

'STARS' प्रकल्पांतर्गत

# शाळा गुणवत्ता मूल्यांकन आणि आश्वासन आराखडा

School Quality Assessment  
and  
Assurance Framework (SQAAF)



राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, महाराष्ट्र, पुणे.



## School Quality Assessment and Assurance framework

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- ❖ First Edition :
- ❖ Copies Printed :
- ❖ Financial Assistance: Maharashtra Prathamik Shikshan Parishad(MPSP), Mumbai
- ❖

## **INTRODUCTION**

The implementation of the National Education Policy (NEP) 2020 has begun across the country, incorporating several fundamental elements. Every school in the nation should be an ideal institution that meets the comprehensive educational, intellectual, emotional, and social needs of 21st-century students. Quality is the core of education, and achieving it is possible only through school improvement initiatives. Every school must work towards enhancements based on standardized guidelines. Schools must ensure consistency in the teaching-learning process, assessment methods, leadership and administration, availability and utilization of resources, quality of education, School education system and school-related observations. Additionally, a systematic assessment process is essential.

Under the NEP 2020, a key component is **Sarthak plan Task No. 215: 'School Quality Assessment and Assurance Framework' (SQAAF)**.

Under the National Education Policy (NEP) 2020, the School Quality Assessment and Accreditation Framework (SQAAF) has been developed as a guiding tool to evaluate and accredit both private and government schools across all stages of education, from pre-primary to higher secondary, while ensuring the required quality standards. As mentioned in Paragraph 8.1 of NEP 2020, the objective of the regulatory framework is to empower schools and teachers to strive for excellence and enhance their work with confidence. Additionally, it aims to maintain complete transparency by ensuring the implementation of accountability measures, disclosing educational outcomes, and making all school financial transactions publicly available, thereby upholding the integrity of the system.

By empowering all key elements of the school system at both local and state levels, the aim is to improve the educational system in schools. This includes encouraging schools, providing appropriate guidance, and creating opportunities for improvement. Identifying schools' strengths and weaknesses will enable them to develop strategic policies for growth. Ensuring that the educational system is committed to addressing students' academic needs is a key priority. Schools will be supported in formulating development strategies, incorporating common elements that contribute to quality enhancement. To assess school quality, the State Council of Educational Research and Training (SCERT), Maharashtra, Pune will conduct self-assessment followed by external assessment of schools. This process will provide guidance for improvement and quality enhancement.

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**Director,**

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## Chapter 1

### Quality Assessment- Guidelines

#### 1.1 Why to assess the Quality?

The quality of education is crucial and universally acknowledged. Quality is the core of education but does not occur automatically or independently. Quality encompasses all aspects of education, including information, processes, and outcomes, making it an integral component. Planners, implementers, and supervisors must focus on observing and monitoring the various meaningful aspects of education. Different dimensions of quality, particularly learning and student learning levels, need to be given attention. Delivering quality education can be achieved through school improvements. If each school enhances various parameters—such as student learning outcomes, what students learn? How the school operates (teaching-learning processes, assessment methods, leadership, and administration), availability and use of resources, education standards, school education systems, classroom and school-level observations, and examination methods—then the overall quality of education has to be effectively evaluated.

#### **National Education Policy - 2020 and School Quality Assessment:**

As stated in paragraph 8.1 of the National Education Policy (NEP) 2020, "The primary objective of the school education regulatory framework should be to ensure continuous improvement in educational outcomes. However, this framework should not impose excessive restrictions on schools, hinder innovation, or demoralize principals, teachers, and students. Considering these aspects, schools and teachers should be empowered to strive for excellence and deliver their best work with confidence. Additionally, full transparency in implementation, financial transactions, and public disclosure of educational outcomes should be ensured to maintain the integrity of the system."

Public education system is the foundation of an active democracy. Transformative changes in its implementation are necessary to achieve the highest levels of school learning outcomes for the country. A self-regulation and accreditation system should be effectively implemented across all educational levels, including preschools, and for private, public, and charitable institutions and necessary quality standards will be established to ensure proper compliance. "The school assessment system, along with objective and developmental

thinking and a sense of responsibility, will serve as guiding principles in future school development plans.

## **1.2 School Quality Assessment Framework:**

The quality of our school will be recognized through the school quality assessment system. The outcomes need to be understood by students, parents, teachers, leadership, and the school planning committee. Quality education should be easily accessible and affordable to everyone who wishes to receive schooling. The assessment indicators for schools should be useful for all types, including urban, rural, and tribal schools. The school will use the school assessment for self-evaluation, and appointed or designated evaluators will also use it to review the school's level in terms of resources, school functioning, and student learning outcomes. Although the main responsibility for school improvement lies with the school itself, support from the community, taluka, and government machinery is expected. The level of the school, The education and social learning the students have received will only be evident once they leave the school. The assessment criteria have been designed by considering all the aspects necessary for improving the school's quality.

School improvement is a local responsibility. If education experts at the taluka, district, state, regional, and national levels contribute to improve all aspects of the school, improvements will occur more rapidly. Significant changes in schools take years to achieve; such changes do not happen in weeks or days. The elements of school assessment represent the types of assessments are done at the school level at one time. The conclusions drawn from the school assessment will be used to improve the availability of resources, school functioning, and student learning outcomes by continuously following up on whether they meet the established standard

## **1.3 School Quality Assessment**

### **1.3.1 Guidelines for School Quality Assessment Framework:**

#### **1. Realistic and Implementable Standards:**

The standards developed to bring improvements in schools are realistic and actionable, and not unrealistic or excessive.

#### **2. The student is at the Centre of the Framework:**

The framework makes schools aware of the impact their evaluation systems, continuous cyclical processes, and other plans have on students' learning outcomes. As described in realistic and actionable standards, the



effectiveness of methods used in schools and the initiatives used across various fields can be measured.

### 3. Focus on Holistic Development of Students:

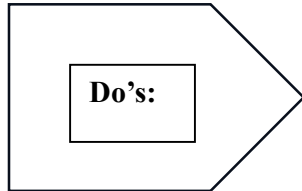
A quality framework is going to be focused on the impact of various aspects of student’s physical, mental, emotional, and social development. This framework emphasizes inherent skills, capabilities, values, health, active citizenship, and lifelong learning among students. The learning experiences provided to students should be comprehensive, balanced, challenging, responsive, and according to individual needs.

### 4. Guiding Recommendations from the National Education Policy 2020:

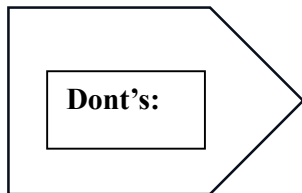
In accordance with the recommendations in the National Education Policy 2020, the assessment framework has to be developed as outlined in the table below, and these recommendations have to be easily incorporated into the school processes.

Competency-based teaching	Information literacy	Contemporary subjects like Artificial Intelligence, Information Technology, Design Thinking, etc.	Infrastructure
Holistic Development Report	Integration of school and co-curricular activities	Adoption of an inclusive approach	Multilingual education
Scientific Perspective Development	Focus on skills of the 21st century	Effective working	New structure of pedagogy
Experiential learning	Health education	Mathematical and computational perspectives	Vocational education
Continuous professional development of teachers	Values and ethics	foundational literacy and numeracy	Indian Constitution and Introduction to India

### 1.3.2 Things to Remember While Using the School Quality assessment Framework:



- While conducting school assessment, maintain effective communication with all stakeholders of the school.
- Provide meaningful and positive feedback to bring improvements in the school's operations.
- "When providing information about the conclusions, it should be conveyed in such a way that it leads to empowerment and provides knowledge about the plans



- The evaluation system should not be perceived as an inspection, nor should it feel like a punishment.
- The conclusion or result of the evaluation system should not be used for comparison with the assessments of other schools.
- When guiding schools after evaluation, avoid using negative language

### 1.3.3 Purpose of the School Quality Evaluation System:

**Provision in the framework of equal quality assessment**

**Empowering schools to identify their strengths and weaknesses.**

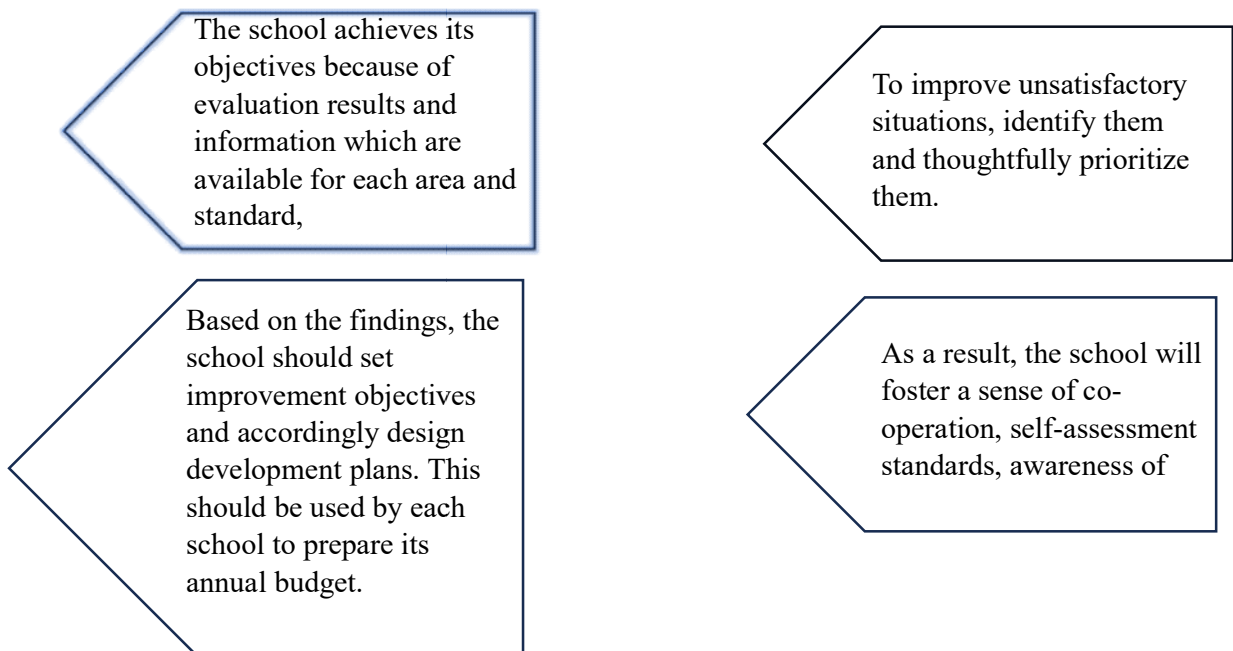
- The school evaluation system promotes communication.
- Because of domains, sub-domains, and standards, evaluators, even if they belong to different groups each time, can consistently make decisions across different sections.
- Due to the transparency of the findings from the fields, sub-
- The assessment system enables schools to identify their strengths and weaknesses.
- The use of integrated findings at various levels, such as at the taluka, district, and state levels, can be used for policy formulation, planning, practice, and implementation.
- The findings of the assessment help identify issues at the national and state levels, make broad changes, and assist schools in policy changes and support.

**Empowering schools to formulate policies.**

- The schools and their staff should reflect on the results obtained from the school quality evaluation.
- Based on the findings...
  - 1) Set future plans and objectives.
  - 2) Strengthen schools to work with the community and to collaborate with parents.
  - 3) Prepare plans for the improvement of schools.

**1.3.4 School Evaluation System Report:**

As per the structure of the school evaluation system, provide objective feedback to the school and management. This feedback should be collective for each standard and each area. (Annexure-2)



(A sample of the school's development and improvement planning is provided in the annexure.)

**1.3.5 The guiding principles of the methodology:**

The reason for providing the guiding principles for the school-level evaluation system is to improve the credibility of both self and external quality evaluations of schools and to provide integrated feedback at the taluka and state levels. Each school has its unique characteristics, and the guidance they will receive should

help the evaluating team work as effectively as possible within the available time.

The guiding principles for implementation are provided in Annexure-1. The information in this includes preparation for school evaluation, processes, methods, and sources of information. It also explains how to use the triangular approach of information and evidence.

School quality evaluation will be digitalized. The feedback will be uploaded to the designated portal, which will make the entire evaluation process more effective and accurate. Moreover, using this facility, the feedback from school quality evaluations can be consolidated at the district and state levels.

#### **1.3.5.1 SELF-ASSESSMENT:**

1. Self-assessment will be conducted once a year, and the findings of the assessment will be included in the school's annual planning. This process will be carried out by a committee of teachers. The committee will include teachers from various subjects, teacher representatives from SMC, SMDC members, and, if possible, administrative or accounts representatives, as well as other members.
2. Both male and female members from various age groups should be included in the committee.
3. Minimum 3 and maximum 5 members should have in the committee.
4. The number of members should be odd.
5. The leader of the committee should be the senior-most teacher.
6. The self-assessment process should begin with assessing the students' progress. After evaluating the school's operations, the resources used for student learning should also be evaluated.

#### **1.3.5.2 External Quality assessment:**

1. After the external quality assessment process is completed, before finalizing the feedback, the external evaluators will review the feedback from the school's self-assessment over the past two years.
2. External quality assessment feedback will be provided by external assessment determinants. In case there are any discrepancies in the self-assessment feedback, they will be noted in the external assessment feedback.

### **1.3.5.3 Integration of school-level quality assessment feedback will be done at the school, taluka, and state levels:**

The State School Standards Authority (SSSA) will be established at the State Educational Research and Training Council, Maharashtra, Pune. The authority will have a website. The website will record the school's level in each area in the assessment feedback. Once the progress of students at the taluka to state levels is known, appropriate measures can be taken. A detailed analysis can be done from taluka to state levels to determine which standards affect the progress of the area, either positively or negatively. Once this information reaches the schools, the progress patterns of students will be understood at the taluka and state levels. When the schools understand this, they will recognize the progress pattern in each area.

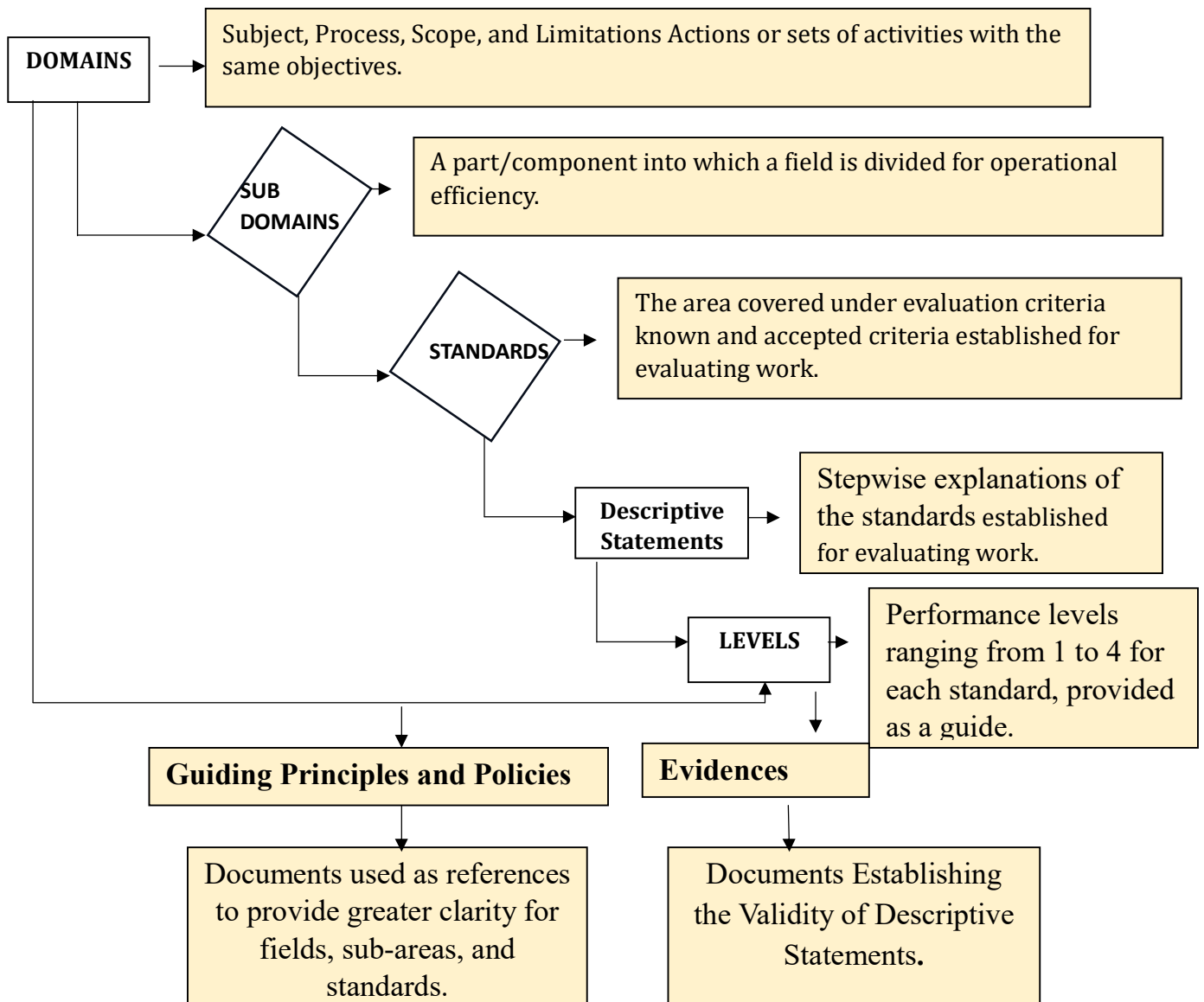


## Chapter 2

# School Quality Assessment and Assurance Framework (SQAAF) Structure

### 2.1 SQAAF Structure:

Standards are at the core of any assessment, forming the basis on which evaluations are conducted. Since quality is a broad concept, it must be viewed comprehensively. Therefore, the standards should encompass almost all key performance areas of a school and consider the satisfaction of all stakeholders.



To ensure a clear understanding and accurate interpretation of this framework, it is recommended that fields, sub-fields, standards, descriptive statements, evidence, and guiding principles or documents should not be considered separately but rather studied collectively. This is because all school functional areas are inherently interconnected and interwoven. Therefore, instead of analyzing them in isolation, it is essential to study all components of the framework in an integrated and holistic manner.

Each performance indicator is self-explanatory and is validated by the supporting evidence provided at the end of each guiding principle. Based on these guiding standards, schools can conduct self-assessments and determine the expected level that can be achieved or attained.

## 2.2 Key Components:

A detailed and comprehensive explanation of the key components mentioned in the above framework is provided.

Here's the revised table with everything in English:

Sr. No.	Field	Description
1	Area	A set of actions or activities that share a common objective, considering subject, methodology, scope, and limitations. Five key areas are considered for quality development in education: basic educational facilities, teaching-learning assessment, management, supervision and administration, and addressing stakeholders' concerns.
2	Sub-Area	<p>When an area has a broad scope, it is divided into multiple sections to understand its reach.</p> <p>Examples of sub-areas of curriculum, pedagogy, and assessment are as follows:</p> <ul style="list-style-type: none"> <li>a) Curriculum Planning</li> <li>b) Teaching-Learning Process and Environmental Lifestyle</li> <li>c) Skill-Based / Vocational Education Programs</li> <li>d) Health and Physical Education</li> <li>e) Values and Ethics: Knowledge of India</li> <li>f) Learning Support Programs, Student Performance, Learning Outcomes Assessment, and Feedback</li> <li>g) Early Childhood Care and Education (ECCE) &amp; Foundational Literacy and Numeracy (FLN)</li> <li>h) Mental Health, Well-being (Holistic Life), and Career Counselling</li> <li>i) Schools as Centres' of Innovation for Teachers and Students</li> </ul>

	<p>j) 21st Century Learning and Information Skills</p> <p>k) Citizenship Skills, Constitutional Values, and Knowledge of India and the World</p> <p>l) Teachers' Knowledge of Content, Concepts, Resources, and Pedagogical Methods, Along with Their Contribution to State-Level Educational Policies</p>
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<b>3 Standards</b>	<p>Criteria are established based on objectives and predetermined norms for school evaluation. When these criteria are validated according to known and accepted rules, they are called standards.</p> <p>Example: In curriculum planning, we find the following standard indicators for 'Curriculum, Pedagogy, and Assessment':</p> <ul style="list-style-type: none"> <li>- Principals and teachers are aware of the curriculum documents, records, and supplementary materials developed by SCERT/NCERT.</li> <li>- There is an integrated annual curriculum and pedagogical plan.</li> </ul>
<b>4 Descriptive Statements</b>	<p>The criteria formulated based on known and accepted rules are described according to different levels. The explanation of standards at different levels is called descriptive statements.</p>
<b>5 Levels</b>	<p>To facilitate school evaluation based on each standard, four performance levels (1 to 4) have been defined. Level 4 represents the highest performance, while Level 1 represents the lowest. - Performance levels are arranged in an increasing order, meaning that to achieve a higher level, a school must meet the requirements of the preceding levels. - A school must conduct self-evaluation to determine its current status and set goals to achieve the desired level. Schools also have the autonomy to create an action plan to reach the expected levels in different areas and standards.</p>
<b>6 Grades (Scores)</b>	<p>Each standard has a performance grading system ranging from Level 1 to Level 4. - Level 4 represents the highest performance level and is assigned a score of 4. To achieve this, a school must fulfil the requirements of Levels 1, 2, and 3. - Similarly, Level 3, 2, and 1 are assigned scores of 3, 2, and 1, respectively. - Schools must provide evidence for each performance level to receive the corresponding scores.</p>
<b>7 Evidence</b>	<p>Documents that establish the validity of descriptive statements or support the decision regarding a school's</p>



		placement at a specific level.
<b>8</b>	<b>Guiding Principles &amp; Policies</b>	Documents used as references for further clarity regarding areas, sub-areas, and standards. Each level includes relevant references.

**Level 1 (Initial)** – The system is in its primary stage.

**Level 2 (Progressive)** – The system is in the early structural phase. Activities are generally corrective.

**Level 3 (Developed)** – The system is well-defined and documented. People are aware of their roles within the institution and implement them effectively. Practices are naturally preventive and corrective.

**Level 4 (Proficient)** – Administration and leadership demonstrate accountability, responsibility, self-evaluation, and improvement planning.

**Level 4 of Performance Indicators:**

The performance level 4 under each standard represents the highest level of excellence and is assigned a weightage of 4 points.

To achieve 4 points, the school must meet the performance indicators of the other three levels. The operational framework adopted by the school should reflect best management practices.

For validation of Level-4 scores, video/documentation evidence available on the Government of India's 'Vidya Amrit' portal is expected to support the claim.

**DOMAINS:**

Domain 1: Curriculum, Pedagogy and Assessment

Domain 2: Infrastructure

Domain 3: Human Resources and School Leadership

Domain 4: Inclusive Practices and Gender Equity

Domain 5: Management and Governance

Domain 6: Beneficiary Satisfaction

**2.3. Domains, Subdomains, and Standards / Benchmarking Statement:**

The six domains, along with their subdomains and standards in SQAAF, indicate the applicable levels.

This can be understood from the following table. Here, Y signifies that the standard is applicable to that level, whereas x indicates that the standard is not applicable to that level.

**Domain 1: Curriculum, Pedagogy, and Assessment**

<b>Domain</b>	<b>Sub-domain</b>	<b>Standard</b>	<b>Foundational (Balvatika to Grade 2)</b>	<b>Preparatory (Grade 3 to 5)</b>	<b>Pre-Secondary (Grade 6 to 8)</b>	<b>Secondary (Grade 9 to 12)</b>
<b>1. Curriculum Pedagogy and Assessment</b>	<b>1.1 Curriculum Planning</b>	1.1.1	Y	Y	Y	Y
		1.1.2	Y	Y	Y	Y
		1.1.3	Y	Y	Y	Y
		1.1.4	X	X	X	Y
	<b>1.2 Teaching-Learning Process and Integration with Environmental Lifestyles</b>	1.2.1	Y	Y	Y	Y
		1.2.2	Y	Y	Y	Y
		1.2.3	Y	Y	Y	Y
		1.2.4	Y	Y	Y	Y
		1.2.5	Y	Y	Y	Y
	<b>1.3 Skill-Based / Vocational Education Programs</b>	1.3.1	X	X	Y	Y
		1.3.2	X	X	Y	Y
		1.3.3	X	X	Y	Y
		1.3.4	X	X	Y	Y
		1.3.5	X	X	Y	Y
		1.3.6	X	X	Y	Y
		1.3.7	X	X	Y	Y
	<b>1.4 Health and Physical Education</b>	1.4.1	Y	Y	Y	Y
		1.4.2	Y	Y	Y	Y
		1.4.3	Y	Y	Y	Y

	<b>1.5 Values and Ethics: India's Knowledge</b>	1.5.1	Y	Y	Y	Y
		1.5.2	Y	Y	Y	Y
	<b>1.6 Learning Facilitation Programs, Student Performance, Learning Outcomes</b>	1.6.1	Y	Y	Y	Y
		1.6.2	Y	Y	Y	Y
		1.6.3	Y	Y	Y	Y
		1.6.4	Y	Y	Y	Y
		1.6.5	X	Y	Y	Y
		1.6.6	Y	Y	Y	Y
		1.6.7	Y	Y	Y	Y

	<b>Assessment, and Feedback</b>					
	<b>1.7 Early Childhood Care and Education (ECCE) and Foundational Literacy &amp; Numeracy (FLN)</b>	1.7.1	Y	Y	X	X
		1.7.2	Y	Y	X	X
		1.7.3	Y	Y	X	X
		1.7.4	Y	Y	X	X
		1.7.5	Y	Y	X	X
		1.7.6	Y	Y	X	X
		1.7.7	Y	Y	X	X
	<b>1.8 Mental Health, Well-being (Enriched Life), and Career Counselling</b>	1.8.1	Y	Y	Y	Y
	<b>1.9 Schools as Centres for Teacher and Student Innovations</b>	1.9.1	Y	Y	Y	Y
	<b>1.10 21st-Century Learning and Information Skills</b>	1.10.1	Y	Y	Y	Y
		1.10.2	Y	Y	Y	Y

	<b>1.11 Citizenship Skills, Constitutional Values, Knowledge of India and the World</b>	1.11.1	Y	Y	Y	Y
		1.11.2	Y	Y	Y	Y
		1.11.3	Y	Y	-	-
	<b>1.12 Teachers' Competency in Content, Concepts, Literature, Pedagogical Approaches, and State-Level Educational Contributions</b>	1.12.1	Y	Y	Y	Y
		1.12.2	Y	Y	Y	Y
<b>Total Applicable Standards in Domain 1</b>			35	36	36	37

## Domain 2: Infrastructure

Domain 2	Subdomain	Standard	Foundational (Balvatika to Grade 2)	Preparatory (Grade 3 to 5)	Pre-Secondary (Grade 6 to 8)	Secondary (Grade 9 to 12)
2. Infrastructure	2.1 Classrooms, Library, Laboratories, and Other Rooms	2.1.1	Y	Y	Y	Y
		2.1.2	Y	Y	Y	Y
		2.1.3	Y	Y	Y	Y
		2.1.4	Y	Y	Y	Y
		2.1.5	Y	Y	Y	Y
		2.1.6	Y	Y	Y	Y
	2.2 Principal's Office, Staff Rooms, and Administrative Office	2.2.1	Y	Y	Y	Y
	2.3 Healthcare Services and Management	2.3.1	Y	Y	Y	Y
	2.4 Water, Sanitation Facilities, and Waste Management	2.4.1	Y	Y	Y	Y
		2.4.2	Y	Y	Y	Y

	2.5 School Furniture	2.5.1	Y	Y	Y	Y
	2.6 Safety Measures and Disaster Management	2.6.1	Y	Y	Y	Y
		2.6.2	Y	Y	Y	Y
		2.6.3	Y	Y	Y	Y
	2.7 Environment-Friendly School	2.7.1	Y	Y	Y	Y
		2.7.2	Y	Y	Y	Y
		2.7.3	Y	Y	Y	Y
	2.8 Playground and Sports Facilities	2.8.3	Y	Y	Y	Y
	2.9 Hostels (For Residential Schools, Boys & Girls)	2.9.1	Y	Y	Y	Y
		2.9.2	Y	Y	Y	Y
		2.9.3	Y	Y	Y	Y

	<b>Girls)</b>	2.9.4	Y	Y	Y	Y
	<b>2.10 School Cafeteria (If Applicable)</b>	2.10.1	Y	Y	Y	Y
	<b>2.11 ICT Infrastructure</b>	2.11.1	Y	Y	Y	Y
		2.11.2	Y	Y	Y	Y
	<b>2.12 School Entry Readiness</b>	2.12.1	Y	Y	Y	Y
		2.12.2	Y	Y	Y	Y
		2.12.3	Y	Y	Y	Y
		2.12.4	X	X	X	Y
		2.12.5	X	X	X	Y
<b>Total Applicable Standards in Domain 2</b>			28	28	28	30

### Domain 3: Human Resources and School Leadership

<b>Domain 3</b>	<b>Subdomain</b>	<b>Standard</b>	<b>Foundational (Balvatika to Grade 2)</b>	<b>Preparatory (Grade 3 to 5)</b>	<b>Pre-Secondary (Grade 6 to 8)</b>	<b>Secondary (Grade 9 to 12)</b>
<b>3. Human Resources and School Leadership</b>	<b>3.1 School Staff - Teachers and Non-Teaching Staff</b>	3.1.1	Y	Y	Y	-
		3.1.2	Y	Y	Y	Y
		3.1.3	Y	Y	Y	Y
		3.1.4	Y	Y	Y	Y
		3.1.5	Y	Y	Y	Y
		3.1.6	-	-	-	-
	<b>3.2 Pedagogical Leadership</b>	3.2.1	Y	Y	Y	-
	<b>3.3 Collaborative Leadership</b>	3.3.1	Y	Y	Y	Y
	<b>3.4 Systems for Change</b>	3.4.1	Y	Y	Y	Y

	<b>and Quality Management</b>					
	<b>3.5 Teacher Professional Development / Capacity Building</b>	3.5.1	Y	Y	Y	Y
		3.5.2	Y	Y	Y	Y
		3.5.3	Y	Y	Y	Y
<b>Total Domain 3</b>	<b>Applicable Standards in</b>		12	12	12	12

#### Domain 4: Inclusive Practices and Gender Equity

<b>Domain 4</b>	<b>Subdomain</b>	<b>Standard</b>	<b>Foundational (Balvatika to Grade 2)</b>	<b>Preparatory (Grade 3 to 5)</b>	<b>Pre-Secondary (Grade 6 to 8)</b>	<b>Secondary (Grade 9 to 12)</b>
<b>4. Inclusive Practices and Gender Equity</b>	<b>4.1 Barrier-Free Environment</b>	4.1.1	Y	Y	Y	Y
		4.1.2	Y	Y	Y	Y
		4.1.3	Y	Y	Y	Y
		4.1.4	Y	Y	Y	Y

	<b>4.2 Play and Entertainment Facilities</b>	4.2.1	Y	Y	Y	Y
	<b>4.3 Transportation Facilities</b>	4.3.1	Y	Y	Y	Y
	<b>4.4</b>	4.4.1	Y	Y	Y	Y

	<b>Overcoming Attitudinal Barriers</b>					
	<b>4.5 Dropout-Free Schools</b>	4.5.1	Y	Y	Y	Y
	<b>4.6 Special Educators for Children with Disabilities</b>	4.6.1	Y	Y	Y	Y
	<b>4.7 Identification and Mentoring of Talented/Gifted Students in STEM, Arts, Sports, etc.</b>	4.7.1	Y	Y	Y	Y
	<b>4.8 Educational Materials in Children's Mother Tongue (Local Languages)</b>	4.8.1	Y	Y	Y	Y
	<b>4.9 Screening Camps for Disabilities at School, Cluster, and Block Levels</b>	4.9.1	Y	Y	Y	Y
	<b>4.10 Equal Educational</b>	4.10.1	Y	Y	Y	Y

	<b>Opportunities for Girls in All Domains</b>					
	<b>4.11 Special Inclusive Policy</b>	4.11.1	Y	Y	Y	Y
<b>Total Applicable Standards in Domain 4</b>			14	14	14	14

### **Domain 5: Management, Supervision, and Administration**

<b>Domain 5</b>	<b>Subdomain</b>	<b>Standard</b>	<b>Foundational (Balvatika to Grade 2)</b>	<b>Preparatory (Grade 3 to 5)</b>	<b>Pre-Secondary (Grade 6 to 8)</b>	<b>Secondary (Grade 9 to 12)</b>
<b>5. Management, Supervision, and Administration</b>	<b>5.1 Vision and Mission Statement</b>	5.1.1	Y	Y	Y	Y
	<b>5.2 Institutional Planning System</b>	5.2.1	Y	Y	Y	Y
	<b>5.3 Effective Coordination</b>	5.3.1	Y	Y	Y	Y
	<b>5.4 Self/Resource Management</b>	5.4.1	Y	-	-	-
		5.4.2	Y	Y	Y	Y
	<b>5.5 Relationship Management</b>	5.5.1	Y	Y	Y	Y
		5.5.2	Y	Y	Y	Y
	<b>5.6 Activity Management</b>	5.6.1	Y	Y	Y	Y
	<b>5.7 Information and Record Maintenance</b>	5.7.1	Y	Y	Y	Y
<b>5.8 Oral/Virtual/</b>	5.8.1	Y	Y	Y	Y	



	<b>Online and Written Communication</b>					
	<b>5.9 Fee and Financial Administration</b>	5.9.1	Y	Y	Y	Y
	<b>5.10 Admission Process</b>	5.10.1	Y	Y	Y	Y
		5.10.2	Y	Y	Y	Y
	<b>5.11 Quality and Change Management Systems</b>	5.11.1	Y	Y	Y	Y
		5.11.2	Y	Y	Y	Y
		5.11.3	Y	Y	Y	Y
	<b>5.12 Data Entry in PGI, PRABANDH, UDISE+, SQAAF, National and State Review Centres' (VSK)</b>	5.12.1	Y	Y	Y	Y
<b>Total Applicable Standards in Domain 5</b>			17	17	17	17

### Domain 6: Beneficiary Satisfaction

<b>Domain 6</b>	<b>Subdomain</b>	<b>Standard</b>	<b>Foundational (Balvati ka to Grade 2)</b>	<b>Preparatory (Grade 3 to 5)</b>	<b>Pre-secondary (Grade 6 to 8)</b>	<b>Secondary (Grade 9 to 12)</b>
<b>6. Beneficiary Satisfaction</b>	<b>6.1 Student Satisfaction</b>	6.1.1	Y	Y	Y	Y
		6.1.2	Y	Y	Y	Y
		6.1.3	Y	Y	Y	Y
		6.1.4	Y	Y	Y	Y
	<b>6.2 Teacher Satisfaction</b>	6.2.1	Y	Y	Y	Y
		6.2.2	Y	Y	Y	Y

	<b>n</b>					
	<b>6.3 Staff Satisfaction</b>	6.3.1	Y	Y	Y	Y
	<b>6.4 Principal Satisfaction</b>	6.4.1	Y	Y	Y	Y
	<b>6.5 Alumni &amp; Parent Satisfaction</b>	6.5.1	Y	Y	Y	Y
	<b>6.6 Community Satisfaction</b>	6.6.1	Y	Y	Y	Y
	<b>6.7 Management Satisfaction</b>	6.7.1	Y	Y	Y	Y
<b>Total Applicable Standards in Domain 6</b>			11	11	11	11
<b>Total Applicable Standards Across All Domains</b>			117	118	118	121

## 2.4 Total Weightage / Grading

Even though all domains are applicable across different school levels, some subdomains and standards may not apply to every school. The assessment is structured in **four levels**, with each standard carrying a maximum of **4 points**.

<b>Sr. No.</b>	<b>Domain Name</b>	<b>Foundational (Balvatika to Grade 2)</b>	<b>Preparatory (Grade 3 to 5)</b>	<b>Middle (Grade 6 to 8)</b>	<b>Secondary (Grade 9 to 12)</b>	<b>Total Standards</b>
<b>1</b>	<b>Curriculum, Pedagogy, and Assessment</b>	35	36	36	37	<b>RR</b>
<b>2</b>	<b>Infrastructure</b>	28	28	28	30	30
<b>3</b>	<b>Human</b>	12	12	12	12	12

	<b>Resources and School Leadership</b>					
<b>4</b>	<b>Inclusive Practices and Gender Equity</b>	14	14	14	14	14
<b>5</b>	<b>Management, Supervision, and Administration</b>	17	17	17	17	17
<b>6</b>	<b>Beneficiary Satisfaction</b>	11	11	11	11	11
	<b>Total Standards (without hostel)</b>	<b>113</b>	<b>114</b>	<b>114</b>	<b>117</b>	-
	<b>Total Standards (with hostel)</b>	<b>117</b>	<b>118</b>	<b>118</b>	<b>121</b>	-
	<b>Total Score (without hostel)</b>	<b>452</b>	<b>456</b>	<b>456</b>	<b>468</b>	-
	<b>Total Score (with hostel)</b>	<b>468</b>	<b>472</b>	<b>472</b>	<b>484</b>	-

(Total Standards: 128)

### Grading/ Scoring

- **Level 1:** 1 Point
- **Level 2:** 2 Points
- **Level 3:** 3 Points
- **Level 4:** 4 Points

### Grade Table

<b>Grade</b>	<b>Score Range (%)</b>
<b>A+</b>	91 – 100
<b>A</b>	81 – 90
<b>B+</b>	71 – 80
<b>B</b>	61 – 70
<b>C+</b>	51 – 60
<b>C</b>	Below 50

## Domain 1 – Curriculum, Pedagogy and Assessment:

### Introduction:

This domain provides descriptions of curriculum, pedagogy, and assessment policies. It includes aspects such as the relevant curriculum, subject knowledge of teachers, student learning, academic environment, teacher-student interaction, and teaching-learning methods. Additionally, it emphasizes the integration of arts, values, life skills, and interdisciplinary education systems to achieve learning outcomes. A continuous and comprehensive evaluation (CCE) system is essential for tracking students' progress, supported by holistic progress reports. Furthermore, this section highlights inclusivity, which enhances students' capacities, skills, values, and ethics. It also promotes knowledge about India and fosters a culture of innovation.

<b>1.1: Curriculum planning</b>			
<b>1.1.1 Headmaster and teachers are familiar with curriculum-related documents and reference materials.</b>			
<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4 : Proficient</b>
1) Headmaster and teachers are aware of key recommendations and findings of NEP 2020, NCF and SCF.	1) The school organizes orientation programme and discussion for teachers on NEP 2020, SCF, and NCF.	Headmaster and teachers take into consideration the recommendations and learning outcomes of NCF and NEP 2020 while preparing lesson plans. 2) Classroom activities, including lesson planning and teaching, are also monitored regularly,	1) Teachers and Headmaster regularly analyse teaching methods to determine how well they support students' learning and development in accordance with NEP 2020, NCF, and SCF.

		according to the student's achievement and their needs.	
<b>Guiding Principles ,Policies:</b> NCF/SCF documents, NEP 2020, NCERT, SCERT, DIETs, NCTE published circulars.			
<b>Evidence</b>			
Copy of NEP 2020, NCF and SCF	Record of orientation programme	Annual assessment and planning of various examinations, Holistic Progress Card, Continuous comprehensive assessment.	Observation of teachers/ class attendance records, progress books, students profile & analysis of student wise learning levels..

<b>1.1.2 The School has an Integrated Annual Curriculum and Pedagogical Plan based on innovative pedagogy.</b>			
<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4 : Proficient</b>
1) The school has an Integrated Annual Curriculum and Pedagogical Plan based on innovative pedagogy.	1) Meetings are organized to discuss the integrated annual curriculum and pedagogical plan with the students and parents.	1) Teachers themselves adopt innovative teaching-learning methods and develop a teaching methodology adapted to the local context to develop critical	1) Teaching-planning is discussed in teacher parent meetings and implemented in all classrooms.

		thinking, curiosity and creativity, problem-solving, collaboration, etc. in students.	
<b>Guiding Principles, Policies: NEP 2020, NCF, SCF, NCERT, SCERT Learning Outcomes, and circulars.</b>			
<b>Evidence</b>			
Sample lesson planning showing easy methods of integrated learning.	Minutes of discussions in meetings held for annual planning of curriculum and teaching, list of activities used to inculcate reading habits in students.	Sample lesson plans that enrich critical and creative thinking, and lesson plans enhancing skills and 21st-century competencies.	Feedback from parents indicated that their children’s learning was enjoyable. Sample lesson plan.

<b>1.1. 3 The school actively develops the ability for its teachers to use innovative pedagogies in teaching and suggests that teachers in other schools also use those methods in teaching.</b>			
<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4 : Proficient</b>
1) Headmasters and teachers have completed their training of competency-based education and innovative teaching.	1) The principal and teachers exchange ideas about inclusive education,	1) Every teacher is trying to use new teaching methods at least once a week.  2) Innovative	1) Interactive sessions with other schools on innovative pedagogies and their benefits and learning outcomes are held in the centre conferences.

	<p>integrated education, competency-based learning, and new pedagogies to achieve learning outcomes.</p> <p>2) The school has prepared innovative pedagogy-based planning.</p>	<p>pedagogy is reflected in annual planning and classroom interaction in teacher lesson planning.</p>	<p>2) The school has reviewed all of its lesson plans to ensure that all subjects are taught using innovative pedagogy in all grades.</p>
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**Guiding Principles ,Policies:**

**NEP 2020, Learning Outcomes as per NCF, SCF, NCERT, SCERT, and Teacher Handbook**

**Evidence**

<p>Training and Awareness Programs - Schedule and Attendance.</p>	<p>Sample lesson plan</p>	<p>Sample lesson plans based on innovative pedagogy developed by teachers.</p>	<p>Evidence of conducting workshops, seminars, interactive sessions with neighbouring schools on sharing innovative pedagogy. The entries entered on the Vidya Amrit Portal and its link. Feedback from CRC / BRC on the use of consistently innovative pedagogy.</p>
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<b>1.1. 4 : The school gives the freedom to secondary-level students to choose subject for their studies</b>			
<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4 : Proficient</b>
1) Students at the secondary level have the freedom to choose subjects for study.	1)At least 25% of the school's students choose a course of their choice from the flexible curriculum available at the school.	1)At least 50% of the school's students choose a course of their choice from the flexible curriculum available at the school. 2)The school offers students the opportunity to learn through offline, online, and blended modes/methods.	1)At least 100% of the school's students choose a course of their choice from the flexible curriculum available at the school. 2)At the secondary level, students are given advanced skills as a subject.
<b>Guiding Principles ,Policies:</b> <b>Circulars published by NCF, SCF, NEP 2020, NCERT, SCERT and Learning Outcomes.</b>			
<b>Evidence</b>			
Information filled in UDISE +. School records.	A consolidated timetable of all classes in the school showing the time allocated for various activities.	Lesson planning of various topics showing integration.  Subject-wise Links to e-content are made available for students to pursue various subjects.	List of courses offered in all three modes: offline, online, and blended.  List of courses and internships offered, Artificial Intelligence, Eco-friendly lifestyle, etc.



<b>1.2: Teaching learning process and interaction with environmental lifestyle</b>			
<b>1.2.1 To enable teachers to adopt various teaching-learning methods/pedagogies keeping in mind the diverse needs of students.</b>			
<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4 : Proficient</b>
1) Teachers are trained in a variety of teaching methods.	1) Teachers plan integrated lessons keeping in mind the needs of various groups.	1) Teachers use a variety of teaching methods in their classrooms such as experiential learning methods, storytelling, art-integrated and sports-integrated learning.	1) The teacher's teaching is well understood by students. 2) The learning level of students has improved.
<b>Guiding Principles ,Policies:</b> <b>RTE - Act, Circulars published by, NCF, SCF, NEP 2020, NCERT, SCERT, Teacher's Handbook on Pedagogy, Continuous Comprehensive Assessment Guidelines</b>			
<b>Evidence</b>			
1)1) List and certificates of teachers who attended the training programs	1) Model lesson planning - experiential learning, collaborative learning, inquiry-based learning, all-inclusive learning, use of ICT tools, project-based learning,	1) Model lesson plan	1) Student feedback, Student profile, Holistic Progress Card.

	critical and creative thinking and 21st-century skills etc.		
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<b>1.2. 2 The school is adapting the competencies and learning outcomes set for all classes</b>			
<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4 : Proficient</b>
1) The competencies and learning outcomes set for all classes are displayed in the classroom.	1) All teachers are familiar with the competencies and learning outcomes set for all classes.	1) Each teacher receives guidance for lesson planning and implementation according to learning outcomes.	1) The school periodically reviews progress in learning outcomes and designs an action plan for students who are lagging behind in their studies.
<b>Guiding Principles ,Policies:</b> Circulars published by NCF, SCF, NEP 2020, NCERT, SCERT and Learning Outcomes for all classes and grades.			
<b>Evidence</b>			
List of learning outcome levels.	Teacher lesson planning. Annual planning.	Lesson planning of subject teachers. Headmaster's record of teachers' lesson observations.	Action plan prepared by teachers.

<b>1.2.3 The school uses technology to enhance the quality of the teaching learning experience.</b>			
<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4 : Proficient</b>
1. School uses technology to improve the quality of teaching-learning experience once a week	1)The school uses technology to enrich teaching-learning experience with the help of online resources. They have smart classrooms for daily digital teaching	1) Students learn concepts through e-content. 2)School encourages students to browse online content, make presentations with the help of online resources, solve papers and complete homework.	1)Students use technology to increase their learning and understanding of concepts. They use technology to present their learning and understanding of concepts in the form of information sheets, portfolios, documents, papers, journals, films, graphics, etc
<b>Guiding Principles ,Policies: Circulars, NEP 2020, NCERT, SCERT, DIETS Guidelines.</b>			
<b>Evidence</b>			
Timetable showing the use of technology	Smart classrooms	Sample evidence of ICT-based work produced by students, for example paper submissions, assignment videos, mind maps etc.	Presentation of sample evidence of ICT-based work produced by students, brochures, portfolios, documents, papers, articles, journals, films, graphics, etc.

<b>1.2. 4 The school adopts an institutionalized peer learning method.</b>			
<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4 : Proficient</b>
1 Co-curricular study is an optional and enjoyable activity program undertaken for fellow students under the supervision of trained teachers and with due care for safety aspects.	1 The school creates an innovative collaborative learning model to support students by promoting collaborative learning and self-motivated action programs.	1 The school conducts peer assessment and records it as evidence in the Holistic progress card.	1 The school reviews the child's progress through project-based and case-based learning, quizzes, role plays, group work, portfolios, etc., along with teacher evaluations, self-assessment and peer assessment.
<b>Guiding Principles ,Policies: Circulars, NEP 2020, NCERT, SCERT, DIETS Guidelines.</b>			
<b>Evidence</b>			
Annual planning showing peer activity tasks, list of peer activities, list of various methods and techniques for peer learning assessment.	Sample lesson for peer study.	Sample of Holistic progress card Evidence of Peer Assessment	Sample of a Holistic progress card showing peer assessment

<b>1.2. 5 The school focuses on adopting an environmentally friendly attitude and lifestyle.</b>			
<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4 : Proficient</b>
1) Every student is encouraged to acquire adequate awareness	1) The school organizes at	1) The school organizes at least three to four	1) The school changes the attitude of the students and encourages an

about environmental conservation and climate change.	least two workshops or awareness classes every year to focus on environmental education. 2) Environmental/Eco Clubs are active	workshops on environmental conservation.	environmentally friendly lifestyle.
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**Guiding Principles ,Policies:  
NEP 2020, NCERT, SCERT, DIET, and Learning Outcomes for all subjects.**

**Evidence**

List of programs organized to create environmental awareness among students, for example quizzes, debate competitions, speeches, role plays, acting, etc.	Eco Club Details - Number of Students	A detailed report of the workshops conducted for students, their expected outcomes, results and feedback.	List of activities related to water conservation, soil conservation, waste management
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**1.3. Skill-based/vocational education programme**

**1.3.1: The school develops employability and entrepreneurial skills in students.**

<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4 : Proficient</b>
1) The school fulfils the necessary requirements to implement vocational courses at the pre-secondary and secondary levels	1)The school establishes relationships with local industries to provide	1)In addition to the curriculum, the school provides experience in local professional	1) The students from class 6th to 8th are supported by local professional craftsmen to develop pre-professional skills. 2) Counselling for students to choose a career

	students with hands-on experience in the courses they take.	crafts through fun activity programs.	is done by conducting a skill-based aptitude test for students from class IX onwards. 3)Every child who has passed Class XII has acquired at least one vocational skill. Students will be offered internship, apprenticeship opportunities.
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**Guiding Principles ,Policies:**  
NEP 2020, NCF, SCF, Circulars of the concerned board, Teacher's handbook, NCERT, SCERT guidelines.

**Evidence**

Details of the school vocational education program	School timetable showing the hours of the skills course. Correspondence with local industries.	Interaction program between professional experts and students. Visits to local industries.	List of local professionals and craftsmen, List of students who have acquired professional skills in Class XII, List of students who have been provided opportunities for internships, apprenticeships, Participation in career fairs organized by the school
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**1.3.2: The school creates awareness among all students about digital, financial, communication, gender equity and health literacy at all levels.**

<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4 : Proficient</b>
1)Digital, financial environment, information and media, gender and health literacy rules/	1)The school uses project based learning /	1)The students communicate very well. Students learn financial	1)Students participate in the activities organized to interact with the community and show their skills.

<p>guidelines/ guidelines/ SOPs/ School Library are developed by the Maharashtra State Education Board.</p>	<p>role play/quiz / case study / hands-on sessions / action-based learning to develop these skills in the students</p>	<p>literacy.</p> <p>2) Under the Fit India Scheme, the school adopts a sports-integrated learning approach in action programs.</p> <p>3)Students are using digital tools.</p> <p>4) The school gives equal opportunities to students participating in various activities.</p>	
<p><b>Guiding Principles ,Policies:</b> NEP-2020, Circulars issued by NCVT/PSSCIVE regarding vocational education, NCF, SCF, the Life Skills Information Booklet developed by the respective education boards, circulars issued by the respective boards, WHO policy.</p>			
<p><b>Evidence</b></p>			
<p>List of teachers and students who participated in the above programs. Holistic progress card showing records of the above areas</p>	<p>Lesson planning and entries in the teacher’s diary</p>	<p>Daily lesson planning of teachers. List of students participating in various activities of the school</p>	<p>Process report of the above matters.</p>

<b>1.3.3: The school provides opportunities for internships, Bag-free schooling and entrepreneurship through local enterprises under their internship scheme</b>			
<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4 : Proficient</b>
1)Ten days of school work are designated as School Without bag or books days and the school organizes all kinds of fun activities during these days.	1)The school prefers to appoint local eminent persons or experts as expert mentors in various subjects such as traditional local art, commercial craft, entrepreneurship, agriculture or any other subject where local expertise exists.	1)At school, all students participate in a ten-day school without Bag activity and train with local professionals on or off school premises, as arranged by the school.	1)The school educates students about various trades, professions, and industries through regular interaction with parents from different professions
<b>Guiding Principles ,Policies:</b> NEP 2020, NCVT / PSSCIVE, Circulars related to Vocational Education, School Boards related to NCF, SCF.			
<b>Evidence</b>			
Bagless Day Timetable.	Ten days of planning for school bagless day, teachers'	Bag-less day school program logs, minutes books.	Exhibition of activities of students in various arts and crafts and related photos, and videos.



	daily and lesson planning. Feedback from parents who communicate with students about their professions.	Reactions of students who visited the ten-day bagless day school and local industries, local artisans, historical, cultural and tourist monuments, etc.	Student reports, articles, and plays written and performed by students
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**1.3.4 : The school conducts life skill development programmes, focusing on conceptual, social and physical skills**

<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4 : Proficient</b>
1)The school implements a grade and age-appropriate life skills development program focusing on conceptual social and emotional skills	1)All teachers have been trained to give life skills in an integrated way	1)Counselling, especially for adolescent students, is provided at school. 2)Counsellors in the school actively participate with teachers in guiding the students	1)Students have adopted the expected life skills to face the challenges of daily life.

**Guiding Principles ,Policies:**

NEP 2020, Life skills information brochure developed by the respective boards, circulars issued by the respective education boards, WHO policy.

**Evidence**

A report on life skills.	Proof of teacher training.	Evidence of counselling provided by the counsellor	School records
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<p><b>1.3.5: The school provides opportunities related to the development of the advanced knowledge and future technology (e.g. IT, Atal Tinkering Lab, Artificial Intelligence (AI), Machine Learning, 3-D Printing, IOT, Technology, Data Analytics, Space Technology, Artificial Intelligence, Business Intelligence, Augmented Reality, Virtual Reality, Cyber Security, Data Science, Robotics etc.)</b></p>			
<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4 : Proficient</b>
1) The school has plans to use technology.	The school provides proper training in modern technology and orientation training facilities to the teaching staff	1)The school creates the opportunity to learn new technology by identifying modern technology	1)The school teaches students the application of new technologies in areas related to modern technology through project work, problem solving, hackathon participation, etc.
<p><b>Guiding Principles ,Policies: Circulars published by NCF, SCF, NEP 2020.</b></p>			
<p><b>Evidence</b></p>			
The annual curriculum and teaching plan will cover arts, knowledge, and futuristic technologies.	Sample training module for selected teachers for art, knowledge, and futuristic technology	Workshops/ seminars on art, knowledge and future technology. Sample lessons planning	Multiple modes of study in lesson planning for acquiring 21st century skills. For example, experiential learning, collaborative learning, inquiry-based and research-based learning, all-inclusive learning, design thinking, use of ICT tools, etc. Participation Records of

			National Innovation Mission
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<b>1.3.6: The school promotes local ‘LOKVIDDYA’ and introduces students to its practical and theoretical aspect.</b>			
<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4 : Proficient</b>
1) The school collected information by surveying local LOKVIDDYA, trade, industry and agricultural activities.	1)The school engages familiar trade, industry, agriculture experts in school activities and encourages them to share their knowledge, skills and expertise with the students	1)The school provides opportunities to the students to learn about folk lore, vocational skills and agricultural knowledge from experts in trade, industry and agriculture	1)Schools encourage students to apply folk lore, professional skills, and agricultural knowledge from experts in trade, industry, and agriculture to their daily lives.
<b>Guiding Principles, Policies: Circulars published by NEP 2020, NCERT, SCERT.</b>			
<b>Evidence</b>			
Consolidated survey findings/information report.	List of experts in various local business sectors.	Schedule of field visits/expert visits. Feedback from students after learning about Lok Vidya	Student interview

**1.3.7: The school provides ample opportunities for each student to pursue art education in any one of the arts or combination of fields with the help of teachers / local artists / parents / joint subject groups or clubs with neighbouring schools / online classes. For example, folk art drawing and painting, dance, music, literature and poetry, theatre, graphic designing, animation, etc.**

<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4 : Proficient</b>
1) The school includes classes in the art, music, dance, drama, etc. in the timetable.	1) The school provides opportunities for students to participate in various art exhibitions. The school promotes local folk arts and crafts.	1) Orientation programs are organized to create awareness among parents and school management members about the importance of art education.	1) Students participate in respective competitions / events / activities / subject circles / clubs etc. at Zonal / State / National levels.

**Guiding Principles ,Policies:  
NEP 2020, Circulars published by NCERT, SCERT, a handbook of art.**

**Evidence**

A school calendar showing the hours included for art education activities for all students in the school.	An art education initiative under the 'Ek Bharat Shreshtha Bharat' programme	List of workshops / seminars / orientation programmes conducted to create awareness among parents / guardians.	Observation and evaluation records of students participating in activities. Feedback from students on the impact of the art forms on them and evidence of participation.
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<b>1.4 - Health and physical education</b>			
<b>1.4.1: The school has a policy to inculcate lifelong habits and culture of health, sports and fitness among the students</b>			
<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4 : Proficient</b>
1 Both indoor and outdoor Sports, games and yoga classes will be Conducted in the school. The disabled are included in this. The school has facilities for disabled persons to play.	In the school there are sports teachers who conduct regular physical education. Students are regularly exposed to important components of a healthy lifestyle such as Yoga, Pranayama, Meditation, Balanced Diet, Exercise	School assesses health and fitness of students with disabilities with the help of Sports Authority of India's Fit India app	1) Physical education and sports have been included in the school development plan. 2) School sports teams / individual students actively participate in sports competitions from local to national level including CWSN. 3) Talented professionals and enthusiastic sports persons are contacted to encourage the students to pursue a healthy lifestyle. 4) Students, including those with disabilities, participate in Khelo India.
<b>Guiding Principles ,Policies:</b> Circulars and guidelines published by NCF, SCF, NEP 2020, Handbook on Physical Education and Yoga			
<b>Evidence</b>			
Sports planning is available in the school for physical education and games, Sports equipment register, Records of health check-	Evidence of facilities for both outdoor and indoor games, Proof of the availability	Physical Education Planning, Timetable including sports periods.	List of available sports infrastructure, List of sports activities, Documents proving the availability of experts for physical education, Evidence of participation

ups conducted annually or at specific intervals.	of a playground, Evidence of counselling conducted to promote nutrition, balanced diet, and the use of local food grains, Proof of organization of yoga, health, and sports activities.		in the Government of India's Fit India Movement, Khelo India, and other similar programs.
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<b>1.4.2 - All school children undergo annual health check-ups.</b>			
<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4 : Proficient</b>
All school children undergo annual health check-ups.	1) 100% immunization is ensured.. 2) 100% of the children are vaccinated 3) Health cards are issued for monitoring purposes related to health check-ups	All children have Abha Card (Ayushman Bharat Identity Card). Health records are maintained digitally as per Ayushman Bharat Identity Card	Counselling of parents is done on the basis of health check-up. Students take responsibility for their health by setting achievable health goals that are monitored and guided by the Fit India App and their teachers.

<b>Guiding Principles ,Policies:</b> Circulars and guidelines published by NCF, SCF, NEP 2020, Policies of Ayushman Bharat			
Evidence			
Health Check-up Card.	Records of health awareness programs for students, teachers, and other community members, School calendar including health check-up planning, Proof of vaccination.	Sample of Student Health Records.	Records of parent meetings conducted to share information on students' health reports, Sample records of counselling sessions on health issues.

<b>1.4.3 - All children in the school are screened on PRASHAST. (PRASHAST app is developed by NCERT to screen for CWSN)</b>			
<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4 : Proficient</b>
The school organizes training for teachers on the use of the PRASHAST app and on primary health screening of students from the relevant authorities.	The school ensures that all children undergo a preliminary screening through the PRASHAST app. Teachers bring their observations	The school screens all children on the PRASHAST app. After screening and expert assessment, students with specific learning disabilities and autism spectrum	1)All teachers are trained to handle disabled students in their classes. 2)The school conducts regular counselling for parents for the convenience of disabled students.

	based on the PRASHAST app to the attention of parents.	disorders are referred to special teachers for study.	
<b>Guiding Principles ,Policies:</b> NEP-2020, Relevant School Board Inclusion Policy Act, RTE 2009 Act, Circulars and guidelines published by NCERT, SCERT, PRASHAST App Guidelines			
Evidence			
Training Records.	Records of students examined on the PRASHAST app, Records of students directed or sent for camps at the taluka level.	Records of students with learning disabilities and those with self-focused learning.	Evidence of training provided to all teachers for handling differently-abled students in their classes, Details of available assistance/support and equipment for differently-abled students.

### 1.5 - Values and ethics: Knowledge of India

**1.5.1: The school inculcates values in an atmosphere of care, compassion and respect. Welcomes diversity and inculcates cultural values among all school stakeholders**

<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4 : Proficient</b>
1) The curriculum prepared by SCERT including value education is available and teachers use it 2) Values are embedded in the teaching-learning	1) Values are demonstrated through an integrated curriculum 2) The	1) The school helps students to respect traditional Indian values (elders, environment,	1) School policies, curriculum, conduct and school relationships are inclusive, ethical and respectful, effectively implemented and regularly reviewed



<p>process</p> <p>3) The school plans relevant activities to inculcate values among the students</p>	<p>school establishes equality among itself by reducing disrespect, inequality and discrimination in the society</p>	<p>food, animals, plants, etc.)</p> <p>2) The school welcomes students and teachers from diverse backgrounds and perspectives and celebrates special events accordingly</p>	<p>2) Decisions made by all stakeholders on the basis of information and in collaboration with each other are in the best interests of students and reflect a code of ethics, equity and dignity,</p> <p>3) Student learning outcomes are reflected in the school records of student achievement through student cumulative report cards, daily observations and peer interactions.</p>
<p><b>Guiding Principles ,Policies:</b>  NEP-2020, RTE-2009 (Act 29.2), NCF/SCF, NCERT, and SCERT Guidelines, Circulars on Value Education, Inclusive Education, and Sexual Education</p>			
<p>Evidence</p>			
<p>Records of guidance provided to students.</p>	<p>Integrated Annual Curriculum and Pedagogical Planning, Teacher's Logbook and Lesson Plan Book.</p>	<p>Records of celebrations for festivals, events, and local special days, Certificates awarded by the school and guests to students in the context of cultural values, attitudes, and behaviour.</p>	<p>Guidance, supervision, and review methods, Collaborative improvement plan, Evidence of organizing workshops that promote diversity and respect, Evidence of community involvement.</p>

**1.5.2 - The school ensures that classroom interactions include knowledge of India's heritage, civilisation, ethos and values and encourages students to have a sense of duty towards society, animals and nature**

<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4 : Proficient</b>
All teachers have adequate knowledge of Indian cultural heritage, decency and ethics.	Knowledge of Indian culture, India's rich heritage, ethics and values are embedded in classroom interactions.	1) Students feel proud of India's historical heritage while respecting the culture of other countries 2) Students identify the values and principles that guide them in decisions and actions, for example, various initiatives are taken under “Ek Bharat Shreshtha Bharat”	Students are made aware of their duties towards society, animals and nature.

**Guiding Principles ,Policies:**  
NEP-2020, RTE-2009 (Act 29.2), NCF/SCF, NCERT, and SCERT Guidelines, Circulars on Value Education, Inclusive Education, and Sexual Education

Evidence

A list of initiatives promoting India's cultural heritage, civilization, and ethics.  Capacity-building programs for teachers in	<input type="checkbox"/> Integration of Values, Ethics, and Indian Knowledge in Annual Curriculum	<input type="checkbox"/> List of Students Participating in Programs Related to the Indian Knowledge	<input type="checkbox"/> Samples of Student Reflections on Their Responsibilities Towards Society, Nature, and All Living Beings <input type="checkbox"/> Evidence of Community Participation
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the context of the Indian education system.	and Pedagogical Planning <input type="checkbox"/> Comprehensive School Timetable <input type="checkbox"/> Annual School Report <input type="checkbox"/> Documentation and Evidence Related to Child Safety Committee Report	System <input type="checkbox"/> Participation Report of the 'Ek Bharat Shreshtha Bharat' Program	<input type="checkbox"/> Feedback and Appreciation Letters from Parents and Teachers <input type="checkbox"/> School Bulletin Board Reflecting Real-World Current Events with Practical Examples
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## 1.6 - Learning empowerment programmes, student performance, evaluation of learning outcomes and feedback

### 1.6.1: Teachers use multiple methods of assessment to assess student performance.

Level 1 : Initial	Level 2 : Progressive	Level 3: Developed	Level 4 : Proficient
Continuous formative evaluation of all students is conducted in the school.	After evaluating the students, the students and parents are informed about the progress.	After the students are evaluated, an action plan is taken as needed to enhance student achievement.	1) The school has a self-developed multi-method question bank. Teachers use Rubrics for assessment. 2) Oral examination of students is conducted by other teachers 3) Self-assessment and peer assessment of students are taken into consideration. The mastery level of students' learning is determined based on the criteria of the respective institutions

			such as NAS, SLAS, SEAS. 4) The progress of students is reviewed based on information technology.
<b>Guiding Principles ,Policies:</b> NEP-2020, Guidelines, Circulars, and Journals on Assessment Issued by the School Education Department, NCERT, SCERT, and CBSE			
Evidence			
Continuous and Comprehensive Evaluation (CCE) Records	Sample Evidence of Assessment and Holistic Progress Card.	Action Plan	Holistic Progress Card, student portfolio.

<b>1.6. 2 - The understanding of collaborative and self-assessment techniques has been integrated</b>			
<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4 : Proficient</b>
School headmasters and teachers are aware of collaborative and self-assessment techniques	Teachers at the school are trained in various methods of assessment and have started conducting collaborative and self-assessment in all standards.	Students provide positive and constructive feedback on peer assessments.	1) Through self-assessment, students are aware of their strengths and challenges. 2) Collaborative and self-assessment are incorporated into the Holistic Progress Card (HPC).
<b>Guiding Principles ,Policies:</b>			

NEP-2020, NCF, SCF, NCERT, SCERT Guidelines and Circulars			
Evidence			
Teacher Training Report on Collaborative and Self-Assessment	Teacher's Diary with Lesson Planning	Records of Collaborative Assessment	Records of Self-Assessment Holistic Progress Card (HPC)

<b>1.6.3 - The category of learning outcomes is used as a measure of competence to assess learning. The “Rashtriya Avishkar Abhiyan” has integrated activities to make science and mathematics learning enjoyable and meaningful.</b>			
<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4 : Proficient</b>
<p>1) The school has available documents regarding learning outcomes and competencies for different classes as defined by NCERT</p> <p>2) The school organizes awareness programs for teachers regarding the purpose and objectives of the National Innovation Mission</p>	<p>1) The assessment of students in science and mathematics subjects is based on the questions in the textbook</p> <p>2) Teachers plan their science, and mathematics components according to the curriculum.</p> <p>3) Discuss with students and parents the results of the study of</p>	<p>1) Teachers assess students based on self-determined assessment tasks, as defined by the competency /learning outcomes for each lesson.</p> <p>2) The school conducts several activities/exhibitions/research workshops/seminars based on various subjects including science to develop the scientific approaches and evidence-based thinking</p>	<p>1) Ability / learning assessments are used to assess the progress of using knowledge in terms of conceptual clarity and real-life situations rather than textbook content and information.</p> <p>2) Students develop science and math projects with a focus on learning from real-life situations</p> <p>3) Science and mathematics boards are active in the school from the preparatory level to the secondary level.</p> <p>4) The school regularly participates in activities hackathons jamboree etc. at district, state, national levels related to science</p>

	<p>science and mathematics and explain them</p> <p>4) The school inculcates a culture of thinking, inventing, innovating and acting to promote learning based on curiosity.</p>	<p>processes.</p> <p>3) Students are encouraged to focus on mathematical and computational thinking through various activities including teaching coding from the middle level.</p>	<p>and mathematics.</p>
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**Guiding Principles ,Policies:**

Learning Outcomes Document as per NEP-2020, NCERT, and SCERT- NCF,SCF

**Evidence**

<input type="checkbox"/> Teacher Empowerment Program for Criteria-Based Assessment <input type="checkbox"/> Awareness Workshop for the National Innovation Campaign	<input type="checkbox"/> Sample Lesson Plan <input type="checkbox"/> Evidence of Activities Based on Atal Tinkering Lab (ATL)	<input type="checkbox"/> Evidence of Action Programs Promoting Scientific Temper <input type="checkbox"/> Evidence of Activities Encouraging Mathematical Thinking <input type="checkbox"/> Details of Coding Learning Initiatives	<input type="checkbox"/> List of Science/Mathematics Projects Developed by School Students <input type="checkbox"/> Samples of Projects Developed or Compiled by the School at the Infrastructure Level, Preparatory Level, Pre-Secondary Level, and Secondary Level
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<b>1.6.4 - The Holistic Progress Card (HPC) is prepared for each student. All students make their progress and move towards continuous development.</b>			
<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4 : Proficient</b>
Assessment is done by the relevant subject/class teacher.	The school has a Holistic Progress Card.	The overall progress of each student is recorded informally and it is ensured that no ranking or competition exists among students in the class.	1) A student development program is first taken based on the information obtained from the assessment 2) There is a mechanism for assessment monitoring and review to ensure that students achieve their individual and collective development goals
<b>Guiding Principles ,Policies:</b> Guidelines and Circulars on Assessment and Holistic Progress card (HPC) in Various Areas Published by NEP-2020, NCERT, SCERT, and CBSE			
Evidence			
<input type="checkbox"/> Assessment Schedule, Sample Records, Sample Documentation of Remedial Activities	Records of Holistic Progress Card (HPC)	<input type="checkbox"/> Sample of Holistic Progress Card (HPC),Records of HPC, Evidence of Availability in the School's Digital Record System	<input type="checkbox"/> Evidence of Various Methods Used to Ensure Objective Outcomes on Student Progress in Evaluating Skills and Competencies in Visual and Performing Arts, Life Skills, Values, Health, and Physical Education <input type="checkbox"/> Feedback from CRC/BRC

<b>1.6.5 - Action programs have been determined based on the SLAS/ NAS / SEAS district report.</b>			
<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4 : Proficient</b>
Teachers have understood the district report of the SLAS/ NAS / SEAS	1) Teachers have been trained for action plans to be implemented after SLAS/NAS/ SEAS 2) Teachers have developed various innovative pedagogies and assessment methods to assess the learning outcomes of students and enhance learning	1) An action plan is prepared based on the district report of SLAS/NAS/SEA S. 2) Additional opportunities are provided to all students as per the study findings based on the district results of SLAS/NAS/SEA S.	According to SLAS/ NAS/ SEAS, the achievement levels of students at various levels and in various subjects and domains have surpassed the national or state averages at those levels and in those subjects or domains.
<b>Guiding Principles ,Policies:</b> Guidelines, Circulars, and Reports Published by NEP-2020, NCERT, SCERT, and SLAS/NAS/SEAS Report Cards			
Evidence			
Documents Analysing District Reports of SLAS/PAT/NAS/SEAS Available in the School	Teacher Capacity Development Training Program	<input type="checkbox"/> Action Plan <input type="checkbox"/> Student Feedback	<ul style="list-style-type: none"> <li>School Documents for Setting Study Capacity Enhancement Targets as</li> </ul>



	Based on Post-SLAS/PAT/NAS/SEAS Processes		Determined by the District During SLAS/PAT/NAS/SEAS Assessment
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**1.6.6 - The school ensures the highest attendance of its students.**

<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4 : Proficient</b>
<p>1) The school maintains a record of student attendance</p> <p>2) Policies are in place to bring back students who have dropped out of school</p>	<p>1 The Headmaster and teachers are aware of the students who are regularly absent and accordingly, the parents of those children are informed about the children who are regularly absent.</p>	<p>1) Students who have dropped out of school are called and brought back to school</p> <p>2) The school ensures at least 75 % attendance of its students</p>	<p>1 The Headmaster, teachers and other stake holders have created a joint plan to increase student attendance</p> <p>2 Students (Girls, students from various socio-economic disadvantaged groups and CWSN) at risk are give support and encouragement to complete their schooling.</p> <p>3 School ensures at least 100% attendance of its students.</p>

**Guiding Principles ,Policies:**  
 Guidelines and Circulars Issued by School Authorities as per NEP-2020, RTE-2009, NCERT, and SCER

**Evidence**

<input type="checkbox"/> Records of Student Attendance <input type="checkbox"/> List of Reasons for Student Dropout and Documentation of Policies to Reduce	Details of Communication with Parents	<input type="checkbox"/> Written Records of Actions Taken by Teachers and Principals to Ensure	<input type="checkbox"/> Records of Students Re-enrolled and Registered in the School Register <input type="checkbox"/> Records of All Out-of-School Students
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Dropout Rates		Maximum Attendance, in Addition to Communication with Parents <input type="checkbox"/> Records of Re-enrollment of Out-of-School Students into the Classroom	<input type="checkbox"/> UDISE+ Data <input type="checkbox"/> Evidence of Support Provided to At-Risk Students (Girls, Students from Various Socio-Economic Disadvantaged Groups, CWSN)
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**1.6.7 Action plans have been determined based on the PAT report.**

<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4 : Proficient</b>
1) Teachers have understood the PAT report.	1) Teachers have been trained for the action plans to be implemented after PAT. 2) Teachers have developed various innovative teaching methods and assessment techniques to evaluate students' learning outcomes and foster learning growth.	1) An action plan has been created based on the PAT report. 2) Based on the PAT results, additional learning opportunities are provided to all students according to their learning outcomes.	1) According to PAT, the success levels of students at various levels and in various subjects/domains have surpassed the national/state averages at those levels and in those subjects/domains.

**Guiding Principles ,Policies:**

Guidelines, Circulars, and Reports Published by NEP-2020, RTE-2009, NCERT, SCERT, and PAT Report Cards

**Evidence**

Documents Analysing PAT Reports Available in the School	Teacher Capacity Development Training Program Based on Post-PAT	<input type="checkbox"/> Action Plan <input type="checkbox"/> Student Feedback	School Documents for Setting Study Capacity Enhancement
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	Processes		Targets as Determined During PAT Assessment
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<b>1.7: Early Childhood Care and Education(ECCE) and Foundational Literacy and Numeracy</b>			
<b>1.7.1 The school provides BALVATIKA education for children aged three to six years, spanning one to three years.</b>			
<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4 : Proficient</b>
1) The schools have implemented a foundational curriculum and teaching structure.	1)Balvatika / Anganwadi is operational at the foundational level.	1) All teachers teaching from 1st to 3rd Standard have completed the FLN/NISHTHA module. 2) All teachers teaching 4th and 5th grade at the foundational level have completed the NISHTHA primary module.	1) Teachers ensure that all the 'targets' mentioned in 'Nipun Bharat' have been achieved 100% by the students at the foundational level.
<b>Guiding Principles ,Policies:</b> ECCE Information Booklet , NEP-2020, Guideline issued by Ministry of Education, Union Territories, NCERT, SCERT, and School Authorities, Circulars			
Evidence			

Evidence of Teacher Training on ECCE	<input type="checkbox"/> Designated Years 1/2/3 for BALVATIKA <input type="checkbox"/> Number of Students Enrolled in Balwatika /Anganwadis for the Current Academic Year	<input type="checkbox"/> Details of Records for Teachers Who Have Completed the NISHTHA Program from Balwatika to Standard 5 <input type="checkbox"/> Records of Student Transition Levels Based on School Attendance Records from Balwatika to Standard 1	<input type="checkbox"/> Evidence of Implementation of the Vidya Pravesh Programme <input type="checkbox"/> In-School Records of Student Performance According to the "Targets" Mentioned in Nipun Bharat
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**1.7.2 Diverse teaching-learning materials have been made available in the local language.**

<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4 : Proficient</b>
1) Teaching-Learning Materials (TLM) for reading literacy and mathematical literacy in regional languages are available based on NCF/SCF.	1) At the foundational level, the student-to-textbook (ratio) is 1:2 or more than 2 at the preparatory level. (If the reading literacy and numeracy	1) For reading literacy and numeracy, storybooks, video games, flashcards, picture books, apps, etc., as teaching-learning materials (TLM), are available in	1) In the foundational and preparatory classes (Grade 1 to Grade 5), 100% of the students have access to class-specific supplementary teaching materials in regional/local languages.

	textbooks are combined at the foundational level, the ratio will be 1:1).	regional languages as well as in the children's local language/mother tongue both offline and online. 2) The school has digital and physical (book) libraries available.	
<b>Guiding Principles ,Policies:</b> NEP-2020, RTE Act, Guidelines and Circulars Issued by NCERT and SCERT			
Evidence			
<input type="checkbox"/> List of Teaching-Learning Materials: Storybooks, Video Games, Flashcards, Picture Books, Apps, etc. Details of Teacher Capacity Development Training Workshops for the Creation of Teaching-Learning Materials in Local, Regional, and dialect Languages	<input type="checkbox"/> Evidence of Availability of Textbooks by Class for Students from Standard 1 to Standard 5 <input type="checkbox"/> List of Teaching-Learning Materials (TLM) Provided by SCERT and DIET	<input type="checkbox"/> List of Digital/E-Content Teaching-Learning Materials in Various Languages <input type="checkbox"/> Updated List of Storybooks in Local Languages Available in the School Library, list of teaching learning material(TLM)	<input type="checkbox"/> Records of Availability of Grade-Level Reading Materials in Local Languages and Dialects <input type="checkbox"/> Evidence of Achieving NIPUN Targets

**1.7.3 The school promotes the mother tongue/regional language, and teachers strengthen its nurturing by fostering peer relationships through linguistic diversity.**

<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4 : Proficient</b>
<p>1) As mentioned in NCF/SCF, there is availability of teaching-learning materials in the regional language for literacy and numeracy.</p> <p>2) The school encourages students to bring books written in their mother tongue to the class and share them.</p>	<p>1) Study-teaching materials for reading literacy and mathematical literacy are available in regional languages as well as in local dialects/mother tongue.</p> <p>2) Children read aloud small passages from storybooks in their language, demonstrate reading skills, feel proud of their own culture, and at the same time, they respect all cultures in the school.</p>	<p>1) The library has books in regional languages, local languages, dialects, and mother tongue, available both online and offline. This includes stories, books, video games, flashcards, pictures, books, apps, etc.</p> <p>2) Storytelling programs are organized with the help of local leaders, grandparents, and other community members.</p>	<p>1) In the foundational years (Grades 1 to 3), 100% of the students are provided with grade-specific supplementary learning materials in their regional/local languages.</p> <p>2) The foundational students have achieved notable success in their local language/mother tongue.</p>

<b>Guiding Principles ,Policies:</b> NEP-2020, RTE Act ,Guidelines and Circulars Issued by NCERT, and SCERT			
<b>Evidences</b>			
Detailed List of Teaching-Learning Materials for Reading Literacy and Numeracy in Various Languages	Evidence of Availability of Textbooks and Teaching-Learning Materials Developed by NCERT/SC ERT for Reading Literacy and Numeracy in Local Languages for Teachers and Students	<input type="checkbox"/> Detailed Classified List of Teaching-Learning Materials Prepared by School Teachers in Local Languages <input type="checkbox"/> Detailed Classified List of Local Storybooks Available in the School Library <input type="checkbox"/> Records of Storytelling Sessions Assisted by Local Leaders and Grandparents	Updated Data

<b>1.7.4 The schools have adopted activity-based teaching using innovative games and toys for the foundational level till five years.</b>			
<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4 : Proficient</b>
1) Teachers in the school are trained in innovative pedagogy such as play-based, activity-based, or toy-based teaching.	1) In the school, 25% of the teachers are using innovative teaching methods in	1) In the school, 50% of the teachers are using innovative teaching methods in the classroom, such as toy-	1) In the foundational and preparatory classes (STD 1 to STD 5), 100% of the students have access to standard-specific supplementary teaching materials in regional/local languages.

	the classroom, such as toy-based/play-based teaching, art-integrated education, play-integrated education, experiential learning, and storytelling-based teaching	based/play-based teaching, art-integrated education, play-integrated education, experiential learning, and storytelling-based teaching methods.	
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**Guiding Principles ,Policies:**

NEP 2020, Guiding Principles and Circulars published by NCERT/SCERT.

**Evidences**

Records of Teacher Capacity Development Workshops on Innovative Teaching Methods	Evidence of Using Innovative Teaching Methods in Sample Lesson Plans or Classroom Activities, such as Toy-Based Learning, Activity-Based Learning, or Game-Based Teaching	Evidence of Teachers Using Innovative Pedagogies in Classroom Activities, Such as Toy-Based Teaching, Activity-Based Teaching, and Game-Based Teaching	Evidence that 100% of Teachers are Using Innovative Teaching Methods
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<b>1.7.5 To ensure the progress of each child, the school conducts observation-based evaluation in Standard 1 and Standard 2.</b>			
<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4 : Proficient</b>
1) The school develops age-appropriate assessment methods for Standard 1 and Standard 2.	1) Teachers are trained to assess students through oral/listening and observation methods.	1) Teachers use oral/listening and observation-based assessments for Standard 1 and Standard 2 in the school.	1) Teachers develop individual learning plans for each student in the respective class by using the assessment results of students in Standard 1 and Standard 2 to bridge the learning gaps.
<b>Guiding Principles ,Policies:</b> NEP 2020, NCF/SCF, Guiding Principles published by Ministry , Circulars, NCERT/SCERT, Education Boards, NIPUN BHARAT Framework.			
Evidence			
Sample Documents of evaluation Methods	Records of Training and Feedback Provided to Teachers for Using Observation -Based Assessment	Records of Observations by Principals or Peers on the Implementation of Observation-Based Assessments Used in Standard 1 and 2	Record of Assessment

<b>1.7.6 The school closely monitors the FLN (Foundational Literacy and Numeracy) actions to ensure that all children reaching Standard 3 have acquired the basic skills of literacy and numeracy.</b>			
<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4 : Proficient</b>
1) The school has adopted the NIPUN Bharat framework.	1) The school implements	1) Teachers have developed and implemented	1) The school closely monitors the FLN (Foundational Literacy

2) All teachers have undergone FLN (Foundational Literacy and Numeracy)/ NISHTHA training	FLN initiatives for students and parents. For example: "Things Saturday" under the reading movement, two reading hours, Joy Hour, etc	lesson plans, resulting in the development of students' literacy and fundamental language skills.	and Numeracy) actions to ensure that all children have reached the third grade have acquired the basic skills of literacy and numeracy.
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**Guiding Principles ,Policies:**  
 Guiding Principles, Circulars published by NEP 2020, NCF/SCF, NCERT, SCERT, NIPUN, FLN.

Evidences

List of FLN Initiatives Implemented in the School for Students and Teachers, Such as Awareness of Nipun Bharat Goals, and Capacity Development Programs Based on Foundational Literacy and Numeracy	Evidence of Parental Involvement in Achieving FLN	Evidence of Developing School-Level and Grade-Wise Plans to Improve Students' FLN Competencies and Implement NIPUN Initiatives, Including a Calendar of NIPUN Activities with Assigned Responsibilities	<input type="checkbox"/> Evidence of Achieving Nipun Targets <input type="checkbox"/> Records of Analysis with Reasons for Students Who Were Unable to Achieve the Targets
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**1.7.7 Meetings between teachers and students are organized for enriching learning experiences.**

<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4 : Proficient</b>
1) The school has planned meetings between teachers and students with neighbouring schools/educational institutions and Anganwadi.	1) Teachers organize exchange programs for teaching-learning experiences with nearby schools.	1) Collaboration with nearby schools/educational institutions and Anganwadi leads to the implementation of various joint initiatives, such as joint sports days, art exhibitions, Eco clubs, subject forums for students, hackathon teams, science exhibitions, 'Ek Bharat Shreshtha Bharat' programs.	1) The exchange of teaching and learning experiences between teachers and students from nearby schools/educational institutions and Anganwadi has been beneficial.

**Guiding Principles ,Policies:**  
 Guiding Principles, Circulars published by NEP 2020, NCF/SCF, NCERT, SCERT and the manual of “Ek Bharat Shreshtha Bharat”

Evidence

List of Planned Exchange Programs with Nearby Schools/Institutions	List of Action Programs Conducted During Visits	Student Feedback and Report on Action Programs	List of Joint Initiatives Conducted in Collaboration with Nearby Schools, Educational Institutions, and Anganwadi , Such as Joint Sports Day, Art Exhibitions, Eco Clubs, Subject Boards for
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			Students, Hackathon Teams, Science Exhibitions, Ek Bharat Shreshtha Bharat Initiatives, Counselling/Guidance Programs, etc.
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**1.8: Counselling for Mental Health and Well-being (Prosperous Life) and Career**

**1.8.1 Counsellors are made available to the students to solve their career guidance related to mental health and emotional health problems**

<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4 : Proficient</b>
In schools, students are counselled on issues related to their career guidance, mental health and emotional health	1) A counsellor is appointed in the school.  2) Counsellors provide individual counselling.	Parents are informed about their children and involved in supporting school efforts to ensure mental health and well-being of the child	1) Group / class meetings are held on a regular basis.  2) Children are given immediate information about the symptoms of mental health problems. Students can ask for help. Teacher and student relationships have been established.

Guidelines/Policies  
Guiding Principles, Circulars published by NEP 2020, NCF/SCF, NCERT, SCERT and Education Board.

Evidence

List of awareness programs organized for parents and community on a MANODARPAN Portal for mental and emotional health	Number of group counselling sessions and the information of children who	Career guidance evidence of parents and community participation in mental health and emotional health.	Career guidance reports on Counselling Sessions organized on mental health and emotional health. Details of the help of students on the basis of counselling services
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	participated	Information about the days or weeks fixed to provide personal counselling	
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<b>1.9: School as the centre of teachers and students' innovations</b>			
<b>1.9.1: Teachers undertake innovative projects in the field of teaching and learning, development of teaching-learning tools, and teacher capacity-building activities to bring about qualitative improvement in school education</b>			
<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4 : Proficient</b>
The school has undertaken a creative or innovative project to improve the quality of teaching in the last year	The school is constantly undertaking innovative projects in the areas of teaching and learning, TLM development and teacher capacity building activities to bring about qualitative improvement in school education	Teachers encourage the school community and other stakeholders to bring about qualitative improvement in school education and participate in innovative projects being implemented in teaching and learning etc	Implementation of innovative projects in school education has led to a qualitative improvement in education.
Guidelines/Policies Guiding Principles, Circulars published by NEP 2020, NCF/SCF, NCERT, SCERT and Government Resolution.			
Evidence			

Notes on Innovative Projects	A list of innovative activities	Records of the installation of innovative cells and their operation	Link for registration of innovative projects on Vidya Amrit Portal
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### **1.10: Learning and information skills of 21<sup>st</sup> century**

1.10.1 : Teachers guide students to imbibe critical thinking, creativity, problem-solving skills and design thinking skills that enable them to face and find solutions to various socio-economic challenges

<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4 : Proficient</b>
The school plans the activities for the development of the above capabilities.	The school implements the development activities of the above abilities	Students take up projects based on the above skills	The school provides opportunities to the students to develop competencies to deal with various social, economic challenges and Students face such challenges and find solutions.
Guidelines/Policies Guiding Principles, Circulars published by NEP 2020, NCF/SCF, NCERT, SCERT and Government Resolution.			
Evidence			
School Planning Documents	Evidence of Skill-Based Subject Boards conducted for students  Register of students	Samples of a project done by students	Records of projects done by teachers and students

1.10.2 - Students excel in 21st century skills such as information literacy, media literacy, and technology literacy			
<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4 : Proficient</b>
The school plans various activities to complete the 21st century learning skills	The school provides students with opportunities and resources to master 21st century learning skills, such as exposure or collaborations with media houses, CSO tech companies, etc.	Students take up projects based on the 21st century skills	Students master 21st - century skills and apply them in day to day life
Guidelines/Policies Guiding Principles, Circulars published by NEP 2020, CBSE/MOC/NCERT/SCERT/SARTHAK, and Manual of SARTHAK.			
Evidence			
Annual curriculum planning	Evidence of training of teachers on 21st-century learning skills such as media literacy and technology literacy.	Class wise timetables, Evidence of cooperation with media houses, CSO tech companies, etc.	Evidence that shows the skills of information literacy, media literacy and technology literacy. Records of In -School Media House, Publishing of School Digital Magazine etc.

	Lesson planning and teacher's daily Diary. The resources available in the library		
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<b>1.11: Citizenship skills, constitutional values, India and the World knowledge system</b>			
<b>1.11.1: The school enhances citizenship skills, knowledge and understanding of the responsibility for constitutional values and fundamental duties.</b>			
<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4 : Proficient</b>
Books, reference books are available based on various values in the school library	The school takes cognizance of India's heritage, culture, civilization, knowledge of Indian values in classroom activities and teaching	Students conduct project work to develop citizenship skills and understanding of the values enshrined in the Constitution and the fundamental duties. For example, under Ek Bharat Shreshtha Bharat, various initiatives are taken	1) Students organize an awareness program for parents and community members about the value and citizenship skills of the Constitution, election rights and duties, etc. 2) Students behave responsibly
Guidelines/Policies NEP-2020, NCERT, SCERT, DIETs Guiding Principles and circulars			
Evidence			
Books of various values	Lesson	Details and	Photos of events



in the library.	planning	photos of Conferences, seminars, and workshops.	organized for the community and parents.
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### 1.11.2 - The school incorporates the knowledge of India at all levels

Level 1 : Initial	Level 2 : Progressive	Level 3: Developed	Level 4 : Proficient
The school has an annual curriculum and a teaching plan framework that integrates Indian knowledge.	Conducts meetings, workshops, seminars to share the annual curriculum and academic plan integrating the knowledge of India with teachers, staff, students and parents	Teachers integrate aspects of Indian knowledge in classroom activities and engage themselves in teaching-learning practices	Students organize projects that demonstrate their knowledge of Indian conduct and culture
Guidelines/Policies NEP-2020, NCERT/SCERT/NCF/SCF Circulars			
Evidence			
Integrated annual curriculum and teaching planning. School Calendar	Documented Evidence of Meetings, Seminars, Workshops	Sample lesson planning that integrates India's knowledge	Evidences of projects conducted by students.

<b>1.11.3 - The school ensures awareness and understanding of current affairs as well as knowledge of critical issues facing the local community, the state, the country and the world</b>			
<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4 : Proficient</b>
The school plans activities to solve the above issues	Student, teacher, parents participate in activities	Students organize projects by being awake to reduce the severity of these problems	The students' activities have been recognized at the district, state and national levels
Guidelines/Policies NEP-2020, NCERT/SCERT/NCF/SCF Circulars			
Evidence			
School planning and activities	List and records of activities for awareness by student teacher, non-teaching staff	List of awareness programs and projects organized by students	Evidence of recognition of activities at district, state and national level

<b>1.12: Teachers' Up datedness regarding content, concept, literature, teaching methods etc. and educational contributions at the state level</b>			
<b>1.12.1: Teachers keep themselves updated on content, concepts, literature, teaching methods, etc..</b>			
<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4 : Proficient</b>
Teachers read content, concepts, innovative pedagogies from various sources and learn the changes	Teachers use the information read in the study and	The teachers share the information with other teachers in the block and	Teachers write about educational changes, content, pedagogical tools, solution plans in various academic journals,

	encourage students to know about it	district level training in the centre conferences	newspapers
<p>Guidelines/Policies  NEP-2020, NCF, SCF, Circulars published by the concerned school board, Value Education manual developed or referred by the concerned school board, Internet, Newspapers, Various magazines.</p>			
Evidence			
<input type="checkbox"/> List of Various Sources, Notes	Records of Lesson Planning	<input type="checkbox"/> Photos of Celebrating Programs Collaboratively <input type="checkbox"/> Certificate Records	Educational Magazines, Newspaper Articles, and Clippings

**1.12.2 - Teachers contribute as mentors in training for curriculum development, module creation, and educational material development etc. at various levels.**

<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4 : Proficient</b>
Teachers contribute to the creation of model activities at the school level, the creation of educational materials, and innovative schemes as training guides.	Teachers contribute to the creation of model activities at the centre and block level, the creation of educational materials, and innovative schemes as training guides.	Teachers contribute to the creation of model activities at District level, the creation of educational materials, and innovative schemes as training guides.	Teachers contribute to the creation of model activities at the State/national level, the creation of educational materials, and innovative schemes as training guides.

Guidelines/Policies NEP 2020, NCF, SCF, Guiding Principles and Circular			
Evidence			
Records of Contributions, Photos, and Certificates	Records, Photos, and Certificates	Records, Photos, and Certificates	Records, Photos, and Certificates

## Domain 2 – Infrastructure

### Introduction:

Infrastructure plays a crucial role in ensuring the effective functioning of schools. If every school develops or provides facilities according to its needs, it directly impacts the quality of education and student performance. Keeping this in mind, we will assess the availability, adequacy, and quality of infrastructure in this area. Every eligible child should have easy access to school, and the facilities should be inclusive, ensuring that students with disabilities do not face any difficulties. To track each student’s progress, maintaining student records is essential. This helps in monitoring student transition across different classes. The subcategories within this area will highlight all key aspects related to infrastructure, making it easier for institutions to follow the necessary processes systematically. By making the best use of available resources and maintaining high standards, a conducive learning environment can be created.

To help students develop into responsible individuals, schools must provide a safe and inclusive environment that supports learning, skill development, and personality growth. A learning space that is inclusive and accessible to all genders and students with disabilities should be created, ensuring equal opportunities for both students and teachers. According to the RTE Act (2009), student admissions should be simple and properly structured. To facilitate students' access to the appropriate level of schooling, safe and practical transportation must be provided. Additionally, physical infrastructure and a well-maintained learning environment should be developed to enhance accessibility and efficiency in education.

Existing schools should be expanded and upgraded with modern physical facilities. In areas where schools do not exist, fully equipped new schools should be established, particularly for girls, students with disabilities, and those requiring hostel facilities. Providing safe and functional infrastructure will ensure that every student gets the opportunity to grow into a responsible individual.

<b>2.1: Classrooms, Library, Laboratory, and Other Rooms.</b>			
<b>2.1.1: There are sufficiently conducive classrooms for learning, and the school has planned to strengthen the existing infrastructure in one session.</b>			
<b>Level 1: Initial</b>	<b>Level 2: Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4: Proficient</b>
1) Classrooms	1) Classrooms are	1) The school	1) There are separate

are available in proportion to the number of teachers and students. 2) The school has accessible classrooms for barrier-free entry.	used for multipurpose activities, including co-curricular activities. 2) The school campus is utilized for co-curricular activities.	has at least one additional classroom available for the library, laboratory, or recreational activities. 2) There is sufficient and comfortable seating space available for students. 3) The spaces in classrooms, verandas, and stairways are safe for students to move around, especially for CWSN (Children with Special Needs) students.	classrooms for the library, science lab, computer lab, etc. 2) A fully equipped hall is available for community activities. 3) Directional signboards are available in the school's entrance area. 4) The school regularly reviews its infrastructure, especially for CWSN (Children with Special Needs) students.
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**Guiding principles/Policy: NEP-2020, RTE-2009 Government Resolution Dated 29<sup>th</sup> June 2013 (Basic Facility Criteria) and circulars.**

**Evidences:**

Student attendance, Annexure of 8A	Photos.	List of classrooms and other facilities, adequate space as per student numbers	Asset register.
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**2.1.2: Adequate number of separate toilets are available in the school for boys, girls, transgender and CWSN, abundant water is available for toilets and all toilets are ready to use**

<b>Level 1: Initial</b>	<b>Level 2: Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4: Proficient</b>
1) The school has sufficient separate toilets	1) The toilets are regularly maintained and	1) The toilets are used regularly.	1) The school has complete toilet facilities with running

for boys, girls, transgender students, and CWSN (Children with Special Needs). 2) A hand wash station or facility for washing hands is provided in a designated area.	cleaned. 2) All students are vigilant about the proper use of the toilets. 3) Water usage in the toilets is done efficiently. 4) Separate toilet facilities are available for CWSN (Children with Special Needs) students.	2) The toilets are cleaned at least once in a day, and sufficient water is available for this. 3) The toilets are regularly maintained and repaired as needed.	water. 2) The school has appointed a sanitation worker. 3) Awareness regarding the regular use of toilets has been raised through the sanitation worker.
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**Guiding principles/Policy: NEP-2020, RTE-2009 Government Resolution Dated 29<sup>th</sup> June 2013 (Basic Facility Criteria) and circulars.**

**Evidences:**

Eyewitness testimony.	Eyewitness testimony, photos.	Eyewitness testimony, maintenance and repair register.	Eyewitness testimony, parent meeting register, photos, etc.
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**2.1.3: The school has library facilities. If not, the school makes use of libraries from community participation, other institutions, or neighbouring libraries.**

<b>Level 1: Initial</b>	<b>Level 2: Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4: Proficient</b>
1 The school has a separate library. If not, library boxes are used. 2 The library has sufficient books according to the number of students.	1 The borrowing and returning of books in the library are recorded in a register. 2 The library includes books that respect all religions, castes, ethnicities, genders, etc. 3 Teachers and students regularly use the books in the library. 4 At least 50% of	1 The school has a separate library and reading room. 2 The books in the library are kept up-to-date according to the needs and age groups of the students. 3 The books in the library are used in teaching and learning	1 The school provides internet access, e-books, and digital resources for students and teachers. 2 Suggestions from students regarding library facilities are considered. 3 Parents make use of the library. 4 Books are donated to the library through community involvement. 5 All students make

	students read books. 5 The school subscribes to monthly/weekly publications.	activities. 4 At least 75% of students read books. 5 Audio books, Braille books, etc., are available for students with special needs.	regular use of the library. 6) Books are purchased regularly based on the needs of students, teachers, and staff.
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**Guiding principles/Policy: NEP-2020 Point No.2.8, RTE-2009 Government Resolution Dated 29<sup>th</sup> June 2013 (Basic Facility Criteria) and circulars.**

**Evidences:**

Book lending and receiving register.	Records from sample number 5/33, library record register.	Photos of conducted activities, audiobooks, Braille books, etc.	E-books, book ratio - 5 books per student, 25 books per teacher.
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**2.1.4: Updated and well-equipped laboratories are available for subjects like language, mathematics, science, etc**

<b>Level 1: Initial</b>	<b>Level 2: Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4: Proficient</b>
<p>1 Language, mathematics, and science laboratories are available.</p> <p>2 Language boxes, science boxes, and mathematics boxes are available.</p> <p>3 The school has a language corner, science corner, and mathematics corner.</p>	<p>1 Language boxes, science boxes, and mathematics boxes are used in teaching and learning activities.</p> <p>2 Experiments are conducted using the materials in the laboratories, and students are given the opportunity to conduct experiments.</p>	<p>1 The school has well-equipped laboratories.</p> <p>2 Students and teachers have knowledge of using various chemicals and materials in the laboratories.</p> <p>3 Students with disabilities are given extra time to conduct experiments with the help of other</p>	<p>1 A full-time laboratory attendant has been appointed in the laboratory, and if not, alternative arrangements have been made.</p> <p>2 All safety signs are displayed in the laboratory.</p> <p>3 The school fulfils all laboratory safety standards.</p> <p>4 Feedback from students and teachers regarding the laboratory is collected.</p>



		students. 4 The school has established a mathematics and science club.	
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**Guiding principles, Policy: NEP-2020, RTE-2009 Government Resolution Dated 29<sup>th</sup> June 2013 (Basic Facility Criteria) and circulars.**

**Evidences:**

Science box, mathematics box, language box.	Student attendance register, list of experiments, list of experiment materials, experiment record register.	Laboratory information brochure (Lab Manuals).	Action plan, experiment files, eyewitness evidence.
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**2.1.5: The school and school management use computers and ICT facilities to support their operations.**

<b>Level 1: Initial</b>	<b>Level 2: Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4: Proficient</b>
1 Sufficient computer and ICT facilities are available for the use of teachers and students.	1 Teachers and students use computers and ICT in teaching and learning activities. 2 The school has internet facilities available.	1 The school uses e-resources for teaching and learning. 2 The school uses updated equipment to make learning easier for CWSN (Children with Special Needs) students.	1 The school strengthens computer and ICT facilities through parental involvement. 2 The school continuously maintains and repairs the computer and ICT facilities. 3 The school has uploaded videos on the 'Vidya Amrit' portal.

**Guiding principles/Policy: NEP-2020 Point no.23 &24, RTE-2009 Government Resolution Dated 29<sup>th</sup> June 2013 (Basic Facility Criteria) and circulars.**

**Evidences:**

School timetable, number of computers: 1- For teaching	Student records, school timetable.	E-learning resources, curriculum, various educational	School website, SMS facility, parent contact system, eyewitness evidence.
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purposes 2- For administrative work.		photos.	
<b>2.1.6: The school has sufficient space/rooms for activities such as art, crafts, dance, drama, and various clubs/ boards.</b>			
<b>Level 1: Initial</b>	<b>Level 2: Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4: Proficient</b>
1 The school utilizes the classroom for various artistic activities.	1 The design and use of the classrooms are based on various art forms. 2 The rooms used for artistic activities are in good condition.	1 The school has established various clubs. 2 Students regularly participate in various activities. 3 While organizing activities like art, crafts, dance, drama, and other clubs, care is taken to ensure that teaching and learning are not disrupted.	1 The open spaces in the school are used for various co-curricular activities. 2 Age-appropriate materials for different artistic activities are available in the school, and they are used effectively.
<b>Guiding principles/Policy: NEP-2020 Point No.22, RTE-2009 Government Resolution Dated 29<sup>th</sup> June 2013 (Basic Facility Criteria) and circulars.</b>			
<b>Evidences:</b>			
Eyewitness evidence, photos.	Eyewitness evidence, photos.	Student certificates	school activities organising planning and action plan, eyewitness evidence, photos.
<b>2.2: Headmaster's Office, Staff Room, and Administrative Office.</b>			
<b>2.2.1: The school has sufficient space for the principal/headmaster, staff, and administration as per the requirements.</b>			
<b>Level 1: Initial</b>	<b>Level 2: Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4: Proficient</b>
1 The school	1 Sufficient space	1 Apart from	1 The headmaster's

has a headmaster's office.	is available for the headmaster, teachers, and administrative staff in the school.	the headmaster's office, separate rooms are available for teachers and staff.	office and other rooms are clean, beautiful, attractive, and artistically decorated (My office is a beautiful office). 2 The school office is equipped with ICT facilities. 3 The office displays signboards for various school committees.
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**Guiding principles/Policy: NEP-2020 Point No. 23 & 26, RTE-2009 Government Resolution Dated 29<sup>th</sup> June 2013 (Basic Facility Criteria) and circulars.**

**Evidences:**

Photo	Photo	Photo	Photo
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**2.3: Healthcare Services and Management.**

**2.3.1: The school is aware of students' physical and mental health, and health services and management facilities are available.**

<b>Level 1: Initial</b>	<b>Level 2: Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4: Proficient</b>
<p>1 A first aid kit is available.</p> <p>2 Necessary medicine supplies are available in case of emergencies.</p> <p>3 Emergency medical assistance contact numbers are displayed in the front area.</p> <p>4 The school has displayed a "Tobacco-Free Zone" sign in the front area.</p>	<p>1 Annual health check-ups have been conducted.</p> <p>2 Teachers and students have received first aid training.</p> <p>3 Preventive check-ups are being conducted through the health worker.</p> <p>4 Vaccinations have been administered.</p> <p>5 The school has declared a tobacco-free zone.</p>	<p>1 Health check-up reports are discussed with parents.</p> <p>2 Parental suggestions, student health-related complaints, along with support, are recorded and addressed.</p> <p>3 Counselling services are available for mental and physical health.</p> <p>4 ABHA</p>	<p>1 Health improvement is prioritized in the school, and its implementation is ongoing.</p> <p>2 The school has a Health and Wellness Club, and services are provided for social and school health.</p> <p>3 The school has an agreement with a primary health centre or a similar hospital, ensuring the availability of health workers.</p> <p>4 Sanitary pad machines are provided.</p>

		(Ayushman Bharat Health Account) cards have been issued for all students. 5 The school has received the "Tobacco-Free School" certificate.	
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**Guiding principles/Policy: NEP-2020 Point No. 1.9 & 2.9, RTE-2009 Government Resolution Dated 29<sup>th</sup> June 2013 (Basic Facility Criteria) and circulars.**

**Evidences:**

First aid kit, list of medicines, Medical Officer number display.	Student health records, Feedback Register photos, vaccination list.	ABHA card, counselling report.	Wellness club, agreement documents, sanitary pad vending machine photos.
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**2.4: Water, Sanitation Facilities, and Waste Management.**

**2.4.1: The school promotes awareness and consciousness regarding cleanliness and hygiene.**

<b>Level 1: Initial</b>	<b>Level 2: Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4: Proficient</b>
1 The school campus is kept clean.	1 Sufficient cleaning materials (soap, disinfectants, brooms, brushes, buckets, mugs, etc.) are available for cleanliness.	1 Separate restrooms for men and women are available, and signs are displayed.	1 A sanitary pad dispenser is available for girls under the Menstrual Hygiene Management (MHM) program. 2 Regular inspections regarding water and cleanliness are conducted by the School Management Committee. 3 A sweeper has been appointed for cleaning the toilets.

**Guiding principles/Policy: NEP-2020 Point No. 1.2 & 4.23, RTE-2009 Government Resolution Dated 29<sup>th</sup> June 2013 (Basic Facility Criteria) and circulars.**

<b>Evidences:</b>			
Photographic evidence.	Photographs.	Cleanliness inspection report.	Photographs, certificates, records in the Feedback Register.

**2.4.2: Safe drinking water and sufficient sanitation facilities are available in the school.**

<b>Level 1: Initial</b>	<b>Level 2: Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4: Proficient</b>
1 The school has drinking water facilities.	1 The school has separate water arrangements for drinking and other uses. 2 The school has a wastewater management system.	1 The water quality is tested regularly. 2 The storage water containers are cleaned regularly. 3 Water disinfection equipment is available, such as filters and disinfectant chemicals.	1 Water purification system is available. 2 The number of taps is sufficient according to the student population, and the design allows for easy use. 3 Drinking water, cleanliness, waste management, etc., are regularly inspected by the committee.

**Guiding principles/Policy: NEP-2020 Point No. 1.2 & 4.23, RTE-2009 Government Resolution Dated 29<sup>th</sup> June 2013 (Basic Facility Criteria) and circulars.**

<b>Evidences:</b>			
Photographic evidence.	Photographs.	Photographs, eyewitness evidence.	Water quality inspection report.

**2.5: School Furniture.**

**2.5.1: The school has sufficient, safe, comfortable, age-appropriate, and attractively designed furniture.**

<b>Level 1: Initial</b>	<b>Level 2: Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4: Proficient</b>
1 Sufficient furniture is available according to the	1 The furniture is safe, comfortable, and attractive	1 The school has additional furniture for organizing co-	1. Modifications/change s are made to the material as needed

number of students and teachers.		curricular activities, and it is used appropriately.	from time to time. 2. Furniture is reviewed through the SMC (School Management Committee). 3. Furniture is available for CWSN (Children with Special Needs) students.
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**Guiding principles/Policy: NEP-2020 Point No. 3.4 & 4.26, RTE-2009 Government Resolution Dated 29<sup>th</sup> June 2013 (Basic Facility Criteria) and circulars.**

**Evidences:**

Photos, register number - 4/32.	Photos, register number - 4/32, eyewitness evidence.	Photos and space for storing materials.	Photos of dis-abled students using materials.
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**2.6: Security Provisions and Disaster Management.**

**2.6.1: The school has proper lighting and ventilation arrangements.**

<b>Level 1: Initial</b>	<b>Level 2: Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4: Proficient</b>
1 The classrooms have adequate lighting arrangements. 2 All equipment is operational.	1 The classrooms have natural lighting arrangements and windows. 2 All classrooms are well-ventilated and airy. 3 Training sessions have been organized for the safe handling of electrical equipment.	1 Classrooms are painted in attractive colours to create an encouraging environment. 2 Appropriate capacity lights and fans have been installed in the classrooms for proper lighting and ventilation.	1 The entire school building is well-ventilated and creates an environment conducive to learning.

**Guiding principles/Policy: NEP-2020, RTE-2009 Government Resolution Dated 29<sup>th</sup> June 2013 (Basic Facility Criteria) and circulars.**

**Evidences:**

Eyewitness	Eyewitness	Eyewitness	Eyewitness evidence.
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evidence.	evidence, training records.	evidence, photos.	
<b>2.6.2: Fire safety measures have been implemented in the school.</b>			
<b>Level 1: Initial</b>	<b>Level 2: Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4: Proficient</b>
1 Fire extinguishers are available.	1 Instructions for using fire extinguishers are posted on the walls.	1 Teachers, staff, and students have been trained in the use of fire extinguishers.	1 Disaster management training has been provided. 2 A list of fire hazards is displayed in the school. 3 Fire extinguishers are regularly maintained.
<b>Guiding principles/Policy: NEP-2020, RTE-2009 Government Resolution Dated 29<sup>th</sup> June 2013 (Basic Facility Criteria) and circulars.</b>			
<b>Evidences:</b>			
Eyewitness evidence.	Emergency training.	School safety certificate	Evidence related to training, verification through an on-site visit, fire extinguisher inspection.
<b>2.6.3: Effective measures have been taken for disaster management. The school has its own emergency preparedness plan, which is prominently displayed in every classroom.</b>			
<b>Level 1: Initial</b>	<b>Level 2: Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4: Proficient</b>
1 The school has developed a plan for disaster management.	1 The school has prominently displayed its own disaster management preparedness plan in each classroom.	1 The school conducts disaster management drills at least twice a year.	1 The school implements innovative initiatives for creating awareness about disaster management. 2 Students create awareness about disaster management in the community.
<b>Guiding principles/Policy: NEP-2020, Circulars issued by the concerned school boards and government, NCERT's disaster management books, NDMA 2016 guidelines, and the safety checklist (List-4), Government Resolution Dated 29<sup>th</sup> June 2013 (Basic Facility Criteria) and circulars.</b>			
<b>Evidences:</b>			

Disaster management action plan.	Safety certificate, photographs.	Photographs of demonstrations, training evidence.	Records of activities, school disaster management action plan, photographs, videos, photos.
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## 2.7: Environment-Friendly School.

**2.7.1: The school follows eco-friendly practices. It organizes workshops and initiatives to promote the conservation of the environment, involving teachers, students, parents, and the community. The school works together to raise awareness about climate change and the inclusion of an organic lifestyle.**

Level 1: Initial	Level 2: Progressive	Level 3: Developed	Level 4: Proficient
<p>1 The school campus has green trees/vegetation.</p> <p>2 The school segregates wet and dry waste.</p>	<p>1 Proper planning for cultivation or nutrition of trees in the school premises.</p> <p>2 The school has a compost pit for producing organic manure.</p> <p>3 The school has incorporated environmental awareness activities into its initiatives.</p>	<p>1 The school implements various initiatives for environmental protection and conservation.</p> <p>2 The school and the community collaborate on awareness campaigns regarding issues such as carbon increase, temperature rise, climate change, and organic lifestyles.</p>	<p>1 An Eco Club has been established in school.</p> <p>2 Organic manure is produced by processing waste.</p> <p>3 A "one-hour power cut" initiative is conducted at least once a week to promote energy conservation.</p>

**Guiding principles/Policy: NEP-2020 Point No. 4.27,4.28 &11.8, RTE-2009, Environmental Guidelines, Guiding Principles of the Science and Environment Center.**

### Evidences:

Eyewitness evidence, different coloured	Activities and photographs, eyewitness evidence.	Activities and photographs.	Eco Club activities and photographs.
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dustbins.			
<b>2.7.2 The school organizes various initiatives for energy conservation, such as the use of LED lights/solar energy, waste management/recycling, water replenishment, and plastic-free campaigns.</b>			
<b>Level 1: Initial</b>	<b>Level 2: Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4: Proficient</b>
1 The school uses energy-efficient equipment for energy conservation, such as LED bulbs, energy-saving devices, and 5-star rated appliances.	1 The school involves students in planning and properly implementing energy, water, and waste management practices.	1 The school conducts awareness campaigns on energy, water, and waste management through community involvement.	1 The school uses solar energy. 2 The school effectively implements initiatives related to alternative energy, organic farming, water replenishment, plastic-free campaigns and recycling, and wastewater management.
<b>Guiding principles/Policy: NEP-2020 Point No. 4.27,4.28, circulars.</b>			
<b>Evidences:</b>			
Electrical equipment.	Activity photos	Activity photos.	Activity photos.
<b>2.7.3 The school has a separate kitchen for the “Pradhan Mantri Poshan Shakti Nirman (PM POSHAN) and uses organically/naturally grown vegetables from the garden/kitchen garden.</b>			
<b>Level 1: Initial</b>	<b>Level 2: Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4: Proficient</b>
1 The school has a kitchen. 2 The kitchen is equipped with sufficient utensils for cooking and distributing meals. 3 The school has planned a garden/kitchen garden.	1 The kitchen has a separate room, and the area where students eat is kept clean. 2 Vegetables are grown in the garden/kitchen garden.	1 The kitchen and grain storage area are separate and maintained clean. 2 Vegetables in the garden/kitchen garden are grown using organic/natural methods. 3 A diet that provides	1 The kitchen is in a separate room, and appropriate fire safety precautions are taken. 2 The grain storage room is well-ventilated, clean, and sanitized. 3 Students are given hands-on experience with organic farming. 4 The school encourages parents and the community to engage in organic

		supplementary nutritional values is provided.	farming. 5 The surplus vegetables grown in the garden are sold in the community.
<b>Guiding principles/Policy: FSSAI Guidelines on Food Safety, NEP-2020 Point No. 4,27,4.28.</b>			
<b>Evidences:</b>			
Eyewitness evidence.	Kitchen garden photo, Eyewitness evidence.	Activity photos, Eyewitness evidence.	Activity photos, Eyewitness evidence.
<b>2.8: Playground and Sports Facilities</b>			
<b>2.8.1 Students are aware of indoor and outdoor sports, yoga, and exercise activities, and the necessary equipment is available in the school. There is a separate provision for disabled students.</b>			
<b>Level 1: Initial</b>	<b>Level 2: Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4: Proficient</b>
1 The school has its own playground, and if not, alternative arrangements are made. 2 A sports hall is available, and necessary sports equipment is provided as needed. Records are maintained. 3 The school participates in various types of sports activities.	1 The playgrounds are properly marked. 2 Awareness of yoga is provided, and practical sessions are conducted. 3 Digital technology is used to enhance students' understanding of sports, athletes, rules, competitions, and the structure of games. 4 The school has won awards at the district level in various sports.	1 The playgrounds for various sports are properly marked, or their measurements are displayed in a prominent area of the school. 2 The school organizes intra-school or inter-school sports competitions. 3 The school utilizes the expertise of sports coaches to guide the students. 4 The school	1 A coach is available to provide sports training to the students. 2 The school provides sports facilities for disabled students. 3 The school's athletes have achieved excellence at the district, state, and national levels. 4 Sports competitions are organized in collaboration with various sports associations, social organizations, and youth clubs, either in the school or on its grounds. 5 Sports equipment from other schools within the group is used (if applicable).

		has won awards at the taluka level in various sports	
<b>Guiding principles/Policy: NEP-2020 Point No. 3.2, RTE-2009 Government Resolution Dated 29<sup>th</sup> June 2013 (Basic Facility Criteria) and circulars.</b>			
<b>Evidences:</b>			
School timetable, photos, sports ground planning.	Sports hall, sports register.	Sports certificates, shields, reports, photos.	Invitations for the coach, player certificates, timetable photos.
<b>2.9: Hostel (For residential schools, for boys and girls).</b>			
<b>2.9.1 The residential school has adequate rooms/hostels, recreational space, toilets, drinking water facilities, warden, staff residences, visitors room, dormitory and washroom, laundry room, granary, a common room, and additional rooms available.</b>			
<b>Level 1: Initial</b>	<b>Level 2: Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4: Proficient</b>
1 Infrastructure and boarding facilities are available. 2 Separate buildings are available for boys and girls. 3 Dormitories are available. 4 Sufficient water is available for drinking, cooking, and sanitation purposes. 5 Ventilation and adequate lighting facilities are available. 1.6 A warden is available and is	1 Toilets, bathrooms, wash basins, and urinals (sanitation facilities) are available according to the student strength (in line with government standards). 2 Infrastructure facilities are available for both personal and communal use. 3 Facilities for water, soap, and hand wash are available in the sanitation area. 4 Electricity/generator facilities are available for	1 Daily cleanliness and other responsibilities are assigned as per government guidelines. 2 A guest room is available for visitors and guests. 3 The maintenance and repair of the dormitory rooms, kitchen, sanitation facilities, granary, and campus are regularly carried out.	1 The hostel has a TV corner, library, and a common room for students to play. 2 A resource room with internet access is available. 3 Guest rooms, a laundry room, and daily-use facilities are available. 4 All facilities are in use and are well-maintained. 5 A solar system is available and in use.

responsible for the entire hostel.	sanitation purposes. 5 Security guards are appointed in accordance with safety regulations.		
<b>Guiding principles/Policy: POCSO ACT, SOP Circulars for Residential Schools, MOE Security Guidelines, NEP-2020</b>			
<b>Evidences:</b>			
Eyewitness evidence.	Security guard appointment letter.	Photographs, timetable, maintenance register.	Eyewitness evidence, logbook register.
<b>2.9.2 The girls' hostel is equipped with facilities such as a sanitary pad vending machine and an incinerator, and a culture of cleanliness is maintained.</b>			
<b>Level 1: Initial</b>	<b>Level 2: Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4: Proficient</b>
1 The water tanks are cleaned regularly. 2 Clean drinking water supply is available. 3 A cleanliness schedule for the entire year is prepared for the hostel. 4 Common areas, guest rooms, verandas, toilets, bathrooms, kitchen, and dining areas are kept clean. 5 The drinking water area is kept clean and dry.	1 The cleaning staff prepares a cleanliness schedule (daily, weekly, monthly). 2 Cleaning staff maintains cleanliness in the dormitories, recreational halls, guest rooms, offices, drinking water areas, wash basins, urinals, sanitary fittings, floors, walls, corners, dustbins, doors, windows, etc. 3 A chart outlining everyone's roles and responsibilities is prepared. 4 A maintenance register is maintained.	1 Clean and safe water is planned according to the seasons. 2 Maintenance inspections are carried out by the safety and security committee, and reviews are done regularly. 3 Waste disposal is carried out regularly. 4 Trained cleaning staff are selected. 5 Cleaning staff are trained with protective equipment. 6 Waste	1 Maintenance and reviews are conducted through a cleanliness policy in residential schools/dormitories. 2 Students and staff understand the importance of environment-friendly cleanliness programs and implement them. 3 Students, staff, and cleaning personnel voluntarily maintain a culture of cleanliness in the surroundings. 4 Cleanliness and maintenance schedules, notice boards, slogans, etc., are displayed in prominent areas. 5 A sanitary pad distribution register is maintained. 6 Feedback/response

6 The laundry area for washing clothes and utensils is regularly cleaned and kept dry. 7 Drinking water is tested once a year. 8 Sanitary pads are available in the school.	5 Health check-up records are available. 6 Capacity-building programs are conducted for cleanliness-related staff. 7 Staff conscientiously follow their work and responsibilities.	management is done through eco-friendly methods. 7 The cleanliness committee registers are kept up to date. 8 Daily cleanliness reports are maintained. 9 Various cleanliness-related activities are planned for students and staff.	books are available. 7 A daily cleanliness schedule is maintained. 8 Filtered/RO water is provided to all students.
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**Guiding principles/Policy: NEP-2020, Guidelines issued by the Ministry of Education, FSSAI Brochure.**

**Evidences:**

Cleanliness timetable, maintenance record register,	Cleanliness timetable, supervisor report, health check-up record, responsibility and role charts, capacity-building program photos and reports.	Water quality inspection report, safety committee register, sanitary pad vending machine, incinerator, training program photos.	Compost pit, feedback book, notices, timetable, slogans chart, all records and registers, complete hostel cleanliness inspection.
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**2.9.3 The school ensures the safety and security of students in residential facilities.**

<b>Level 1: Initial</b>	<b>Level 2: Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4: Proficient</b>
1 The school premises are surrounded by protective walls	1 The school has issued passes for visitors. 2 Regular health	1 A safety plan for students is ready. 2 Parents are	1 Records of all visitors are maintained by the security guard near

<p>on all sides.</p> <p>2 A security guard is present at the entrance 24/7.</p> <p>3 Entry is restricted to authorized persons only.</p> <p>4 Fire extinguishers and first aid kits are available in the school.</p> <p>5 A full-time doctor and nurse are available at the school, or an agreement is made with a nearby hospital.</p> <p>6 Emergency medical service numbers are displayed in prominent areas.</p> <p>7 An emergency exit map is displayed in prominent areas.</p> <p>8 A child protection committee has been established.</p>	<p>check-ups are conducted for students.</p> <p>3 Students have health check-up cards.</p> <p>4 Fire extinguishers and first aid kits are placed in appropriate locations.</p> <p>5 An emergency exit map is displayed in the rooms, and mock drills are conducted.</p> <p>6 The isolation room is in good condition.</p> <p>7 A suggestion box is provided.</p>	<p>required to follow the appropriate code of conduct when visiting their children.</p> <p>3 Ambulance services are available.</p> <p>4 Misbehavior, bullying, and ragging among students are promptly addressed.</p> <p>5 All students and staff are trained to handle emergency situations.</p> <p>6 The school has an agreement with a nearby hospital.</p>	<p>the entrance.</p> <p>2 Changes are made to the security system based on the feedback from mock drills.</p> <p>3 The school premises are secured with CCTV surveillance.</p> <p>4 Internet facilities are available on the school premises.</p> <p>5 A character certificate is obtained before appointing staff members.</p> <p>6 The layout of the residential facility is designed with advice from former students and staff to ensure student safety.</p> <p>7 A warning system for hazards is in place.</p>
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**Guiding principles/Policy: NEP-2020, Guidelines issued by the Ministry of Education.**

**Evidences:**

School safety, CPC list and plan.	Visitor registration log, health inspection file, security guard register.	Registered parent list, emergency directional map.	Parent visit register, CCTV data, student complaint register, eyewitness evidence, photos, etc.
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**2.9.4 The school organizes various activities for the physical, mental, social, emotional, and intellectual development of students.**

<b>Level 1: Initial</b>	<b>Level 2: Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4: Proficient</b>
<p>1 Regular health check-ups are conducted for students.</p> <p>2 A daily routine/timetable is followed in the residential facility.</p> <p>3 A timetable for physical exercise and sports is displayed.</p> <p>4 The academic schedule is organized according to the timetable.</p>	<p>1 Regular workshops are organized to enhance students' academic abilities and life skills.</p> <p>2 Sports competitions and cultural programs are organized.</p> <p>3 Counselling workshops and sessions are conducted for students.</p>	<p>1 A teacher and mentor committee has been appointed to develop students' academic and personal life.</p> <p>2 Various programs are implemented for students' health and wellness.</p> <p>3 A student counselling program has been implemented.</p> <p>4 Preventive measures for mental health have been planned.</p> <p>5 Career guidance workshops are organized.</p> <p>6 Staff and students are educated about anti-ragging laws.</p>	<p>1 The policies related to the health of hostel students are reviewed periodically.</p> <p>2 Full-time, trained wardens have been appointed.</p> <p>3 A separate system for the safety of students is operational.</p> <p>4 Rules and guidance notices are displayed for teachers, students, and parents in the hostel.</p> <p>5 Career guidance, counselling, and training programs are organized for the preparation of competitive exams in various fields.</p>

**Guiding principles/Policy: Guidelines and advice issued by the affiliated board, SOP for residential schools.**

<b>Evidences:</b>			
Residential school plan, maintenance	Student health cards, student and staff ABHA IDs,	Anti-bullying policy, mentor's	School health and wellness policy list, counselling reports,

staff count.	camp planning records.	report, meeting report between students and the principal, reports of various activities.	strategies for improving health and wellness in the hostel, planning diaries, suggestion box, complaint box.
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**2.10 School Canteen (If applicable).**

**2.10.1 The school has a canteen/kitchen that follows cleanliness, health, and safety standards.**

<b>Level 1: Initial</b>	<b>Level 2: Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4: Proficient</b>
<p>1 The school has a canteen/kitchen available.</p> <p>2 The stored food items in the canteen/kitchen are kept according to cleanliness standards.</p> <p>3 A notice board is displayed in the canteen/kitchen.</p> <p>4 Compliance with all safety and hygiene standards.</p>	<p>1 The canteen/kitchen is well-ventilated, spacious, and has good air circulation.</p> <p>2 Sufficient utensils and a service counter are available for students.</p> <p>3 The canteen/kitchen has cooks, waiters, and cleaning staff available.</p> <p>4 The food storage facilities in the canteen/kitchen are of high quality.</p> <p>5 Clean water is available for cooking and drinking purposes.</p> <p>6 There is a separate arrangement for hand washing (washbasin).</p>	<p>1 The canteen/kitchen is operated in compliance with all standards either directly or through a contractor. A contract agreement is available.</p> <p>2 All staff members in the canteen/kitchen are trained.</p> <p>3 The utensils used in the canteen/kitchen for serving food are regularly sanitized.</p> <p>4 The purchase, storage, and handling of food items in the canteen/kitchen are carried</p>	<p>1 The canteen/kitchen has a suggestion box/feedback system for reviewing services, and follow-up actions are taken regularly.</p> <p>2 All employees in the canteen/kitchen undergo regular health check-ups.</p> <p>4 The canteen/kitchen has a system for collecting wet and dry waste, and the rules for plastic ban are followed.</p> <p>5 The food prepared in the canteen/kitchen is chosen in such a way that it promotes a healthy lifestyle, and students' opinions are taken into consideration.</p>



		out according to the guidelines of FSSAI (Food Safety and Standards Authority of India).	
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**Guiding principles/Policy:** Guidelines issued by FSSAI

**Evidences:**

Rate Chart, eyewitness evidence.	Inventory register, eyewitness evidence.	Staff training reports, food/water testing reports, eyewitness evidence, food and drug administration license	Contract agreement, notice/feedback register, staff health inspection report, eyewitness evidence.
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## 2.11 ICT Infrastructure

**2.11.1 The school has ICT/Smart Class facilities, and there are tablets loaded with the curriculum and a digital library available.**

Level 1: Initial	Level 2: Progressive	Level 3: Developed	Level 4: Proficient
1 The school has ICT labs/smart class facilities to support educational activities.	1 The school has tablets with curriculum-loaded content and a digital library available.	1 More than 50% of students and teachers use the digital library.	1 100% of students and teachers use the digital library. 2 The principal or headmaster visits the ICT library and smart class to directly experience the effectiveness of these facilities. 3 The ICT and smart class facilities are regularly maintained and repaired.

**Guiding principles/Policy:** NEP-2020 Point No. 23 & 24, NCF/SCF, Guidelines published by the Ministry of Education, ICT guidelines by NCERT, Circulars.

**Evidences:**

Eyewitness evidence.	Eyewitness evidence.	Record register, photos.	Record register, photos.
<b>2.11.2 The school has continuous internet (Wi-Fi) facilities available.</b>			
<b>Level 1: Initial</b>	<b>Level 2: Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4: Proficient</b>
1 The school has uninterrupted internet connection facilities available (mobile dongle).	1 The school is equipped with Wi-Fi (wireless internet) facilities.	1 The school provides internet with a minimum speed of 10 Mb/s.	1 The school provides internet with a minimum speed of 20 Mb/s. 2 Students, teachers, and the school use the internet facility for online activities.
<b>Guiding principles/Policy: NEP-2020 Point No. 23 &amp; 24, NCF/SCF, Guidelines published by the Ministry of Education, ICT guidelines by NCERT.</b>			
<b>Evidences:</b>			
Internet connection.	Internet connection.	Internet connection.	Evidence of internet usage for online activities by students, teachers, and the school.
<b>2.12 School Admission Eligibility.</b>			
<b>2.12.1: The school has conducted a survey through teachers to enroll all eligible students, particularly those from social, economic, and marginalized backgrounds.</b>			
<b>Level 1: Initial</b>	<b>Level 2: Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4: Proficient</b>
1 Teachers conduct surveys for student enrolment.	1 The school has developed a plan for identifying children at all levels. 2 Out-of-school children are identified and brought into the mainstream of education.	1 The school has used information and technology to track the students.	1 Information of the registered children is mapped and displayed to encourage them to take admission in the school. 2 Children from Scheduled Castes, Scheduled Tribes, Nomadic Tribes, Economically Weaker Sections, Minorities, and CWSN (Children

			with Special Needs) are identified and brought into the mainstream of the school.
<b>Guiding principles/Policy: NEP-2020 Point No.1, RTE-2009 , circulars, Guidelines published by Ministry Of Education.</b>			
<b>Evidences:</b>			
Registration survey register, student attendance.	Registration survey.	Google form, mobile website registration.	Google form, mobile website registration, list of students included in the mainstream.
<b>2.12.2 The school maintains a zero-dropout rate and 100% transition rate in all grades.</b>			
<b>Level 1: Initial</b>	<b>Level 2: Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4: Proficient</b>
1 By creating a supportive learning environment, the school provides all students with access to admission and infrastructure facilities, and trained teachers are available for this. 2 The school building and classrooms are attractive.	1 Students at all levels are brought into the mainstream of the school, and the dropout rate is maintained at zero. 2 The reasons for children staying out of school have been identified, and action programs have been developed for them.	1 The school ensures that all children attend school with the cooperation of counsellors, social workers, NGOs, and the community.	1 With the help of the school, teachers, community, and social organizations, the dropout rate is kept at zero. 2 The school maintains a 100% transition rate in all grades. 3 Various schemes are implemented to keep the dropout rate at 0%.
<b>Guiding principles/Policy: NEP-2020 Point No.3, RTE-2009 ,Guidelines published by Ministry Of Education.</b>			
<b>Evidences:</b>			
Teacher appointment order.	Survey register, parent meeting register, UDISE+.	Various activities conducted in school and records,	UDISE+ report, photographs of the conducted programs.

		photographs.	
<b>2.12.3: The school provides an opportunity of admission to all students at all educational levels in the school or in a nearby school.</b>			
<b>Level 1: Initial</b>	<b>Level 2: Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4: Proficient</b>
1 The school provides admission to all children.	1 If a higher grade is not available in the school, admission is provided by contacting the neighboring school/educational institution.	1 The school plans to provide infrastructure facilities from nearby schools for the academic development of students.	1 The school makes efforts for admission by collaborating with teachers, Innovation Labs, Science Labs, professional institutions, educational institutions, and social organizations. 2 The school provides teachers and students with opportunities to participate in scientific laboratories (ISRO, CSIR, DRDO, DIO) and other scientific institutions.
<b>Guiding principles/Policy: NEP-2020 Point No.1, RTE-2009 ,circulars, Guidelines published by Ministry Of Education.</b>			
<b>Evidences:</b>			
Registration Survey Form Admission Form Saral Records	Saral Records Certificate Book	Implemented Activities and Photographs	Agreement Letter Participation / Success / Achievement Records Photographs
<b>2.12.4: The number of students completing secondary education and pursuing further education increases every year.</b>			
<b>Level 1: Initial</b>	<b>Level 2: Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4: Proficient</b>
1 The school creates awareness among students regarding higher education. 2 Through co-curricular	1 Important application and their deadlines are communicated to students by the teachers. 2 Career guidance camps are	1 Alumni are invited as mentors. 2 Various artists and community members are included in	1 The school organizes seminars and discussion sessions for higher education through charitable organizations. 2 As a result of these

meetings, various programs, the school helps students set goals related to higher education. 3 To develop interest among students, aptitude and skill tests are organized by teachers or the school. 4 Career guidance boards, pictures, and logos are displayed in the prominent areas of the school.	organized in the school premises.	career counselling sessions. 3 When organizing conferences and camps, the time, location, and students' mindset are taken into consideration.	discussion sessions and camps, some students from the school have become highly educated. 3 Teachers provide counselling to both students and parents.
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**Guiding principles/Policy: NEP-2020 Point No.16,17,18,19, Guidelines published by Ministry Of Education.**

**Evidences:**

Aptitude Test Records, Onsite Visit	Various Sample Applications, Workshops, Photographs	Invitation Letters, Program Brochures, Annual Calendars	Photos, Selection Letters, Awards, Parent Meetings
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**2.12.5: The school has established an alumni association and has utilized their support for the development of the school.**

<b>Level 1: Initial</b>	<b>Level 2: Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4: Proficient</b>
1 The school has maintained records of all former students.	1 The school maintains records of former students who have completed education up to graduation.	1 Former students are invited to share their experiences and provide career	1 Online groups for former students are created, and communication and guidance regarding education are organized with each

		guidance in various programs. 2 The school organizes alumni meet.	of them. 2 Former students actively participate in various school activities (financial/educational)
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**Guiding principles/Policy: Circulars & Guidelines published by the Ministry of Education**

<b>Evidences:</b>			
Former Student Registration Register.	Co-curricular Activities Register, Former Students' Program Planning Register, Photographs	Former Students Social Media Group	Former Student Photo Album, Reports, and Calendar.

## Domain 3 – Human Resources and School Leadership

### Introduction:

School leadership roles and management play a crucial role in delivering quality education. If this school leadership is supported by capable school staff the management can become highly effective. In order to achieve positive school change/transformation. The role of school leadership must be as effective as the support of school employees. For this transformation, school leadership can go beyond the administrative and managerial responsibilities of the staff and incorporate a self-motivated approach. If the performance of the learner is to be improved, it is important for leadership to have a clear vision. While doing this it is necessary to have effective communication between the school leadership and the school staff. The leadership should be able to recognize the strengths of each employee. To achieve this using tools like the skill-will Matrix (reference-Group Management Training MS-CERT) for basic study of group management will make school management more effective.. The school needs strong. Focused leadership that is committed to inspiring and guiding teachers and providing resources for the community members studies to achieve excellence in all areas.

<b>3.1 : School Staff – Teaching and Non-Teaching Staff</b>			
<b>3.1.1 The school has qualified and competent staff as per the criteria prescribed by the government to achieve the school's goals and objectives.</b>			
<b>Level 1: Initial</b>	<b>Level 2: Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4: Proficient</b>
1) Adequate teaching and non-teaching staff have been appointed in the school.	1) Before the commencement of the academic year, the required number of staff has been verified as per the sanctioned strength. 2) All appointments of school staff have been made as per the procedure prescribed by the government.	1) Responsibilities of school operations are assigned to teachers and non-teaching staff based on their professional competence. 2) Appointments of staff have been made with an approach of equality and	1) Sufficient staff has been appointed in the school for academic and administrative matters. 2) The school appoints full-time counsellors and special teachers based on the number of students. 3) As per the current

		inclusivity.	policy/guidelines, the school appoints counsellors, sports teachers, and art teachers.
<b>Guiding principles/Policy: NEP-2020, RTE-2009, Rules and Conditions issued by NCTE</b>			
<b>Evidences:</b>			
List of employees based on academic qualifications, special procedures followed for employee appointments, management approval criteria, and the approved management approval copy.	Advertisement (cut-out) published for filling vacancies, personal file containing documents related to teachers' qualifications and professional competencies.	Administration-approved procedure for assigning responsibilities based on employees' professional capabilities.	List of employees appointed for various tasks in the school, including counsellors, physical education teachers, and arts teachers.
<b>3.1.2. Newly appointed staff in the school participates in orientation programs conducted at the state, district, Taluka, or cluster levels.</b>			
1) Employees carry out their tasks independently or under the guidance of senior colleagues.	1) New employees are guided about their responsibilities and duties by the school head/principal/management.	1) A motivational session is organized by the school head/management for all employees. It is mandatory for all employees to be present and actively	1) An incentive plan is implemented for teachers and employees who achieve the school's defined objectives (goals). 2) According to NEP 2020, a minimum of 50



		participate in this session. 2) New employees are familiarized with the responsibilities, duties, values, and systems of the school. 3) Employees are aware of their own personal development and are conscious/updated about it.	hours of professional development for each employee is planned at the school level. 3) A review of each employee's personal and professional development is conducted..
<b>Guiding principles/Policy: NEP-2020, SCERT, NCERT Circulars issued by concerned school board.</b>			
<b>Evidences:</b>			
Self-assessment report/questionnaire, minutes of the reflective meetings.	Planning of infrastructure training programs for newly appointed teachers, records of SWOT analysis.	Minutes of the reflective meeting, attendance sheet and photographs, reports of orientation sessions, feedback and photos from beneficiaries, list of teachers appointed as mentors.	Planning of the mentor program, attendance, photos, questionnaire prepared for feedback, planning and reports of motivational workshops, records of educational/professional development.
<b>3.1.3: Employee evaluation is conducted at the school/cluster/Taluka level.</b>			
1) The headmaster records classroom	1) School staff are evaluated based on pre-determined criteria.	1) Employees discuss job satisfaction and any challenges	1) Employees' evaluation results are analyzed by the

<p>observations in the logbook. 2) The headmaster brings the pre-determined criteria for the teacher evaluation to the attention of the teachers.</p>		<p>they face in their work with school authorities. 2) After the evaluation, the employee is given an opportunity to discuss the results.</p>	<p>school and authorities, who provide appropriate analysis. 2) The school head/master holds regular discussions with each employee at specific intervals throughout the year (SWOT analysis). 3) Teachers are encouraged to conduct self-evaluation using the PINDICS (Performance Indicator) published by NCERT.</p>
<p><b>Guiding principles/Policy: NEP-2020, SCERT,NCERT,RTE-2009 ACT, Circulars issued by concerned school board, PINDICS, standards for teachers</b></p>			
<p><b>Evidences:</b></p>			
<p>Entries in the logbook.</p>	<p>Feedback on evaluation policy, confidential reports.</p>	<p>Meetings organized to provide information about various criteria for employee evaluation, responsibility areas (KRAs), teachers' portfolios, confidential</p>	<p>Number of teachers using personalized plans for mentoring, records made using PINDICS/school performance indicators, criteria for staff evaluation, quality</p>

		reports.	development, social contributions, CPD (Continuous Professional Development), and others.
<b>3.1.4: The school consults with CRC/BRC/DIET/regional office to enhance employee development programs and improve teachers' capacity.</b>			
1) Teachers participate in educational conferences to exchange educational ideas.	1) Teachers participate in innovative and co-curricular activities at CRC/BRC/DIET/state level and make presentations. 2) Other staff members of the school participate in organizational culture workshops.	1) All staff members are provided equal opportunities. 2) The change observed in students as a result of the implementation of new ideas is recorded. 3) Opportunities are provided to develop an organizational culture for all staff members.	1) The school has plans for the capacity building of the headmaster, teachers, and other staff based on their needs. 2) The school ensures that all teachers, when needed, undergo the 'Professional Development Recognition' workshop within a year, focusing on knowledge, skills, and competencies. 3) The school ensures that employees implement the outcomes from the capacity-building programs. 4) Employees

			<p>receive regular mentoring at intervals.</p> <p>5) The school implements empowerment programs for staff based on the ASK system.</p>
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**Guiding principles/Policy: NEP-2020, RTE-2009, NCF Teachers Training Circulars**

**Evidences:**

Records of participation in teacher conferences, notes on attending educational conferences or sessions.	Records of teachers who have completed CPD (Continuous Professional Development) as per the plan, achievements and certificates earned apart from teaching.	Needs analysis report, self-up gradation carried out by staff members, and components of the work culture workshop.	Mentoring and supervision records, ASK system working methodology components, planning and action report for 50-hour CPD sessions.
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**3.1.5: The school recognizes and appreciates the work of employees for their innovative and effective contributions.**

1) Employees are honoured in meetings and school-level gatherings.	1) Recognizing the competence of employees, acknowledgment is given for their training certificates obtained at various levels (local/centre/Taluka/district/state/national), and they are awarded certificates of honour.	1) The school has a policy for Employee of the Month, as well as policies for the Best Employee of the Quarter and Year.	1) To motivate employees, presentations of their innovative work are made, and they are encouraged to write success stories. 2) Employees are encouraged for innovative work and are given opportunities to work at various
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			levels.
<b>Guiding principles/Policy: RTE-2009, ( Section23.3)</b>			
<b>Evidences:</b>			
Teaching and learning records, records of encouragement and appreciation given to staff, minutes of meetings and circular reports with photos.	Certificates of honour and photos, newspaper clippings, videos (workshops and training at taluka /district/state/national levels).	School policy records for monthly/quarter ly/annual incentives, and minutes for providing encouragement.	Sample feedback forms, criteria for awarding prizes in the school, feedback on award-incentive activities, and related records.
<b>3.1.6: The school has a well-developed system for the guidance of employees (both online and offline).</b>			
1) Teachers discuss challenging issues in the school with the headmaster/school head.	1) A plan and schedule for online and offline mentoring have been prepared in the school.	1) A well-planned list of topics for the mentoring program is prepared every month in collaboration with CRC/BRC/DIE T. 2) The mentoring program includes discussions on issues related to the teaching-learning process of teachers.	1) An action plan for improvement is developed through mutual consent between the mentor and mentee. 2) The planned strategy is monitored and reviewed within a specified time frame, and necessary changes are made. 3) Solutions are sought from a collaborative perspective in the mentoring

			program.
<b>Guiding principles/Policy: NEP-2020, Circulars and advisories published by the concerned school board, documents suggested by NCF/SCF as evidence of achieving standards</b>			
<b>Evidences:</b>			
Principal-teacher reflective meeting record book.	Online and offline mentoring planning and timetable.	Planning and attendance/leave letters for CRC/BRC/DIE T mentoring programs, program record register.	Minutes of online, offline, and subject committee meetings, action plan for teacher guidance.
<b>3.2 : Pedagogical Leadership</b>			
<b>3.2.1: The headmaster has a clear vision and direction to lead the school towards progress.</b>			
1) The headmaster shares their decisions with the school colleagues.	1) The headmaster provides guidance to teachers regarding lesson planning and pedagogy, and ensures proper division of tasks. 2) Teachers are included in the management of daily tasks.	1) The school head takes the initiative to prepare the annual pedagogical plan for each grade and subject. 2) When preparing the school development plan, discussions about the Vision and Mission are held in staff meetings. 3) The headmaster participates in study groups, research, or similar activities to stay updated	1) The headmaster implements and evaluates the annual pedagogical plan. 2) To improve student learning outcomes, the school adopts a process of preparing handbooks and practicing. 3) School staff come together at specified intervals to review and provide feedback on the progress of students at all levels.

		on innovations in teaching and assessment.	
<b>Guiding principles/Policy: NEP-2020, issued by Ministry of Education /State/UT/School Boards Various circulars, guides</b>			
<b>Evidences:</b>			
Records of meetings/sessions held between the principal and staff.	Records of work distribution assigned to each employee, records of work performed by all students and staff.	Annual teaching plan, implementation of the plan, and the principal's proactive approach to mentoring and supporting teachers while preparing plans for school improvement with everyone's co-operation.	Records of the implementation of the annual teaching plan prepared by teachers.
<b>3.3 : Collaborative Leadership</b>			
<b>3.3.1: The headmaster establishes collaboration and positive relationships with stakeholders through effective communication to bring about school development.</b>			
1) The headmaster ensures communication among colleagues. 2) The school facilitates active educational interactions with other schools at the school centre level.	1) Important information is exchanged with parents and other school stakeholders. 2) The headmaster and school head communicate with school stakeholders as needed and make efforts for active participation.	1) In student empowerment programs, students showcase their skills. 2) All stakeholders in the school work towards school development and student empowerment.	1) The headmaster uses various activities to build strong relationships with different elements of the school. 2) Cooperation with various voluntary organizations (government and non-government) is

			<p>sought to provide students with quality educational experiences.</p> <p>3) The headmaster considers the feedback, opinions, and suggestions of various school stakeholders when preparing school improvement plans.</p>
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**Guiding principles/Policy: Guidelines/ policy circulars published by Ministry/State/UTs/School boards, Documents suggested as evidence of achievement of school quality category**

**Evidences:**

Records of participation in various levels of training.	Feedback book, records of communication with stakeholders, parent feedback.	Overall management's visible outcomes, school's participation in social programs, formal and informal feedback from stakeholders.	Records of stakeholder opinions, advice, feedback, and suggestions for creating the school development plan, records of cooperation from voluntary organizations, and notes regarding school adoption and guidance.
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<b>3.4 : Upcoming Changes and System for Quality Management</b>			
<b>3.4.1: The school management, headmaster, and all staff together develop a transformational role that guides ongoing changes and regularly review it.</b>			
1) The school adopts systems for upcoming changes and quality management.	1) Employees' capacity is enhanced as needed (opportunities are provided to participate in CBP (Capacity Building Programs) held at the school/centre/ taluka /district/state level).	1) Responsibilities are assigned to employees according to their capabilities. 2) The assigned responsibilities are regularly reviewed.	1) The headmaster is consistently engaged with various educational research or related forums to stay informed about the ongoing developments in the field of education. 2) The school implements the latest changes obtained from participation in various educational forums at the school level.
<b>Guiding principles/Policy: NEP-2020, RTE-2009, by Ministry of Education /State/UT/School Boards published circulars/ guidelines</b>			
<b>Evidences:</b>			
Evidence of adoption of NEP 2020, NCF/SCF, innovative teaching methods, and the use of technology in teaching and learning, along with learning	Records of participation in CBP (Capacity Building Program) based on innovative teaching methods and assessments.	Logbook (classroom observation records), analysis of student performance, and records of corrective action plans.	Comprehensive evidence on diverse teaching methods, inclusion, and changes in lesson planning, along with feedback records.

outcomes for all classes.			
<b>3.5 : Professional Development / Capacity Building of Teachers</b>			
<b>3.5.1: Teachers participate in the process of capacity building and professional development with the support of professional development institutions such as SCERT / DIET.</b>			
1) Teachers participate in the process of capacity building and professional development with the support of professional development institutions such as SCERT / DIET.	1) The school focuses on various innovative processes, methods, actions, activities, etc., for the professional development and capacity building of teachers.	1) The teachers' work is periodically evaluated, and based on this, planned measures for their professional development and capacity building are implemented as per the identified needs.	1) Equal opportunities for professional development and capacity building are provided to all. 2) The benefits of teachers' capacity building are reflected in the students' learning.
<b>Guiding principles/Policy: NEP-2020, published by Ministry of Education/ State/ UT/School Boards circulars, advisory</b>			
<b>Evidences:</b>			
Action plan for the professional development of the principal and teachers.	Annual training plan based on the needs and analysis of training.	Certificates of participation of the principal and all teachers in professional development programs organized by SCERT, DIET, BIET, and other institutions.	Records of participation of all teachers and teaching experts in at least 50 hours of continuous professional development programs, and records of completion of relevant NISHTHA modules by all teachers.

<b>3.5.2 The percentage/ proportion of the total available time in the school that is utilized by teachers for teaching.</b>			
1) The school prepares a thoughtful action plan and timetable for both teaching and non-teaching tasks.	1) The school reviews the time used for teaching and takes necessary measures and planned actions wherever needed.	1) The school enriches the teaching-learning process with the help of co-teachers, retired teachers, alumni, volunteers, counsellors, etc.	1) The school appoints an adequate number of teaching and non-teaching staff. 2) The school appoints cleaning staff, security guards, etc., for school work.
<b>Guiding principles/Policy: Circulars published by Ministry of Education/ State/ UT/School Boards, documents suggested as proof of attainment of advisory category</b>			
<b>Evidences:</b>			
Action plan, timetable.	Documentation of corrective processes.	Records of analysis of time spent on non-academic work, records of additional human resources provided by parents and the community.	Records in UDISE+ related to PTR (Pupil-Teacher Ratio).
<b>3.5.3 Feedback from parents and students regarding the overall performance of teachers in the classroom.</b>			
1) Parental attendance in the teacher-parent association meetings is significant.	1) In teacher-parent association meetings, parents express satisfaction regarding the teaching activities and interactions in the classroom.	1) A suggestion box has been placed for students to provide feedback regarding the performance of	1) Feedback regarding the classroom teaching of the headmaster and teachers is obtained from parents and

		teachers in the classroom.	students, and appropriate action is taken based on it.
<b>Guiding principles/Policy: Circulars published by Ministry of Education/ State/ UT/School Boards, documents suggested as proof of attainment of advisory category</b>			
<b>Evidences:</b>			
Teacher-parent meeting register.	Parent feedback form.	Copy of student suggestions/feed back received in the suggestion box.	Records of actions taken by the principal on the suggestions of relevant parents and students.

## Domain 4 – Inclusive Practices and Gender Equity

### Introduction :

To address the personal needs of children related to SEDG and to support them, the school needs to bring about fundamental changes in its systems and processes. They should adopt effective standards of inclusive education and create an environment to provide students with opportunities for excellence. An inclusive school considers all students as equal members of the school community, regardless of their abilities, and involves them in both academic and extracurricular activities. The program will focus on providing inclusive education to all children with special needs in regular schools.

<b>4.1 : Barrier-Free Environment</b>			
<b>4.1.1 The school provides barrier-free access to disabled students and from all socio-economic backgrounds, in terms of physical environment (Ramp, Hand rill, Disabled-friendly toilets).</b>			
<b>Level 1: Initial</b>	<b>Level 2: Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4: Proficient</b>
1) Infrastructure is available for all-inclusive students in the school.	1) Availability of teaching learning material according to the teaching style. 2) Availability of seating arrangement according to student's requirements/ needs.	1) Necessary services, facilities, and materials are provided after reviewing the infrastructure.	1) Students are satisfied by using infrastructure.
<b>Guiding principles/Policy: NEP-2020, RTE-2009, RPWD Act 2016</b>			
<b>Evidences:</b>			
1) Photographic evidence-Barrier free fundamental facilities in the school.	1) Photographs, Actual situation	1) Photographs, Actual situation	1) Disabled student list, Records and photographs of the principal and teachers regarding

			supervision, School stock register
<b>4.1.2 The school provides barrier-free access to curriculum for disabled students.</b>			
1) Students from disabilities, economic, and social backgrounds, are included in classroom interactions.	1) Teachers are encouraged to use different educational apps, resources, and tools (BARKHA, PARAKH etc.) for students with disabilities. 2) Teachers use different learning styles according to all student's level. 3) Teachers give extra time to disabled students for completing their class work/Assignments.	1) Counsellors and trained staff are appointed in the school for disabled students. 2) Vocational courses and skill-based activities are conducted according to student's needs.	1) School plans for equity and inclusive education. 2) School has a special mechanism to determine student's educational needs. 3) Action programs are organized with flexibility in terms of time, resources, teaching learning methods for the holistic development of students with disabilities. 4) As per RTE 2009 provides 25% admission (std. 1st of self-financed school). The learning outcomes of the student is regularly reviewed and

			actions are planned based on the analysis.
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**Guiding principles/Policy: NEP-2020, RTE-2009, RPWD Act 2016**

**Evidences:**

1) Parent feedback. Student list	1) Child based planning	1) List of Vocational courses and Skill-Based Activities for Students with Disabilities, along with list of registered students, Record of Curriculum Planning for disabled Students.	1) Teacher's Logbook, Action plan, Teaching aids, Parent officer visits, Feedback booklet, RTE Beneficiary Admission File
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**4.1.3 The school provides barrier-free access in terms of teaching and assessment for disabled students.**

1) Teachers teach and assess disabled students along with other students.	1) Teachers use various teaching methods. 2) Teachers arrange classroom settings to provide opportunities for students with disabilities to interact, communicate and supportive learning environment.	1) Teachers use formative and diagnostic assessments to recognize the teaching learning needs of disabled students. 2) The school seeks assistance from external trainers for the learning needs of students with disabilities.	1) Teachers work in close collaboration with special educators, parents, therapists, counsellors and administrators. 2) Teachers evaluate the holistic development of the student on the basis of their individual learning plans.
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**Guiding principles/Policy: NEP-2020, RTE-2009, RPWD Act 2016, MPSP Circular of 2018**

**Evidences:**

1) School timetable/	1) Record of	1)Evaluation/Assess	1) Record of
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School planning	working in collaboration with special educators, parents, therapists, and student centred action plan.	ment planning and Action plan	participation of special educators, Visit register, Case study, Parent Feedback, Students CCE record, Individualized education planning (IEP).
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**4.1.4 Financial assistance and educational resources are provided to disabled students to facilitate barrier-free education.**

1) The school prepares a list of beneficiaries for educational/economic service facilities.	1) The school provides counselling to parents. 2) The school ensures the participation of eligible beneficiaries in government-organized camps 3) The school submits proposals for beneficiary students to the higher authorities.	1) The school makes efforts to avail educational/literary and financial benefits.	1) The school monitors and reviews whether the received educational materials are being utilized by the students.
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**Guiding principles/Policy: NEP-2020, RTE-2009, RPWD Act 2016**

**Evidences:**

1) Beneficiary List	1) Certificate for Students with Disabilities, Attendance Record, Photograph.	1) Records of Correspondence	1) Proof of receipt of financial benefits (Beneficiary's bank passbook proof), Current
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			status, video.
<b>4.2 : Sports and Recreational facilities</b>			
<b>4.2.1 The school provides adequate indoor and outdoor games, sports and other recreational facilities for disabled students.</b>			
1) Students with disabilities participate in the school's indoor games, outdoor sports, and other activities	1) Medical certificates/consent letters from parents are obtained for children with disabilities to participate in their desired sports/games. 2) Facilities and amenities are available for students with disabilities to participate in indoor and outdoor games.	1) Teachers provide guidance and encouragement to parents to facilitate participation of children with disabilities in sports. 2) Understanding the needs of disabled students, teachers provide them with safe and healthy experiences.	1) The process of sports and recreational facilities is guided, monitored, and reviewed. 2) The student's progress is regularly assessed based on predetermined criteria.
<b>Guiding principles/Policy: NEP-2020, RTE-2009, RPWD Act 2016</b>			
<b>Evidences:</b>			
1) Sports timetable and planning.	1) Records of student growth chart, Medical certificates, Stock register of sports equipment received by the school, Parental consent forms, CCE observation record book.	1) Records of Parent counselling, Teacher Orientation program.	1) Parent/Disabled student guidance videos, photos, List of special trainers/teachers' sports training records, School visitation register/visitors' book Feedback records

<b>4.3 : Transport facilities</b>			
<b>4.3.1 The school provides accessible transportation for disabled students. (Applicable to schools providing transportation facilities as per standards)</b>			
1) "Disabled children are provided transportation facilities along with other children in the school.	1) A transport committee has been constituted and regular meetings are held. 2) As applicable, an attendant is provided to accompany disabled students in the school bus.	1) Traffic-related training is provided to disabled individuals, classmates, assistants, and teachers.	1) Regular monitoring and review of the implementation process are carried out concerning transportation facilities for disabled students.
<b>Guiding principles/Policy: NEP-2020, RTE-2009, RPWD Act 2016</b>			
<b>Evidences:</b>			
1) Direct discussion/verification, direct communication with students.	1) Records of Direct verification, action planning, minutes of the transportation committee meeting.	1) Records of awareness and sensitization training programs for disabled students, students, attendants, and drivers.	1) Guidance, supervision, and review methods, feedback, logbook, suggestion box.
<b>4.4: Overcoming Attitudinal Barriers.</b>			
<b>4.4.1 Training and sensitization programs are conducted for all stakeholders by the school with respect to disabled students from all social, economic backgrounds.</b>			
1) The school has a policy regarding equity, fairness, and inclusion.	1) Awareness is created among the headmaster and teachers regarding inclusive education. 2) The school develops the capacity of general teachers.	1) The school organizes awareness sessions for parents and SMC members regarding disabled individuals. 2) The school encourages parents from diverse backgrounds to participate in	1) All teachers are aware of the students' social and cultural backgrounds and do not discriminate for any reason.

		activities.	
<b>Guiding principles/Policy: NEP-2020, RTE-2009, RPWD Act 2016</b>			
<b>Evidences:</b>			
1) Written evidence of the policy regarding equity, equality, and inclusion.	1) Records of orientation and awareness programs, photos.	1) Records of stakeholder participation in various activities, SMC meeting minutes, parent meeting minutes, mother-parent committee.	1) Records of guidance, supervision, and review of various activities, event report writing, and photos/videos. Parent attendance, feedback.
<b>4.5 : Out-of-school Student-free School</b>			
<b>4.5.1 The school tracks out-of-school children through student surveys.</b>			
1) The school regularly conducts student enrolment surveys and tracks registered students.	1) According to the out-of-school children (OOSC) enrolment, all students are registered in the school and are in the mainstream. 2) The school makes efforts for the suspension and progress of students.	1) The school takes steps to prevent student absentee and dropouts.	1) All enrolled children are retained and 100% students are promoted to the next grade.
<b>Guiding principles/Policy: NEP-2020, RTE-2009, RPWD Act 2016</b>			
<b>Evidences:</b>			
1) General Register, Out-of-School Children (OOSC)	1) Class-wise catalogues, health check-up	1) Record of transferred students, student's personal	1) Mainstream student records on UDISE +

Survey Register.	register, feedback record.	file, UDISE + SARAL and Management Portal, parent visit register.	SARAL and Management Portal, General Register, Survey record sheet.
<b>4.6 : Special/Trained Teachers for Disabled Students</b>			
<b>4.6.1 There are special/trained teachers for disabled students, and the school makes efforts to enhance their abilities.</b>			
1) There are special/trained teachers in the school who collaborate to enhance the abilities of disabled students.	1) The school trains all teachers to teach disabled students.	1) The teacher uses a needs-based teaching methodology in classroom interactions for students with special needs.	1) The school regularly organizes sessions for general teachers through special educators. 2) The school has e-material and TLM available for disabled students.
<b>Guiding principles/Policy: NEP-2020, RTE-2009, RPWD Act 2016</b>			
<b>Evidences:</b>			
1) List of specially trained teachers and their capacity development program planning.	1) Records of teacher training conducted for students with special needs, register of special teachers.	1) Teacher's Log book, Feedback of parents	1) Records of sessions conducted by special teachers, evidence of learning outcomes and progress of disabled students, record of teaching materials (TLM) usage.
<b>4.7 : Observation and Guidance of Talented/Intelligent Children in the</b>			

<b>fields of Science, Mathematics, Technology, Arts, Sports etc.</b>			
<b>4.7.1 The school provides guidance to talented children from diverse social and economic backgrounds in fields such as science, mathematics, technology, arts, sports, etc.</b>			
1) The school uses various systems, methods, and tools to identify talented and gifted children.	1) The school provides various learning options through available online resources for talented and gifted children of different age groups.	1) Seminars are organized for talented, gifted children and their parents. 2) Guidance is provided through parents, the community, and non-governmental organizations.	1) The school provides support services and resources for students from diverse social and economic backgrounds. 2) Talented students in the school have achieved success.
<b>Guiding principles/Policy: NEP-2020, RTE-2009, RPWD Act 2016</b>			
<b>Evidences:</b>			
1) Records of methods for identifying talented and gifted students. For example, competitions, observation records.	1) Records of student participation in activities of various exams.	1) Evidence of student progress, evidence of support provided to children from various social and economic backgrounds, list of NGOs per student, HPC card.	1) Records of guidance and review of various activities, evidence of student participation at district, division, state, and international levels.
<b>4.8 : Educational Materials for Teaching in Children’s Spoken Language(Mother Tongue)</b>			
<b>4.8.1 The school provides educational materials to teachers for teaching in the mother tongue/local/dialect languages.</b>			
1) The school provides educational materials (TLM) to	1) At least 25% of the educational materials (TLM)	1) At least 50% of the educational materials (TLM) are available in local/regional	1) All materials are available in local/regional

teachers for teaching in the mother tongue/local/dialect languages.	are available in local/regional languages and are being used	languages, and these materials are used in alignment with the standard language.	languages and are being used.
<b>Guiding principles/Policy: NEP-2020, RTE-2009, RPWD Act 2016</b>			
<b>Evidences:</b>			
1) Educational materials available in local/regional languages.	1) Educational materials available in local/regional languages, records of material usage.	1) Educational materials available in local/regional languages, records of material usage.	1) Records of material usage, documents/less on records (lesson observation), photos/videos.
<b>4.9 : Inspection Camp for Disabled Students at School, Cluster and Taluka level</b>			
<b>4.9.1 The school regularly participates in and organizes examination camps for disabled individuals at the school, Cluster, and Taluka levels</b>			
1) The school regularly participates in examination camps for disabled individuals at the school, cluster, and taluka levels.	1) Examination camps for disabled individuals are organized at the school level.	1) Parents and the community are involved in organizing examination camps for disabled individuals at the school, cluster, and taluka levels.	1) Counselling is provided to disabled students.
<b>Guiding principles/Policy: NEP-2020, RTE-2009, RPWD Act 2016</b>			
<b>Evidences:</b>			
1) Attendance report/photos of participants in the verification camp.	1) Report/photos of participation and organization of the verification camp.	1) Workshop on skill development planning and action report. List of participating parents.	1) Teacher planning workbook for inclusive education, CRC / BRC reports, parent feedback, student list, PRASHAST APP records.

<b>4.10 : Equal Opportunities for Girls in all Fields of Education</b>			
<b>4.10.1 The school provides girls with non-discriminatory opportunities in sports, STEAM, arts education, vocational training, and protection training. It also tracks transitions and provides opportunities for further education.</b>			
1) The school encourages and plans to provide equal opportunities for girls in all areas of education.	1) Professional capacity development training programs for teachers and non-teaching staff are implemented to develop an inclusive perspective to provide all areas and facilities of the school to all girls.	1) The school organizes self-defence training to retain girls in school (prevent dropouts) and for transitions. 2) It implements various programs for the holistic education of girls.	1) The school ensures the stability of female students by implementing clear policies and executing them through micro planning. 2) Female students function with self-reliance.
<b>Guiding principles/Policy: NEP-2020, RTE-2009, RPWD Act 2016</b>			
<b>Evidences:</b>			
1) School planning	1) Teacher competence development training report. List of trainees.	1) Records of self-defence training, STEAM education, vocational education, sports, yoga, etc., for girls during summer and winter seasons / STEAM materials.	1) Principal's policy/ school planning, project photos/videos.
<b>4.11 : Special Inclusive Policy</b>			
<b>4.11.1 The school improves learning outcomes at all levels for socio-economically disadvantaged groups (SEDGs).</b>			
1) Learning outcomes by standard/class and subject are displayed in the	1) The school uses cultural context-based TLM across all categories.	1) Parents, teachers, and students are aware of learning outcomes. 2) Teachers ensure	1) Parents/families and the community participate in

front section of the school.	2) The school organizes awareness sessions to create awareness about learning outcomes for parents, teachers, and students.	follow-up of students from economic and social groups using information technology tools.	the progress of learning outcomes of SEDG (Socio-Economically Disadvantaged Groups) 2) SEDG students participate in various competitions at district, state, and national levels and achieve proficiency.
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**Guiding principles/Policy: NEP-2020, RTE-2009, RPWD Act 2016**

**Evidences:**

1) Evidence of displayed learning outcomes. Eyewitness.	1) Report/photos of the awareness session organized by the school for parents, teachers, and students regarding learning outcomes	1) Records of progress in learning outcomes, teacher-parent meeting register, student discussions.	1) Baseline test, Summative Test 1 and 2 results, school-level test planning report based on NAS/SLAS, VSK grade list.
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## **Domain No. 5 Management, Mechanism and Administration**

### **Introduction:**

A school's culture is formed by the school's fundamental values and beliefs, so everyone believes in it and follows (Adopt) the same values. Considering the human values of care and compassion, strategies are formulated for institutional planning, conservation of resources, financial management and interpersonal relationships to ensure efficiency.

School leadership is an effective tool for achieving school goals or probable role of school heads is to provide directive leadership to schools. A visionary leader creates conducive condition to understand how learning occurs. He goes beyond textbooks and looks at knowledge as real-life experiences. A leader is sensitive to the social, professional, and administrative context in which he or she needs to function. He also creates a suitable platform for developing problem solving skills and uses of scaffolding technology. An effective leader develops students' mental abilities as well as their artistic and aesthetic sense. He fulfils learning needs of all students with marginalized and learning disabled. A leader always strives to innovate in various methods and activities. He provides support for innovative ideas. Leader treats assessment as a continuous learning process.

<b>5.1 :Vision and Mission Statement</b>			
<b>5.1.1 The school operates according to vision and mission statement and standards.</b>			
<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level : Developed</b>	<b>Level 4 : Proficient</b>

<p>1) The school has written a vision and mission statement.</p> <p>2) The statement includes opportunities for the students' intellectual and social development.</p>	<p>1) The school has communicated a vision and mission statement to the stakeholders.</p> <p>2) The mission statement is consistent with school policies.</p>	<p>1) The school has developed a vision and mission statement with the participation of all stakeholders.</p> <p>2) The steering committee ensures the views of all stakeholders are taken into account while setting the school's guidelines.</p>	<p>1) A corrective action plan is developed by periodically reviewing the school's goals and objectives</p> <p>2) A review and disciplinary mechanism process is implemented.</p>
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**Guiding Principles, Policies:** Guiding Principles, Circulars Declared by NEP 2020 and Education Department of Maharashtra State.

**Evidences:**

<p>1) Evidence of the vision and mission statement written by school on the façade.</p>	<p>1) Minutes of Meetings SMC, SDMC, Parents Meeting, Vishakha Committee, Mata Palak etc.</p>	<p>1) Minutes of Meetings SMC, SDMC, Parents Meeting, Vishakha Committee, Mata Palak etc.</p>	<p>1) Entries on Shagun and Vidya-Amrut Portal, Reports of activities carried out, Log-book, Feedback Register, Annual Inspection report.</p>
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**5.2: Mechanism of Institutional Planning**

**5.2.1 School short term and long term planning is consistent with the organizational planning's vision and mission statement**

<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level : Developed</b>	<b>Level 4 : Proficient</b>
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<p>1) The teachers plan their daily activities under the guidance of the school head.</p>	<p>1) The school has long term planning in written form. 2) Specific goals and roles are defined.</p>	<p>1) Creation and development of short term and long term goals are done by management and employees. 2) Written policies and procedures are communicated to management and employees.</p>	<p>1. Parents, Alumni and other stakeholders are involved in developing the long term and short term goals of the school. 2) Goals and plans are defined by analyzing financial and other resources in line with the schools vision and mission statement. 3) Indicators of success of the implementation process and necessary changes are periodically reviewed.</p>
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**Guiding Principles, Policies:** Guiding Principles, Circulars declared by NEP 2020, RTE- 2009, NCERT, NIEPA, SCERT and Education Department Maharashtra State.

**Evidences :**

<p>1) Evidence of school planning, school sanitization plan, school cabinet, school</p>	<p>1) Evidence of short term and long term goal planning</p>	<p>1) List of short term and long term schools objectives</p>	<p>1) Evidence of activities undertaken to achieve short term and long term goals.</p>
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dairy, assembly planning, unit planning, lesson planning, student wise planning, MDM register, student catalogue			
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**5.3: Effective Co-ordination**

**5.3.1 School leadership/management ensures effective co-ordination between the school and the community outside the school.**

<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level : Developed</b>	<b>Level 4 : Proficient</b>
1) There is co-operative and effective working co-ordination between the school management, school mechanism committee and school head.	1) School management ensures clear relationships between school heads and staff and their roles and responsibilities.	1) The school management determines the criteria and acts in co-ordination with other educational institutions to achieve its objectives.  2) The school co-ordinates with the community to achieve goals and objectives.	1) The school plans to establish effective coordination between the school and the community.  2) Teachers are provided with dedicated time and support for collaborative planning and deep thinking to meet their goals.  3) Correlations are clearly seen among school factors.  4) Guidance,

			mechanism and review are carried out.
<b>Guiding Principles, Policies:</b> Guiding Principles, Circulars declared by NEP 2020, RTE- 2009, NCERT, NIEPA and Education Department Maharashtra State.			
<b>Evidences :</b>			
1) Proceedings of SMC,SMDC,PT A meetings	1) Records of collaboration with external entities, work allocation registers, minutes of various school committees, evidence of effective interaction between school leadership and school management committee.	1) Documents of communication with other institutions, society, parents etc. Instruction booklet, parental consent letter, objectives, determination records, proceedings of meetings	1) Records of school participation in group activities.
<b>5.4: Management of Sources/Resources</b>			
<b>5.4.1: A mechanism for resource management is in place.</b>			
<b>Level 1: Initial</b>	<b>Level2: Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4: Proficient</b>
1) The Head Master regularly supervises the resources and submits reports	1) Corrective measures are taken to conserve the resources available to the school.	1) Apart from the school, the school resources are used for community programs such as education for all, skill development of girls, health and hygiene awareness, Digital literacy etc.	1) Appropriate utilization of available resources and materials is done. Also the requirement of resources is determined before new resources are made available.  2) Social audit is done with the help of

			Gram Sabha, Local Administration, School Management Members, Teachers-Parents Union, Self- Help Union, Women groups and members of deprived groups.
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**Guiding Principles, Policies :** Guiding Principles, Circulars declared by NEP 2020, RTE- 2009, NCERT, NIEPA, SCERT and Education Department Maharashtra State.

**Evidences :**

1 Fee registers, reports of visits of supervisory bodies (DIET,BRC,CRC )	1 List of activities being implemented in the assembly, evidence of effective use and monitoring of available resources, Parents/local administration/ Social contact records regarding student attendance and absence	1 Proceedings of meetings. (SMC,SMDC,PTA )	1 School planning on resource conservation, records of student participation in environmental activities, Videos uploaded on Vidyamrut portal of above activity proceedings
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**5.4.2: In terms of effectiveness in reducing wastage of resources, proper mechanisms are in place to monitor the school's progress**

<b>Level 1: Initial</b>	<b>Level2: Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4: Proficient</b>
1 The school has an effective and appropriate system to	1 The school has corrective measures to conserve resources 2 Co-ordination is	1 Existing resources in the form of infrastructure and	1 Steps are taken by administration and students to

minimize wastage of resources. 2 Infrastructure and administrative and educational aspects are monitored and reviewed periodically	done through SMC/teachers/parents/ students to reduce wastage of resources	equipments are utilized. They are analyzed before acquiring new resources.  2 Trainings are conducted to sensitize teachers and students to monitor school development in terms of effectiveness in reducing wastage of resources	reduce wastage and reuse of resources. Effectiveness is seen in reducing wastage of resources
<b>Guiding Principles, Policies: Guiding Principles, Circulars declared by NEP 2020, RTE- 2009, NCERT, NIEPA, SCERT and Education Department Maharashtra State.</b>			
<b>Evidences :</b>			
1) Evidence of proper utilization of resources	1) Steps taken to reduce expenditure on electricity, water, stationary, fuel etc.	1) Evidence of workshop planning	1) Records of initiatives implemented to reduce wastage and reuse of resources

**5.5: Relationship Management (Teacher, Non-Teaching Staff, Parents, Society, Alumni etc.)**

**5.5.1: There is a formal mechanism for school relationship management**

<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4 : Proficient</b>
1) School staff accepts parents' concerns	1) School staff provide appropriate responses to parents regarding their child's challenging issues.  2) The school	1) Immediate follow-up, corrective action is taken.  2) School staff are trained to interact with stakeholders	1) Guidelines for dealing with stakeholders are formulated and reviewed periodically by the school leadership.

	communicates with parents via telephone or face-to-face	in a respectful and timely manner.	2) All transactions with stakeholders are documented and analyzed. It has been satisfactorily followed up by the school leadership and a report has been submitted.
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**Guiding Principles, Policies :** Guiding Principles, Circulars declared by NEP 2020, RTE- 2009, NCERT, NIEPA, SCERT and Education Department Maharashtra State.

**Evidences :**

1) Records of communications with stakeholders and parents.	1) Records of communications with stakeholders and parents Minutes of teacher parent meeting.	1) Records of communications with stakeholders and parents Records of notice box and complaint box Minutes of teacher parent meeting.	1) Guidelines for dealing with stakeholders are formulated and reviewed periodically by the school leadership. 2) All transactions with stakeholders are documented and analyzed. It has been satisfactorily followed up by the school leadership and a report has been submitted.
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**5.5.2: The per child expenditure of the school is fair and effective**

<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4 : Proficient</b>
1) School expenditure plan is ready. 2) All financial documents are available	1) The information of expenditure of admitted students has been computerized. 2) The school maintains numerical records of expenditure	1) The school conducts an annual analysis of each student's expenditure	1) The school prepares a statement of expenditure per student as per the policy of the Central and State Governments and publishes it for parents and internal use.



3) Charges are applied as per the required policy	and keeps them transparent to the finance department and administration.		2) Student benefit schemes and financial transactions are handled through the PFMS/ DBT system.
<b>Guiding Principles, Policies:</b> Guiding Principles, Circulars declared by NEP 2020, RTE- 2009, NCERT, NIEPA, SCERT and Education Department Maharashtra State.			
<b>Evidences :</b>			
1) Annual Financial Documents, Financial SOPs Parents Meeting Proceedings	1) Computerized financial records of the school	1) Analytical records of expenditure per student	1) Evidence of expenditure information being published by the school, Expenditure approval records

## 5.6 : Management of Activities

### 5.6.1 The school has a complete management system of activities

Level 1 : Initial	Level 2 : Progressive	Level 3: Developed	Level 4 : Proficient
1) Prepared school activities and annual calendar.	1) The school has prepared an academic calendar and school activities by discussing with the teachers.	1) After careful planning the responsibilities for implementing school activities are widely decentralized and carried out systematically.	1) Students, parents, community are actively involved in planning, implementation, monitoring and review of school activities.
<b>Guiding Principles, Policies:</b> Guiding Principles, Circulars declared by NEP 2020, RTE- 2009, NCERT, NIEPA, SCERT and Education Department Maharashtra State.			
<b>Evidences :</b>			
1) Calendar of Activities	1) Proceedings of meetings held to prepare activity calendar	1) List of Activities, Section Allotment Register, Holistic Progress Card Letter(HPC)	1) Activities Procedures Guidelines, Activities Planning Register, School Safety Policy.

## 5.7 : Information and Records ; Maintenance and Preservation

### 5.7.1 The school has a perfect system of information and records maintenance

Level 1 : Initial	Level 2 : Progressive	Level 3: Developed	Level 4 : Proficient
1) The school meets all standards of documentation	<p>1) All types of information and documents are stored in computerized/traditional format</p> <p>2) The information is available to the staff and is used for day-to-day school operations, system improvement</p>	1) All types of information and documents related to financial resources, school and inter-school activities, facilities, student benefit schemes, public participation information are computerized by the school.	<p>1) Systems and procedures are in place to record, store, update and retrieve information</p> <p>2) The information and document maintenance process is monitored and periodically reviewed to determine its effectiveness</p>

**Guiding Principles, Policies:** Guiding Principles, Circulars declared by NEP 2020, RTE- 2009, NCERT, NIEPA, SCERT and Education Department Maharashtra State.

#### Evidences :

1) Student Attendance Sheet, Teacher Attendance, Financial Records, Student Mark Sheets	1) School Plan, School Annual Planning, Office Records, U-DISE + Form, School Website Annual Work Plan	1) Visit reports of supervisory bodies, list and records of co-curricular activities, records of public participation, reports with photographs of various activities.	1) School Improvement Action Plan
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## 5.8 : Oral/Virtual /Online/Written Communication

### 5.8.1 A regular and effective oral/virtual/online/written communication system is in place and functioning

Level 1 : Initial	Level 2 : Progressive	Level 3: Developed	Level 4 : Proficient
Verbal communication is used to communicate with stakeholders	2.1 Different methods are used to communicate. For example Circulars, Newspapers, SMS, Webinar, PTM proceedings, School Magazines	3.1 Conversation is done in a two-way method  3.2 Three to four times a year the school takes feedback on the work done by the school stakeholders	4.1 The school has effective systems in place to provide information about student information, parent involvement and interaction with stakeholders and work done on school management. (Ex- Online Blog, Website)  4.2 As part of a continuous development plan, the school follows suggestions/feedback from parents, stakeholders; So that there should be a change in the school administration

**Guiding Principles, Policies :** Guiding Principles, Circulars declared by NEP 2020, RTE- 2009, NCERT, NIEPA, SCERT and Education Department Maharashtra State.

#### Evidences :

1) Parent Visit Register	1) Evidence of communication, parent visit register, notifications on social media, notice book	1) Parent meeting register, feedback register	1) Complaint box entries, feedback registers, blogs, websites
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## 5.9 : Fees and financial Administration

### 5.9.1: The school has a system in place for financial and fee regulation including document keeping, balance sheet, audit.

Level 1 : Initial	Level 2 : Progressive	Level 3: Developed	Level 4 : Proficient
1) Financial	1) Fees are charged	1) Financial	1) Internal and

transactions are made, but documents are partially maintained	as per government rules. (if applicable) 2) The process of buying and selling is carried out as per the criteria and the required balance is maintained by balancing the deposit amount	supervision and management is entrusted to a suitably qualified person 2) The school has disclosed the fee structure on its website/notice board and it is as per rules	external audit of accounts is done in full transparency. 2) Account transactions are thoroughly monitored and future expenditure is planned. 3) To meet all the improvements and expenses, the balance sheet of the school is prepared.
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**Guiding Principles, Policies :** Guiding Principles, Circulars declared by NEP 2020, RTE- 2009, NCERT, NIEPA, SCERT and Education Department Maharashtra State.

**Evidences :**

1) School financial records	1) School fee records, parent meeting proceedings	1) Internal and external audit reports for last two years	1) School Financial Reform Plan
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**5.10 : Admission Process**

**5.10.1: The school admission policy and procedure is non-discriminatory, rational, transparent and is in accordance with prevailing guidelines, RTE 2009 guidelines and norms**

Level 1 : Initial	Level 2 : Progressive	Level 3: Developed	Level 4 : Proficient
1) The school admission process is non-discriminatory, transparent and compliant with prevailing guidelines. At the same time, it is in accordance with the principles and rules of RTE 2009 Act	1) Children in the locality are reviewed for admission to the school. 2) Parents are informed about the school by informing them for the admission of the children in the school 3) Sufficient information is	1) The school admits students under RTE 2009/ EWS sponsored cadre or special cadre as per guidelines.	1) There has been a significant increase in the number of students enrolled in the school

2) Admission is given without any discrimination like religion, race, caste, creed, place of birth	available through school notice board/website/promotional medium to ensure transparency.		
<b>Guiding Principles, Policies :</b> Guiding Principles, Circulars declared by NEP 2020, RTE- 2009, NCERT, NIEPA, SCERT and Education Department Maharashtra State.			
<b>Evidences :</b>			
1) Evidence that the admission policy of the school is as per RTE 2009, admission process records	1) Evidence of publication of admission procedure on school notice board and website	1) School admission register	1) Records of diagnostic and remedial classes, records of orientation programs, records of twelve-week modules

**5.10.2: Adopt regular admission process in nearby areas with focus on disadvantaged communities like SC/ST/OBC/Minorities and out-of-school students**

<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4 : Proficient</b>
1) Conducts home visit surveys for out-of-school students	1) The school conducts regular counselling sessions for parents of SC/ST/OBC/Minorities/out-of-school and underprivileged communities. 2) The school updates the counselling session register	1) The school implements awareness activities with the help of community, parents, village panchayat, urban, local government bodies, and Anganwadi teachers focusing on SC/ST/OBC/minority/out-of-school and underprivileged communities in nearby areas.	1) The school has mainstreamed all out-of-school students 2) No children in the area are out of school stream

**Guiding Principles, Policies :** Guiding Principles, Circulars declared by NEP 2020, RTE- 2009, NCERT, NIEPA, SCERT and Education Department Maharashtra State.

<b>Evidences :</b>			
1) Out-of-	1) Evidence of Social	1) Evidence of School	1) Saral, Out-of-

School Student Survey Records	Arousal	Admissions Activities	Process	School Admission Records on U-DICE Plus Portal
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### 5.11 : System for Quality and Change Management

#### 5.11.1 School Complex

Level 1 : Initial	Level 2 : Progressive	Level 3: Developed	Level 4 : Proficient
1) Guidelines for utilization of resources for implementation of School Complex Plan have been prepared with the help of SMC	1) Implementation is in progress as per the guideline	1) Due to this scheme, the needs of the school and students are being fulfilled	1) After reviewing the said plan, the problems encountered and the utilization report are submitted to the senior office from time to time 2) School leadership provides various opportunities for teachers to understand the latest research methods in education 3) Report
<b>Guiding Principles, Policies:</b> Guiding Principles, Circulars declared by NEP 2020, RTE- 2009, NCERT, NIEPA, SCERT and Education Department Maharashtra State.			
<b>Evidences :</b>			
1) Guidelines	1) Photos and Records of Implementation	1) Proceedings of SMC meeting actual records, photos	1) Student wise planning is done

#### 5.11.2: School heads demonstrate the ability to improve school systems and ensure an ethic of responsibility and accountability

Level 1 : Initial	Level 2 : Progressive	Level 3: Developed	Level 4 : Proficient
1) To inculcate the ethics of responsibility and	1) The school has been improved as per	1) Feedback is regularly collected from stakeholders.	1) The improvement plan and strategy are

accountability on improving the school system, the capacity of teachers is enhanced	the school development plan	2) School leaders involve parents in improving school systems and ensuring accountability	revised regularly to check progress challenges and plan ahead 2) The school mentors other schools to improve capacity building and teaching-learning processes
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**Guiding Principles, Policies :** Guiding Principles, Circulars recommendations declared by NEP 2020, RTE- 2009, NCERT, NIEPA, SCERT, PRABANDH Portal, UDISE+, VSK and Education Department Maharashtra State.

**Evidences :**

1) Evidence from teacher capacity building programs	1) School Development Plan	1) Evidence of Parental Involvement in System Improvement	1) Records of review of improvement plans and policies, evidence of mentoring to other schools
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**5.11.3: The headmaster encourages innovation by introducing creative methods and techniques that will equip students and the school with 21st century skills**

Level 1 : Initial	Level 2 : Progressive	Level 3: Developed	Level 4 : Proficient
1) Headmaster builds capacity building programs for teachers to equip students with 21st century skills and introduce creative methods and techniques.	1) Headmaster introduces new concepts in meetings and discussions 2) Feedback/suggestions are accepted in school processes	1) Headmaster encourages participation of various stakeholders and adopt innovative practices suggested by various stakeholders	1) While preparing the plan, all the stakeholders are discussed and an action plan is prepared based on it

**Guiding Principles, Policies :** Guiding Principles, Circulars, Recommendations declared by NEP 2020, RTE- 2009, NCERT, NIEPA, SCERT, PRABANDH Portal, ICT, UDISE+, VSK and Education Department Maharashtra State.

**Evidences :**

1) Evidence from	1) Feedback register	1) Evidence of	1) Minutes of
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teacher capacity building programs		Parent Meeting Register Technological Content	school development plan meetings, evidence of innovative activities, study tours and records of capacity building activities
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**5.12: PGI, PRABANDH, UDISE+, SQAAF, Filling information on National and State Vidya Samiksha Kendra (VSK).**

**5.12.1: Filling information on PGI,SHALA PRABANDH,UDISE+, National and State Vidya Samiksha Kendra(VSK) within stipulated time**

<b>Level 1 : Initial</b>	<b>Level 2 : Progressive</b>	<b>Level 3: Developed</b>	<b>Level 4 : Proficient</b>
1) School fills complete information on PGI,SHALA PRABANDH,UDISE+, at least twice a year 2) Information about PGI, SQAAF is filled in time.	1) School fills information on PGI, PRABANDH, UDICE Plus more than twice (up to date and at which point information is filled or when old information needs to be changed) 2) The school assists and supports the National and State Vidya Samiksha Kendra (VSK) in filling the necessary information or information 3) While filling PGI, SQAAF	1) Teaching and non-teaching staff are trained and feedback is taken from time to time regarding PGI, PRABANDH, UDICE PLUS. 1) Deficiencies and good points are determined by analyzing the PGI, SQAAF reports	1) Evidence from PGI, PRABADH, UDISE PLUS State Education Review Center (VSK) shows improvement in school infrastructure and academic performance. 2) As per PGI, SQAAF report, an action program has been prepared and implementation of the matters to be improved is underway



	information, check that correct information is filled. Reports are saved		
<b>Guiding Principles, Policies:</b> Guiding Principles, Circulars, Recommendations declared by NEP 2020, RTE- 2009, NCERT, NIEPA, SCERT, PRABANDH Portal, ICT, UDISE+, VSK and Education Department Maharashtra State.			
<b>Evidences :</b>			
1) PRAADH, UDISE PUS, Evidence of record on National and State Center for Education Review (VSK)	1) PRABANDH UDISE+ Study Evidence of National and State Center for Academic Review and records on VSK	1) Training logs, feedback logs	1) PRABANDH, UDISE + National and State Center for Academic Review Corrective evidence of records on VSK

## Domain 6: Beneficiary Satisfaction

### Introduction

As per the New National Education Policy - 2020, the student is the most important focal point in the teaching-learning process, and the primary goal of education is their holistic development. This means that the student is the primary beneficiary in the educational process. Along with this, other stakeholders such as the principal, teachers, staff, parents, alumni, the community, management, and administration also play a crucial role. According to SQAAF (School Quality Assessment and Assurance Framework), the satisfaction of all these stakeholders is expected. This chapter will focus on verifying the initiatives implemented to ensure the fulfilment of all the essential components required for this satisfaction and the satisfaction of the beneficiaries.

<b>6.1 Student Satisfaction</b>			
<b>6.1.1 The school provides opportunities for students to express their opinions and suggestions on educational policies and participate in school decision making</b>			
<b>Level 1 Initial</b>	<b>Level 2 Progressive</b>	<b>Level 3 Developed</b>	<b>Level 4 Proficient</b>
1) student representatives are elected unanimously 2)the school provides opportunities for students to express their opinions and suggestions about educational policies	1) The school encourages students to express their views, suggestions feedback on school policy and also participate in the decision-making process.  2 The school provides opportunities for student representatives to participate in school management	3.1. Based on the feedback received from the students, the school drafts plan of action and decide the directions of school development.	4.1 The school ensures student satisfaction by including student opinions, suggestions, visual evidence in the decision - making process.
<b>Guidelines:</b> Guidelines/ Policies NEP-2020 RTE-2009. Guidelines and			

circulars of state Government and Local management.

<b>Evidence</b>			
1) suggestion Box, Student Questionnaire bank, examination, student attendance, File, Health Card Descriptive Records, Parent Visit Book, Student Progress sheet and CCE related records	1) School (student's) Cabinet Election, Bal Sabha records, SMC/SMDC formation, various committees.	3.1 Social media, Website, News paper, Student Interschool interaction, evidence of resources exchange and study tours.	4.1 School Development plan, computer Laub, Digital Library, Experiment Book, project, Assignments Counselor Availability, Various Scholarship Distribution - Register, Handicapped material. Distribution Register
Level 1: Initial	Level 2: Progressive	Level 3: Developed	Level 4: Proficient

**6.1.2 The school provides a supportive environment for pleasant learning.**

1) The school provides a joyful education to all Students in a conducive environment	1) The school organizes various programs and activities to encourage students to attend the school.	1) Teachers encourage students to make self-study plans. 2) The school engages students in enjoyable learning interactions	1) Students plan their own studies.
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**Guideline:** Guideline Policies NEP-2020 RTE-2009 BASIC AND STATE CIRCULARS GUIDLINE INSTRUCTION SHEETS AND Joyful LEARNING Handbook.

<b>Evidence</b>			
1) Observation by teachers and non-teaching staff, (talking Walls are walls showcasing pictures, text, information to	1) Records of student attendance, reports of various recreational activities.	1) Fun Activities, Documents of co-curricular activities Reports, student Feedback.	1) Student's study plans, Study groups, Subject Friends, peer study.

reflect over in teaching learning process) , talking verandas (passage in front of the classroom), talking classrooms, entries in long books.			
<b>6.1.3 Students regularly participates in the process of accounting and management of school safety, water, environment conservation, sanitation (waste water, solid waste management etc)</b>			
1) Guidelines are available at the school to present, and to assess the issues related to school safety, Water, environment conservation and Sanitation.	1) The school inspects at least three times a year school safety environment, conservation, sanitation and water and keeps report of the inspection.	1) Students participate in assessment of school safety water environment conservation, sanitation.	1) The school has included students while conducting social audits. 2 The school has taken permanent measures regarding Cleanliness, Water Safety environment conservation .
<b>Guidelines:</b> NEP-2020 RTE-2009 AND CIRCULARS guidelines and science environment manuals of state government and local management			
<b>Evidence</b>			
1) corresponding file deletion	1) annual inspection report	1) student face to face interview sanitation ambassador	1) inspection reports, contact with external sources, reports of Farming club, Green club, Environment club
<b>6.1.4 Students are satisfied with the facilities like Teaching learning process, evaluation, various activities, and physical facilities.</b>			
1) Students take advantage of classroom teaching learning process,	1) There is a system for students to put their opinions, views and	1) Proper action is taken according to the proper instructions received from the	1) Students are satisfied with the action taken by the school.

evaluation various activities, as well as takes benefit of infrastructural facilities.	suggestions about the elements given in level, their suggestions and opinions are respected.	students.	
<b>Guidelines:</b> NEP-2020, RTE-2009 and PM Poshan Shakti Nirman Yojana circulars, Guidelines from State Govt. and Local Management.			
<b>Evidence:</b>			
1) Information obtained From Student Interviews	1) actual records	1) actual records	1) information obtained from student interviews
<b>6.2 Teacher's Satisfaction</b>			
<b>6.2.1 The school creates a safe, fear-free and caring environment for teachers to give their feedback and develops mechanisms for periodic review of this feedback and for teacher improvement, planning and evaluation.</b>			
1) Teachers are actively involved in school improvement, school management committee and school management development committee in formulating school development plan.  2) Teachers are given opportunities to develop their academic and professional qualifications.	1) Educational conferences and other platforms are provided to teachers to share their success stories, best performances and special activities.  2) The school has availability of latest technology and digital facilities for the teaching activity of the teachers	1) The school has a documented process or evaluation method for teachers to achieve their professional satisfaction.  2) Feedback received from teachers on their professional work is regularly reviewed by the school and appropriate action is taken after analyzing them	1) The school or institution appreciates the work of the teachers by giving them awards, certificates, awards and other prizes.  2) The school has a grievance mechanism for teachers
<b>Guidelines:</b> NEP-2020, RTE-2009 and pm Poshan Shakti Nirman Yojana circulars, Guidelines from State Govt. and Local Management.			

<b>Evidence</b>			
1) Higher education permission letter, teacher file, teacher appointment records, face -to-face discussion with teachers.	1) Logbook, Confidential records, are evidence of teacher participation in education council, school mouthpiece, computer om Lab, internet, projector facilities.	1) Feedback booklet, service book, school development plan, meeting minutes.	1) Monthly staff meetings, feedback booklet, logbook entries, service book entries, teacher certificates, testimonials, eyewitness evidence of commendation certificate.
<b>Level 1: Initial</b>	<b>Level 2: Progressive</b>	<b>Level: 3 Developed</b>	<b>Level: 4 Proficient</b>
<b>6.2.2 Teacher are satisfied with the training registration scheme, awards and other activities of the educational training institute</b>			
1) The school provides a a suitable environment for teachers to develop their skills	1) Teachers are aware about the planning and various activities for school development, as well as the school development plan. 2.2 Teachers participate in professional development training programs, Educational conferences, seminars etc)	1) Teachers are aware of various awards and teacher benefit schemes.  3.2 Teachers co-operate with each other, respect each other. A specific working Culture is rooted in the School.	1) At least one teacher has achieved District level, State level, National level, award and certificate.
<b>Guidelines:</b> NEP-2020, RTE-2009 and PM Poshan Shakti Nirman Yojana circulars, Guidelines from State Govt. and Local Management.			
<b>Evidence</b>			
1 Interview of teachers.	1 School development Plan	1 Teacher file, confidential reports, service book	1. Eyewitness evidence of certificates, awards received

			by teachers.
<b>6.3 Employee's Satisfaction</b>			
<b>6.3.1 The school provides an opportunity to employee to express their views, suggestions for improvement</b>			
1) The school has Grievance redressal mechanism.	1) Head master, head of school do administrative work in co-ordination with all the entities related to the school	1) school employee satisfaction is assessed through formal and informal means.	1) the principal/head of school interacts with the employees time to time to check their job satisfaction.
Guidelines: Policy NEP-2020 RTE-2009 and PM Poshan Shakti Nirman Yojana circulars guidelines from state GOVT and Local management			
Evidence			
1) Grievance box, suggestion box, Visakha committee direct discussion with employee.	1) School Management Committee, meeting Minutes, Division of work, Feedback Booklet, Monthly review meeting.	1) Interview response record.	1) Collaborative meeting, Monthly review meeting minutes, list of suggestions by employees.
Level:1 Initial	Level: 2 Progressive	Level: 3 Developed	Level: 4 Proficient
<b>6.4 Headmaster's Satisfaction</b>			
<b>6.4.1 The school management committee administrative department educational institute management etc. provide a mechanism for the principal to express his/her suggestions, thoughts, concern and periodically review and evaluate for improvement</b>			
1) Principal gets cooperation from administration, school management development committee. teachers, staff, parents, students.	1) To ensure the smooth functioning of school's daily and annual activities. The headmaster in coordination and make decision with mutual cooperation of school	1) Principal provides co-operative Support to teachers, students, parents to participate in national and international programs, providing various opportunities	1) The principal accepts opinions, instructions, and takes needful actions for school development.  2) Principal/Head of School effectively implements various programs

	management committee, School management Development committee, BRC, URC. They work In coordination & take decisions by, getting the support of management and administration		and activities by considering the suggestion and opinions received from all the stakeholders.
<b>Guidelines:</b> NEP-2020 RTE-2009 AND CIRCULARS guidelines from state Government and local management			
<b>Evidence</b>			
1) School management committee, school management development committee minutes, parents meetings, teacher staff consultation meetings, feedback, Alumni success stories.	1) school level activity records. various Competitions, cultural program records, school management committee, School management development committee member training. and meetings, minutes of meetings.	1) selection letter, Attendance certificate, Certificate, teacher awards	1) Suggestion box/complaint box program reports and feedback booklet
<b>6.5 Alumni's and Parents' Satisfaction</b>			
<b>6.5.1 The school collects feedback from parents and alumni about its processes and makes improvements to enhance its efficiency and provides a platform for parents/alumni to check whether their suggestions have been implemented.</b>			
1) The school organizes an annual event for parents and alumni.	1) The school organizes event for parents and alumni once in three months.	1) Parents, alumni, school management committee, headmaster, teachers and	1) Parents meet teachers once in two months and discuss about school. 2) Parents and



		students collectively create a plan for school.	alumni and teachers meet at school once a year to create the school development plan. And monitor whether the work is being carried out according to the prepared plan. They offer their voluntary labor for the school when required.
Guidelines: NEP-2020 RTE-2009 AND CIRCULARS guidelines from state Government and local management			
Evidence			
1 Parent's meeting minutes, photos, Alumni meeting records.	1 school management committee School management development committee reports, Parents and Alumni meeting reports.	1 School development plan, Report, Instruction box.	1 Parents register report, school development plan, feedback, Visit book, parents alumni social media group, What's app group, School improvement scheme register school registration on Vidyanjali portal
<b>6.6 Society's Satisfaction</b>			
<b>6.6.1 The headmaster plans programs related to social responsibility, such as premises cleanliness, adult literacy, environmental awareness, environmental conservation, preserving cultural heritage, and working with the elderly and include them in the annual curriculum for all age groups.</b>			
1) Headmaster makes yearly planning for all age groups and implements social	1 various social awareness programs are organized to solve various	1 The community is actively involved in connecting industry,	1 The school has at least two sustainable social Change impact projects

programs.	social and environmental problems.	education experts alumni, volunteers and other human resources with the School	underway. 2 To inculcate life skills in the students, social programs are organised regularly and well-integrated into curriculum.
Guidelines: NEP-2020 RTE-2009 AND CIRCULARS guidelines from state Government and local management circulars guidelines			
Evidence			
1) Annual plan, Account of Monthly review minutes, activity reports.	1 Integrated annual syllabus and class wise annual plan Photos and reports, news and articles in journal.	.1 Detailed information from the school about social work/activities	.1 Evidence, records of various activities undertaken by the school (as Like-Grandparent's Day)
<b>6.7 Management's Satisfaction</b>			
<b>6.7.1 Management, Teacher - Parent Association (PTA), school management committee/ school management development committee members review the school's vision and mission, develops a system of assessment and continuous improvement.</b>			
1) PTA/ SMC/ SDC has the mechanism to review the vision and mission of school.	1 By arranging the meetings of schools stakeholders regularly to know their views/ opinions about school development scheme.	1 School management committee/ school management Development committee, Teacher- Parent Association (PTA) representative reviews and resolves queries, problems of school students, parents, teachers, principals.	1 Teacher-parent Association- . (PTA), school management Committee/School management development committee representative support, provide necessary resources to achieve the VISION and MISSION of the school
Guidelines: NEP-2020, RTE-2009 and CIRCULARS and State Governance			

and Local Management guidelines.			
Evidence			
1) School Development plan	1) Summary and Feedback Note of Parents Meet.	1) Eyewitness Evidence	1) Feedback booklet, available eyewitness evidences/ resources.

## Annexure No. 1

### Implementation Guidelines

The school assessment is expected to be conducted as per the given guidelines. After the school assessment, it is necessary to provide recommendations regarding the strengths of the school and suggestions for school improvement. While making recommendations, it is important to identify the school's needs. The recommendations given after the assessment should be part of the School Development Plan. The recommendations should be realistic, clear, and achievable within a specified timeframe.

#### **1) Before School Assessment**

##### **1.1) Pre-Assessment Meeting/Conference**

- The assessor should be provided with the necessary electronic format information for school quality assessment.
- The assessor should be given documents containing various details about the concerned school. This should include school information, results, attendance, timetable, school development plan, etc.
- The school's previous inspection report and school evaluation report should be shared with the assessor.
- Assessors should avoid creating or using any personal evaluation documents.

##### **1.2) Meetings/Conferences to be Conducted by the Evaluation Head Before Evaluation**

- The assessment head should formulate a definite and appropriate strategy regarding the evaluation process.
- All assessors should reach a consensus on the different roles of the evaluators.
- Assessors should be appointed based on their subject-related expertise for conducting assessments.
- Members of the team should also be assigned responsibility for one or two quality parameters beyond their subject expertise. For example, a science expert may also be responsible for evaluating safety and health quality, as well as contributing to cooperation with other members.
- All members should be made clearly aware of the quality criteria. During the meeting, team members should be assigned to assess specific aspects of the school.

- All available school information should be considered for assessment.
- The Assessment head should provide sufficient time during the meeting for evaluation members to review the information.
- All team members should clearly understand their roles and responsibilities during the assessment and prepare a written plan for the first day of assessment.

## **2) During the School Assessment**

### **2.1) General Instructions for Assessors**

- Keep mobile phones on silent mode.
- Ensure that all discussions with school staff are purposeful.
- Maintain confidentiality regarding discussions with each school staff member.
- The assessment head should consult all team members before making decisions.

### **2.2) Responsibilities of the Assessment Head**

- Maintain friendly communication with all team members.
- Complete all necessary meetings within the scheduled time and ensure that discussions remain conflict-free.
- For high-quality lesson observations, the leader should conduct joint observations if required.
- Observe lessons from different subjects and age groups.
- Discuss with school leaders both before and after the.

### **2.3) Data Collection**

- Before moving on to the next assessment task, review all relevant information from the previous assessment component.
- After conducting observations, interviews, and analysis, provide immediate feedback on assessment components.
- During the assessment, once a score is assigned to a standard, it should not be changed later.
- Ensure that all decisions regarding standards are consistent and complementary to one another.
- Assessors should remember that the assessment is meant to assess the entire school process, school management, and its quality.

### **3) After the School Assessment**

- Discuss with school head about the areas, sub-areas, or standards that need improvement and provide necessary guidance.
- Discuss the progress of school needs, available resources, available manpower, and community participation in coordination with areas, sub-areas, and standards.
- Keep the discussion positive and avoid negative words.
- Ensure that the guidance of the assessor is inspiring for the school.
- The guidance of the assessor should help the school in developing a School Development Plan (SDP).

### **4) Sources of Information**

In the SQA AF (School Quality Assessment and Assurance Framework) process, three fundamental sources of information are utilized: observations, interviews, and documents. Assessors can achieve a triangulation of these sources by using two or more methods. A necessary indicative list of standards is provided in the plan.

#### **4.1) Observations**

##### **Lesson Observations**

- During the assessment period, aim to spend at least 40% of the time in classrooms.
- Strive to observe the entire lesson, but stay for at least 30 minutes.
- When entering the classroom, assessors should acknowledge the teacher, greet students, and follow the teacher's lead regarding where to sit.
- If a lesson plan is not provided, request a copy of the lesson plan.
- It is crucial to observe the lesson based on quality indicators and evaluate it accordingly.
- Record your observations on teaching methods and actual learning outcomes.
- Before leaving the classroom, thank both the teacher and students.
- When necessary, conduct specific observations for students with disabilities, record their performance and progress, and provide them with support and encouragement.

#### **4.2) Post-Lesson Informal Discussion with Teachers**

- Start the conversation by asking teachers how they felt about their lesson.

- Whenever possible, validate teachers' self- assessment before adding any necessary feedback.
- Your notes should be clear, evaluative, sensitive, and concise.
- The good work done by teachers should be appreciated and praised in front of everyone, and suggestions for possible improvements should be given if necessary.
- Formal decisions should be avoided while sharing with teachers.

### **4.3) Other aspects included in observations:**

Observations should be made regarding assembly and special programs, veranda, student work displays, recess, school nutrition program/canteen, drinking water, handwashing facilities, library, ICT lab, playground, toilets, etc.

These observations should be recorded under the respective areas according to set standards. Unless there is a need to ask a question about a particular situation, observations should be noted without asking any questions.

### **4.4) Interviews:**

#### **4.4.1) Student Interviews:**

- Randomly selected students should be met both formally and informally.
- While interacting with students, care should be taken not to disrupt their learning process.
- Their listening and speaking skills should be assessed based on their current proficiency level.
- It should be examined whether they are being appropriately challenged while studying the main subjects.
- Their progress in the subjects they are learning should be checked to see if they are aware of it.
- Ensure that some students with disabilities are included in the interview process.
- Engage in informal conversations with students during short breaks or before class.

#### **4.4.2) School Principal and Teacher Interviews:**

- The school principal and colleagues with different responsibilities should be included in the interviews.
- Common issues identified in discussions with subject/department heads should be discussed with other stakeholders.

- Key points from the discussions should be recorded, and necessary decisions should be made accordingly.
- Before confirming or rejecting any matter, the school principal should be asked to provide clarification and explanation.
- While adhering to quality indicators, the unique characteristics of the school should also be considered.

#### **4.5) Records and Documents:**

- School documents should be carefully examined.
- Assessors should thoroughly assess the quality of document content and all aspects of assessment.
- It should be noted that school documents related to students' achievement and progress in key subjects are important.
- Documents related to school development and management are also significant.
- To determine student attendance rates, records from the previous academic session should be considered.
- Official attendance records should be compared with actual observed attendance.
- Other important documents include exam records, employment contracts, records of special programs, club rosters, certificates and awards, written complaints, and responses to them. Additionally, a detailed list of documents mentioned in the plan should be referenced during evaluation.

##### **4.5.1. Samples Of Student's Work:**

- Written work in language, mathematics, science, and social studies should be reviewed.
- Samples should include all levels of schooling (5+3+3+4) and represent high, average, and low achievement.
- It is not necessary to collect all books; instead, two to three books from each level should be taken.
- Using curriculum planning documents as a guide, the level of challenge for each group should be assessed.
- While reviewing student work, teachers' remarks, given instructions, assigned improvements, peer assistance, and parental feedback should be considered.
- Clear decisions should be made periodically regarding students' achievements and progress.



- A list should be prepared highlighting students' learning skills and extracurricular activities.
- During teaching activities, each student, whether above or below the expected level, should be given opportunities, and their work should be assessed.
- To determine student progress, old work samples should be examined, such as from the first academic term.

## Annexure 2

### Assessment Report Form

Date:.....

1. Please provide answers to all the questions.
2. If any questions are left unanswered or sections left blank, the information will be considered incomplete.
3. The information should only reflect the current status.
4. The completed report should be submitted to the District Education Officer, and one copy should be kept by the school for reference.

Date		Visit Number	1		2		3		4	
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#### Basic Information of the School:

UDISE Number of the school	
Name of the School	
District	
Taluka	
Name of the Headmaster	
Contact Number	
Type of Management	
Total number of working days in the last academic year	
Lowest (starting) standard in the school	
Highest (last) standard in the school	

Standard	Balvatika			1st			2nd			3rd			4th			5th			6th			7th			8th			9th			10th			11th			12th					
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T			
Enrolled students																																										
presenty																																										

**Enrolled Attendance- Percentage of Attendance of the Previous Month**

<b>standard</b>			
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**Dropouts** – Number of students who enrolled or admitted last year but not admitted in running year or standard.

Standard		Boys				Girls			
		SC	ST	OBC	TOTAL	SC	ST	OBC	TOTAL
1 <sup>st</sup>	Enrolled								
	Present								
	Dropout								
2 <sup>nd</sup>	Enrolled								
	Present								
	Dropout								
3 <sup>rd</sup>	Enrolled								
	Present								
	Dropout								
4 <sup>th</sup>	Enrolled								
	Present								
	Dropout								
5 <sup>th</sup>	Enrolled								
	Present								
	Dropout								
6 <sup>th</sup>	Enrolled								
	Present								
	Dropout								
7 <sup>th</sup>	Enrolled								
	Present								
	Dropout								
8 <sup>th</sup>	Enrolled								
	Present								
	Dropout								
9 <sup>th</sup>	Enrolled								
	Present								
	Dropout								
10 <sup>th</sup>	Enrolled								
	Present								
	Dropout								
11 <sup>th</sup>	Enrolled								
	Present								
	Dropout								
12 <sup>th</sup>	Enrolled								
	Present								
	Dropout								
Total	Enrolled								
	Present								
	Dropout								

		Complete Blindness	Partial Blindness	Deaf/Hearing Impairment	Orthopedic Disability	Mental Illness	Cerebral Palsy	Autism	Leprosy Cured	Intellectual Disability
1 <sup>st</sup>	Boys									
	Girls									
	Total									
2 <sup>nd</sup>	Boys									
	Girls									
	Total									
3 <sup>rd</sup>	Boys									
	Girls									
	Total									
4 <sup>th</sup>	Boys									
	Girls									
	Total									
5 <sup>th</sup>	Boys									
	Girls									
	Total									
6 <sup>th</sup>	Boys									
	Girls									
	Total									
7 <sup>th</sup>	Boys									
	Girls									
	Total									
8 <sup>th</sup>	Boys									
	Girls									
	Total									
9 <sup>th</sup>	Boys									
	Girls									
	Total									
10 <sup>th</sup>	Boys									
	Girls									
	Total									
11 <sup>th</sup>	Boys									
	Girls									
	Total									
12 <sup>th</sup>	Boys									
	Girls									
	Total									
Total	Boys									
	Girls									
	Total									

**Number of Divyang (CWSN) Students**

After the assessment, the following area-wise expectations have been achieved. *(Provide brief descriptive statements in the columns. Sample statements are mentioned below, Use these Sample statements as a reference to complete all areas.)*

<b>Domain</b>	<b>Overall Assessment</b>	<b>Future Course of Action for School Planning</b>
<b>1) Curriculum, Pedagogy, and Assessment</b>		
<b>2) Infrastructure</b>		
<b>3) Human Resources and School Leadership</b>	Adequate number of teachers are available. No special teachers for Physical Education, Arts, and Work Experience. 100% of teachers in these areas are qualified. Less than 50% of teachers are women. 30% of teachers are on a contractual basis. Only 25% of teachers have technological knowledge. The average teacher attendance is above 80%. Overall teacher performance is satisfactory.	Efforts should be made to appoint special teachers for Physical Education, Arts, and Work Experience. Strive to achieve 50% women teachers. Appoint computer-skilled teachers or train existing teachers in computer skills. Provide proper guidance to teachers to enhance their efficiency.
<b>4) Inclusive Practices and Gender Equity</b>		
<b>5) Management, Supervision, and Administration</b>		
<b>6) Beneficiary Satisfaction</b>		

**School categorization and provisions** Effective and systematic implementation of all School Quality Assessment and Assurance Framework (SQAAP) areas can lead to high-quality learning outcomes for students. This can result in improved student performance. SQAAP will encourage schools to perform better.

### Annexure No 3

#### Framework for school Improvement/ development plan

School Name: .....

UDISE No.....

Academic Year: .....

Domain/sub-Domain/description statement	Current status level	Aspirational level	Improvement Required to reach column 3 level	Priorities of improvement In column 4 Low/medium/High/urgency	Proposed plan	Factors required to implement the proposed scheme in column 6	Date of completion of plan in column 7
1) Curriculum pedagogy and assessment							
2) Infrastructure							
3) Human Resource and School leadership							
4) Inclusive method and gender equity							
5) Management Control and Administration							
6) Beneficiary satisfaction							

## Annexure 4

### School Safety - Inclusive Checklist

<i>Sr. No.</i>	<i>Standards</i>	<i>Satisfactory</i>	<i>Necessary improvements</i>	<i>Not started yet</i>	<i>Not Applicable</i>	<i>Remarks</i>
A)	<b>School Safety and Protection Program</b>					
1)	Are safety and security programs included in schools?					
a)	Does the school have a certificate confirming that the building is safe and in good condition?					
b)	Are natural and man-made disaster management and safety systems in working?					
c)	Is there a strict policy regarding the possession of drugs and weapons in the school and school premises?					
d)	Is the student code of conduct followed? (Including attendance, punctuality, respect, tolerance, cooperative attitude, and other disruptive behaviours such as bullying, fighting, violence, etc.)					
e)	Is the teacher code of conduct followed? (Including attendance, punctuality, respect, tolerance, cooperative attitude, etc.)					
f)	Is there a sexual harassment prevention system implemented? (Including physical and mental harassment, sexual, verbal abuse, and any other anti-discrimination policies.)					
g)	Are parents and students aware of the complaint redressal mechanism regarding the above matters?					
h)	Are notifications regarding security-related programs issued to officials, parents, students, and staff?					



i)	Is there a system in place for communication with victims, offenders, parents, other stakeholders, police, and the media in case of any misconduct under disaster management? (Contact numbers related to disaster management)					
j)	Is there a clear policy in place regarding the acceptable and unacceptable use of the internet for all activities in the school?					
k)	Are there rules implemented regarding the timely use of mobile phones in the school?					
l)	Is there an inspection of the building's entrances, auditorium entrances, classrooms, and other rooms before school hours, during school hours, and after school hours?					
m)	Is there a demonstration of the escape route and procedures for all stakeholders in case of an emergency situation?					
n)	Is a character certificate considered for the appointment of teachers, non-teaching staff, contractual employees, and volunteers?					
o)	Is compliance with safety policies and preventive measures reviewed when evaluating employee performance?					
p)	Are the Principal, teachers, and staff aware of the child protection action programs?					
2)	Has the school implemented guidelines for school safety and emergency preparedness through national disaster management?(NDMA National Disaster Management Authority)					
3)	Are the communication systems (telephone, security, and fire alarm) ready for use by all components in the school?					
4)	Are the suggestion boxes, complaint boxes, and query boxes updated to provide information or communication for students and parents regarding any safety concerns of their children?					

5)	Are students, teachers, and non-teaching staff equipped to handle a public medical emergency?					
6)	Is the school safety pledge prominently displayed in the school premises?					
<b>B)</b>	<b>School building, playground, and facilities</b>					
7	Are the entry and exit paths near the school's entrance and doors clearly marked?					
8	Are the entry and exit paths free from obstacles?					
9	Are regular records maintained in the visitor's logbook for parents/guests at the main entrance?					
10	Does the school have security guards, CCTV cameras, or other surveillance mechanisms?					
11	Are electrical wires and cables securely covered so that students cannot come into contact with them?					
12	Are exit route signs displayed on each floor during emergencies (in the auditorium, laboratories, large classrooms, library, etc.)?					
13	Are fire extinguishers in the school in good condition?					
14	Is there regular inspection to ensure that the fire extinguishers in the school are functional?					
15	Are staff and students trained to use fire extinguishers?					
16	Is the school's rest area equipped with essential medicines and first aid supplies?					
17	Does the school have a designated parking area?					
18	Is the school campus protected by a boundary wall or fence?					
19	Are hazardous objects and substances properly labeled for student safety?					
20	Are all lighting systems in good condition and securely installed?					
21	Are unused areas and rooms of the school adequately lit and regularly monitored?					

22	Is there sufficient clean and safe drinking water available for students?					
23	Are drinking water tanks and storage facilities regularly cleaned and sanitized?					
24	Are water tanks and sewage tanks properly covered, and is student access to them prohibited?					
25	Are separate and functional restrooms available for boys and girls (for adolescent students)?					
26	Are separate and functional restrooms available for teaching and non-teaching staff?					
27	Does the school have a pre-primary class? If yes, is it located on the ground floor?					
28	Has the residential school followed the guidelines set by NCPCR (National Commission for Protection of Child Rights) for physical and infrastructural safety?					
29	Is there any stagnant water in the school premises?					
<b>C)</b>	<b>Psychosocial safety and support</b>					
30	Is a counsellor available in the school as per the need for counselling (for adolescent students)?					
31	Are students (especially at the primary level) made aware of personal safety, e.g., the difference between safe and unsafe touch?					
32	Does the school have a student parliament/council/committee to address student issues?					
33	Do students manage issues like anger, fear, peer pressure, bullying, etc., by incorporating life skills?					
34	Does the school regularly discuss common behavioural issues related to students and adolescents with parents?					

35	Apart from parent-teacher meetings, do parents get opportunities to discuss with teachers and school management about student safety?					
36	Is there strict monitoring of bullying, harassment, discrimination, biased behaviour, misconduct, and other antisocial behaviours based on religion, caste, gender, language, physical disability, or any other factor?					
37	Is there strict monitoring and compliance regarding theft, inappropriate writing on walls, physical or mental harassment of students, and other antisocial behaviours?					
<b>D)</b>	<b>Health and physical safety</b>					
38	Does the school have a first aid kit for basic medical treatment?					
39	Is the emergency medical service number displayed in a visible area of the school?					
40	Are regular health check-ups conducted for students, and are their health records maintained?					
41	Are students guided about health-related issues, such as the importance of a balanced diet and nutritious alternatives to junk food?					
42	Is a contact list of each student's parents maintained in the school?					
43	Are self-defence training programs conducted for students?					
44	Are school safety posters displayed prominently at the front of the school?					
45	Is the school taking necessary measures for the health of its staff?					
46	For public health emergencies, has the school established a connection with the nearest hospital?					
<b>E)</b>	<b>School transportation (if applicable)</b>					
47 a)	Has the school formed a transportation committee?					

b)	Does the school have updated certificates to confirm that all vehicles used to transport students are in good condition?					
48	Is the school's name, address, and contact number prominently displayed on all vehicles used for student transportation?					
49	Are staff members appointed to ensure the safe transportation of students in these vehicles?					
50	Are the licenses of the drivers of these vehicles certified by competent authorities?					
51	Has the school appointed a female attendant/teacher in every vehicle transporting students?					
52	Are students oriented or made aware of the rules to be followed while traveling in school vehicles?					
53	Has the school identified and marked the stops where students board and alight the vehicles?					
54	Do parents know the locations of school transport stops near their homes?					
55	Are the vehicles transporting students equipped with an updated first-aid kit containing essential and sufficient medicines and supplies?					
56	Are safety measures and health regulations being followed in vehicles transporting students?					
<b>F)</b>	<b>Support for the disabled</b>					
57	Does the school provide barrier-free access facilities for persons with disabilities, such as ramps, handrails, etc.?					
58	Does the school have disability-friendly toilets? For example, doors that open on both sides, space for wheelchairs, etc.					
59	Are awareness programs conducted for students and teachers to promote sensitivity towards persons with disabilities?					
<b>G)</b>	<b>Cyber Safety Policy</b>					

60	Is the school leadership aware of the availability of mechanisms like POCSO e-box, email, and helplines for reporting cybercrimes?					
61	Are awareness programs conducted for students and parents on reporting cybercrimes to the relevant departments?					
62	Do students handle computers and other electrical equipment in the computer lab under the supervision of teachers?					
<b>H)</b>	<b>Awareness and Training</b>					
63	Does the school organize awareness sessions for staff and teachers regarding child protection policies and laws? For example, POCSO, JJ Act, Cyber Safety Act, Anti-Drug Laws, etc.					
64	Have any of the school teachers completed training based on guidance and counselling?					
65	Are the staff members made aware of observing suspicious activities within the school premises? For example, suspicious vehicles, individuals, objects, etc.					
66	Does the school periodically organize awareness sessions and training programs to create a safe, secure, and conducive learning environment?					

## **Annexure No. 5**

### **School Safety Committee**

#### **Structure of School Safety Committee:**

**1 President:** Head of the Institute/Headmaster/A person who has relevant authority

**2. Student Safety Officer (SSO)/Child Protection Officer (CPO):** Teaching and non-teaching staff of the school will be appointed. They will cooperate to the president. Child Protection Officer may be part time or contract basis employee. If Child Protection Officer is permanent he should have minimum five years experiences about child psychology, counselling and child protection.

**3. Teacher Representative:** Minimum Two, One of them should be a woman and the other representative should be a member of the management committee.

**4. Parent Representative:** At least two of these will be representatives from the School Management Committee or the Teacher Parents Association and the parents of the disabled students, the term of parent representative will not exceed one year

**5. Student Representative:** At least two from the highest class of the school, one boy and one girl.

**6. Former Student Representative (Optional) :** Active one or two parents, Those who give contribution to school development.

#### **Functions of the School Safety Committee:**

1. Holding quarterly meetings and keeping minutes
2. The School Safety Committee will conduct a physical inspection of the school premises every quarter and ensure whether school security measures are being planned.
3. Feedback for security measures/complaint box to file complaint/Feedback booklet will be there, the box will be opened every 15 days and the suggestions and complaints will be resolved.

## **Annexure No: 6**

### **Guidelines for School Safety for Inclusive Education**

#### **School Safety for Class-wise Study: Checklist**

- Schools should regularly organize activities to build awareness about their own safety and the safety of others.
- Teachers can design various activities related to school safety, such as:
  - School Safety Puzzles
  - School Safety Quiz
  - School Safety Role Play
  - School Safety Snakes-Ladders game
  - Games, Posters,
  - School Safety Puppet Shows
  - School Safety Studies, etc.
- Regularly organizing individual and group activities related to school safety is essential.

#### **Priority Actions to be done Over Six Months as mentioned below:**

- Conducts a survey of all students using tools created for studying school safety, developed by groups of teachers and students.
- Incorporates school safety-related teaching and learning activities into the evaluation of students.

#### **a) Indicative Approaches to School Safety for Inclusive Learning of Students:**

##### **1. Evaluation of School Safety Through Groups Involving Students and Teachers:**

- **Student Interviews:** A small group (4 to 8 students) can be organized, consisting of students representing middle grades, ideally from classes 6 to 12. The committee/team meets at a time that causes minimal disruption. It is essential to ensure the responses remain anonymous to protect the interests of all students. The interview duration should be set at a minimum of 15 minutes and a maximum of 30 minutes. A small group of 4 to 8 students is formed.
- **Sample Questions for Discussion:**
  1. Are there specific places or times in this school where you feel unsafe? Please explain.
  2. During this year, have you or any of your peers been physically hurt or threatened at school? If yes, what was the extent of the injury? How did the school respond to that situation?



2. If you are aware of any situation in the school where you or others might be at risk of harm or danger, do you inform any adults about it? Whom do you inform? If not, why not?
3. Do you encourage students to report incidents of bullying, threats, or harassment to teachers and the principal?
4. Are you aware of any group activities in the school? Do they pose any risk to you or others in the school? If yes, how? If not, why not?
5. Do students who get involved in fights receive help to learn how to resolve conflicts without resorting to arguments or physical altercations?
6. Are there any programs in the school to help students who are struggling academically?
7. Are students encouraged to form clubs and conduct activities related to school safety?
8. Is training provided to protect individuals from personal harm and to prevent becoming victims of violence?
9. In your opinion, is there any safety or security issue that remains unaddressed? What would you suggest to identify and resolve such issues?

#### **b) Rating Scale for Preparatory and Upper Primary Level Students**

This is a group/class survey activity. Students are asked to assign ratings based on the provided rating scale. The rating scale is created considering the school's context and needs, with the participation of the students.

#### **Example of a Rating Scale:**

<b>Sr. No.</b>	<b>Availability in School</b>	<b>Always</b>	<b>Sometimes</b>	<b>Occasionally</b>	<b>Never</b>
<b>1</b>	<b>We take good care of the playground.</b>				
<b>2</b>	<b>We keep the school building and surroundings clean.</b>				
<b>3</b>	<b>My classroom looks nice.</b>				
<b>4</b>	<b>Students help in decision-making.</b>				
<b>5</b>	<b>Students can be part of different groups and activities.</b>				
<b>6</b>	<b>The teachers here are good.</b>				

7	My teacher respects me.				
8	My teacher appreciates my good work.				
9	I have a good relationship with my teachers.				
10	Students respect teachers.				
11	I can talk to my teachers about my questions in a meaningful way.				
12	I feel safe at school.				
13	I feel safe the road to the school and to the home.				
14	I know whom to contact in case of an emergency.				
15	We can trust people.				
16	Elders take care of students.				
17	Everyone should be respected.				

The completed inspection form is collected by the school group. The collected information is analyzed, and the school handovers the report, to authorities for further action.

### (c) Safety as a Teaching-Learning Activity in Foundational Years

At all school levels (Foundational, Preparatory, Pre-Secondary, and Secondary), it is necessary to study school safety and students' needs. Accordingly, levels can be determined.

For example, students at the foundational level can answer the following questions:

1. When and why does the child or their friends feel angry?
2. When and why does the child or their friends feel sad?
3. Does the child feel happy and comfortable at school?

4. What does the child dislike about school?

**(d) Safety Assessment of Teaching-Learning Process / Group Activities in Senior Students' classroom**

At all levels, students should be encouraged to develop their own questions. The evaluation can be conducted as a group activity in the classroom. The details for organizing this activity are as follows:

**Group Activity:**

The teacher divides the students into groups of equal numbers and assigns tasks.

- **Group 1:** Gather information about the safety of the school infrastructure.
- **Group 2:** Collect relevant points on safe interactions outside school for safety.
- **Group 3:** Identify issues related to emotional safety.
- **Group 4:** Identify issues related to cyber safety.

Similarly, if there are more groups, tasks can be repeated, or the teacher can assign smaller tasks to each group.

**Observation and Notes:**

Teachers can guide each group in formulating questions, making observations, and taking notes. They can also help students in processing the information. Below are some example questions:

**Safety of Infrastructure:**

1. Does your school building have a protective wall or fence?
2. Is there adequate and safe drinking water available in your school?
3. Are the ceiling fans properly installed and in working condition?
4. Are the number of doors, windows, and ventilation points in the classroom sufficient?
5. Are the school entrance, exit routes, and doors clearly marked?
6. Does your school have an emergency evacuation plan? Have practice drills been conducted for school staff, teachers, and students?
7. Does your school have a communication system, such as a telephone or fire alarm system?
8. Are fire extinguishers installed in your school?

**Social and Emotional Safety:**

1. Have you noticed any student in your class who frequently gets angry?
  2. When you feel bad, do you express your feelings to others?
  3. Do teachers encourage students to express their emotions?
- 4 ) Has the school appointed a counselor?
- 5) Is students' personal safety given importance?

- For example, understanding the difference between good touch and bad touch.

6) Are student issues addressed through the Student Council/Parliament?

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### **Health and Physical Safety:**

- Does the school's first aid kit have the necessary medicines?
  - Is a medical check-up conducted every year at school?
  - In case of a sudden medical emergency, is a nurse or doctor called?
  - Does the school provide a health card for each student?
  - Is there a suggestion/complaint box in the school?
  - Does the school have a school safety pledge?
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### **Cyber Safety:**

1. Does the school provide internet access?
  2. Is mobile phone usage allowed in the classroom?
  3. Do students use electronic and technical devices under the supervision of computer teachers?
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### **Disaster Response:**

1. Does the school have a disaster management plan?
  2. Are students and staff aware of disaster management procedures?
  3. Has the school conducted disaster management training?
  4. Are you involved in disaster management activities? Do you understand your responsibilities?
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### **Reflection, Thinking, and Action:**

Teachers can also provide opportunities for students to think and reflect. They can create age-appropriate guidance opportunities, focusing on specific students' leadership skills and responsibility for positive behaviour change.

Some reflection questions:

1. How can we make the school safer?
2. How can we provide opportunities for positive leadership to bring change in negative behaviour?
3. What are the ways to report complaints/conflicts to the authorities on time and ensure appropriate action?

## Assessment

Teachers can help students to assess the above aspects. Each group will present their report in front of the class, and other groups will also discuss it. The assessment of such activities can be done through a three level rubric checklist. This checklist can be prepared by the teacher themselves or with the help of the students.

Aspect	Level-1	Level-2	Level-3
<b>Structure of Question</b>	Creates questions with the help of peers.	Creates new questions with the help of peers and teachers.	Creates questions independently.
<b>collecting Information</b>	Asks a limited number of questions to collect information .	Asks more questions to collect information .	Creates new questions for complete inquiry.
<b>Data Recording/collection</b>	Do not respond recording collectively.	Records the collected information systematically.	Records information systematically and presents it.
<b>Drawing Conclusions</b>	Draws few conclusions from the information.	Draws appropriate conclusions from the information.	Draws appropriate conclusions and justifies them logically.
<b>Report Writing</b>	Prepares a report but lacks confidence in presenting it.	Prepares a report and presents it confidently.	Prepares a inclusive report and presents it with logical arguments.
<b>Collaborative Work</b>	Faces difficulties while working in a group.	Works in a group with patience.	Works in a group with patience and helps others.

### Level Descriptions:

- **Level 1:** Students need significant support from teachers/elders for actions or impacts.
- **Level 2:** Students are able to work with appropriate feedback and appreciation for actions or impacts with some support.
- **Level 3:** Students can independently complete actions or achieve impacts without much support.

## **Annexure: No.7**

### **School Safety Pledge**

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

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

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

## **Annexure No. 8**

### **Parent – Teacher Association**

As per section 21 of the RTE Act -2009, private schools are exempted from forming a School Management Committee. In such schools, the parent-teacher association is mandated to supervise the school safety measures, as is the school management committee. The PTA is an important link in monitoring school safety and security measures. Private school should have PTA in school (as defined under section 2(n)(iv)of the RTE ACT- 2009.

#### **Structure of Parent- Teacher Association (PTA) :**

1. The Parent- Teacher Association (PTA) should be established within one month from the initiation of the first term and the school should take a sensitive stance towards the safety of the students according to the guidelines of the National Commission for Protection of Child Rights (NCPCR).
2. 50% the members of this committee should be women.
3. The Parent Teacher association should have two parent members from each level of (Pre-Primary, Primary, secondary and Higher Secondary) school and students with disabilities; So that three - fourth members of the committee will be parents.
4. Out of the three-fourths of the parent members, 25%of the total strength of parent members will be reserved for the parents of children admitted under section 12(1).
5. There should be one teacher representative from each level of the school: Pre-Primary, Primary, Upper Primary, Secondary, Higher -Secondary.
6. There should be a specially invited member who is expert in any field related to the school.
7. There should be one member from the School Management Committee.

8. There should be enough representation of parents from deprived and weaker section.
9. If a parent member of this teacher parent association withdraws because their child leaves the school, a new parent member from the same class should be elected within one month.
10. The school should display the board of Parent - Teacher Association on the facade.

It is mandatory for every school to have a Parent- Teacher Association. The duration of the Parent- Teacher Association will be one academic year. As per section 2(n) (4) of the RTE Act- 2009, it is compulsory to establish a Parent - Teacher Association as an option to the School Management Committee in unaided and permanently unaided schools.



## TRANSLATORS

Sr No	Name of the Expert Member	Designation	Office
1	Shri. Prakash Tanaji Patil	Assistant Teacher	Brahmadas Vidyalaya Belawade (Bk.) Tal. - Karad, Dist - Satara
2	Shri. Jagannath Vishnu Kulkarni	Subject Teacher	ZP School Phupere, Tal. Shirala, Dist. Sangli.
3	Shri. Pravin Yashwant Jare	Assistant Teacher	New English School, Lingivare, Tal, Atpadi, Dist. Sangli.
4	Shri. Pradip Prabhakar More	Assistant Teacher	Shri Bhimraosheth Jagannath Chavan- Deshmukh Vidyalaya, Wasambe, Tal. - Khanapur, Dist.-Sangli.
5	Shri. Nilesh Balaso Shete	Assistant Teacher	Shri Mukundraj Vidyalaya Shalgaon, Tal. - Kadegaon, Dist. - Sangli.
6	Shri. Ranjit Machindra Dadas	Assistant Teacher	New English School, Bhalwani, Tal. Pandharpur, Dist. - Solapur
7	Shri. Annasaheb Bapurao Lendave	Assistant Teacher	Bhairavnath Vidyalaya Ankoli, Tal. - Mohol, Dist. Solapur
8	Shri. Shivaji Sudam Kuchekar	Assistant Teacher	Sou. Gopibai Ramkisan (Papasheth) Baldava Highschool, Degaon , Tal. - North Solapur, Dist. Solapur
9	Shri. Nileshkumar Munjaji Panchal	Assistant Teacher	ZPPS Adgaon Darade, Tal. Selu, Dist. Parbhani.
10	Shri. Pramod Champatrao Athawale	Assistant Teacher	Shri. Saint Gadage Maharaja Hindi Vidyalaya Bhusaval, Dist. Jalgaon.
11	Dr. Jagdish Laxman Patil	Assistant Teacher	ZPP Marathi School Kandari Tal. Dist. - Jalgaon.
12	Shri. Rahul Narayan Patil	Assistant	Shri. S. J. Temani Kanya

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14	Shri. Harishchandra Rajaram Patil	Resource Person	Resource Person, Block Resource Centre, Gadhinglaj, Tal. Gadhinglaj, Dist. Kolhapur
15	Shri. Shravan Sakharan Kokitkar	Resource Person	Resource Person, Block Resource Centre, Kolhapur MNC Tal. Dist. Kolhapur
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