- | | Yes | No |
|--|--------------------------|--------------------------|
| 6.1 The Library has separate reference section/
Journals section and reading room | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.2 Number of books in the library _____ | | |
| 6.3 Total number of educational
Journals/periodicals being subscribed _____ | | |
| 6.4 Number of encyclopedias available in the library _____ | | |
| 6.5 Number of books available in the reference section
of the library _____ | | |
| 6.6 Seating capacity of the reading room of the library _____ | | |



- 7. Facilities for games & sports:**
- | | | | |
|-----|--|--------------------------|--------------------------|
| 7.1 | Own Playground | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.2 | Playground of another institution on sharing basis | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.3 | Gymnasium/Multipurpose hall | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.4 | Facilities for gymnasium | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.5 | Facilities for athletics | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.6 | Facilities for Indoor Games | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.7 | Facilities for Outdoor Games | <input type="checkbox"/> | <input type="checkbox"/> |
- 8. Other facilities available:**
- | | | | |
|-----|-------------------------------------|--------------------------|--------------------------|
| 8.1 | Canteen facilities available or not | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.2 | Medical facilities available or not | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.3 | Hostel facilities available or not | <input type="checkbox"/> | <input type="checkbox"/> |
- 9. Beneficiary**
- | | | | |
|-----|-----------------------------|--------------------------|--------------------------|
| 9.1 | Student Satisfaction Survey | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.2 | Teacher Satisfaction Survey | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.3 | Parent Satisfaction Survey | <input type="checkbox"/> | <input type="checkbox"/> |

10. 10.1 Financial Status

Year	Income	Expenditure	Surplus/Deficit

10.2 Fee structure

Class	Tuition Fee Months	Any other Fees

Note: This is the minimum information to be provided. Institutions however may like to add further inputs for information of stakeholders.



Annexure - l

Glossary

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.

Accreditation: The act of granting credit or recognition (especially with respect to educational institutions that maintain suitable standards), giving a stamp of dependability by an authorized agency.

Affective domain: The affective domain is that part of the human mind that makes people react emotionally and their ability to feel another person's pain or joy.

Alumni: Past students of the school.

Anecdotal Record: Anecdotal record is a report of descriptive accounts of episodes or occurrences in specific duration of life of an individual

Anecdotal records: Anecdotal record is a report of descriptive accounts of episodes or occurrences in specific duration of life of an individual.

Annual curriculum plan: The yearly plan for the aggregate courses of study given in a school

Appraisal: Act of estimating or judging the nature of a process

Assessee: A person or property being assessed.

Assessment tool: The specific media used for types of assessment, e.g. written tests, viva voce, projects, etc.

Assessor: One appointed or elected to evaluate the merits, importance, etc., of school processes.

Attendance records: Relating to gathering daily students attendance, storing and using data, thus collected, for consolidating information regarding regularity.

Behavioral indicator: Pointing or directing to the behaviour of a person

Benchmark: A point of reference to make comparisons

Beneficiary: A group that receives benefits, profits and advantages

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.

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.

Cognitive domain: The cognitive domain is that 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 synthesis to evaluation.

Compensation: Something given or received an equivalent for services

Co-scholastic: Pertaining to co/extra curricular activities engaged in by students as part of the school curriculum.



Co-Scholastic: Co-Scholastic aspects include Life Skills, Co-curricular areas and Attitudes and Values.

Counseling: It constitutes three components, viz, informing, advising and counseling, where informing means giving appropriate and correct information; advising covers suggesting appropriate courses of action; and counseling means helping the learners to clarify their needs, feelings, etc. so that they can make appropriate decision for themselves.

Curriculum: The word curriculum 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 evaluate 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.

Decorum: Dignified propriety of behavior, speech, dress, etc. orderliness; regularity.

Diagnostic: Serving to identify or characteristic or being a precise indication

Differently abled: Disabled (coined by US Democratic National Committee as a more acceptable term)

Disaster Management: Preparing for any calamity before hand

Emblem: A sign, design or figure that identifies or represents something e.g. the emblem of a school

Evaluation: It is 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 effected by means of tools such as test, questionnaires, opinionnaires, inventories, interview schedules, scales, etc.

Evaluation: It is a systematic process of collection and interpretation of evidence leading to judgment of value with a view to action.

Feedback: Reaction or response to a particular process or activity

Formative assessment: 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.

Formative Evaluation: It is used to monitor 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.

Indicator: Data or statistic that indicates or signals something

Induction: Formal installation in office

Infrastructure: Fundamental facilities and systems

Innovation: It is the act of starting something for the first time; introducing something new, which has resulted from research and experimentation.

Inter-disciplinary: Of the inherent connections between academic subjects

Logo: Sign or character representing a word

Mission: An assigned or self imposed duty or task

Motto: A sentence, phrase or word expressing the spirit or purpose of an organization

Observation schedule: A time frame for illuminating issues based on diagnostic review of a situation.

Pay commission: A legislative body created under law to set the minimum rate of pay for employees.



PEC: Physical Education Card. PEC has been developed by CBSE as a collaborative venture with the British Council. It is being implemented to build a healthy and fit generation and initiate a trend of joyful learning. Each concept of learning is linked to game.

Primary PEC : For Classes I to V

Secondary PEC ; For Clsles VI-X

Ability : For special need students

Pedagogy: The art or science of teaching; education; instructional methods.

Peer: A person who is equal to another in abilities, qualities

Peer pressure: Peer pressure refers to 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.

Policies: A definite course of action adopted for the sake of expediency, facility etc.

Portfolio: Portfolio is the collection of evidences of students work over a period of time.

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.

Project: A task given over a period of time and generally involves collection an analysis of data. It is useful in theme-based learning.

PTM: An interface between the educator and the guardian of the student for discussing his / her areas of improvement and / or achievement

Remedial class: A class that teaches skills that is needed to succeed in pursuing some courses. These skills can be in the areas like math, writing, reading etc.

Remediation: Correction of something defective **OR** Reversal of stopping damage

Safety measures: There are activities and precaution taken to improve safety i.e. reduce risk related to human health

Scholastic: Scholastics aspect includes subject specific areas.

Staff appraisal: The key to effective school development by appraising / estimating the performance of the staff. An opportunity for motivation and opportunity for teachers.

Staff muster: Record keeping of a staff's attendance

Staff records: Relating to gathering, storing and using information of employees.

Summative assessment: A culminating assessment, which gives information on students' mastery of content, knowledge, or skills at the end of instruction and testing.

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.

Syllabus: It is an outline and summary of topics to be covered in a course of study. A syllabus usually contains specific information about the course.

Teachers log book It is a record keeping book provided to record work performed and time duration taken to perform it.

Vision: The act or power of anticipating that which will or may happen.





CENTRAL BOARD OF SECONDARY EDUCATION

Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi-110 092 India