SELF ASSESSMENT REPORT 23-24 (SCHOOL)

SCHOOL CODE - 23006 | AFFILIATION - 2630017

SCHOOL NAME - D A V MODEL SCHOOL SECTOR 15-A CHANDIGARH

Final submission date : 18-11-2023

DOMAIN 1 : CURRICULUM, PEDAGOGY AND ASSESSMENT

Sub Domain - 1.1 Curriculum Planning

Standard	Maturity Level	Performance indicator ticked by the school
1.1.1 Principal and teachers are familiar with the spirit and content of NCF and recommendations of NEP	3	1. School leaders have read the NEP and NCF documents and engaged in discussions.; 2. School leaders have identified the key recommendations of NEP and NCF.; 3. The school organizes orientation programmes and discussions for teachers on NEP and NCF.; 4. Teachers integrate recommendations of NCF and NEP in their lesson plans.; 5. Lesson plans are reviewed regularly in relation to achievement of defined learning outcomes.; 6. Classrooms are observed regularly in relation to achievement of defined learning outcomes.; 7. The school has integrated the recommendations of NCF and NEP in the school curriculum.; 8. School leaders engage in regular data analysis to assess alignment of school curriculum and teaching learning practices with NEP and NCF.; 9. The school organizes orientation programmes for parents on NEP and NCF.; 10. Feedback and feedforward is given to the teachers at regular intervals to improve teaching learning process.; 11. Identified gaps are addressed with appropriate measures.;
1.1.2 The School Leaders and Teachers are familiar with the curriculum documents and support material brought out by CBSE.	4	1. All teachers have access to respective syllabi and Manuals/Handbooks developed by the Board.; 2. The school organizes orientation programme to familiarize the staff with the key recommendations of the Board.; 3. Teachers are regularly engaged in micro discussions/dialogue to understand the impact of integrating the recommendations of the Board on achievement of learning outcomes.; 4. The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).; 5. Teachers are trained and mentored on a regular basis.; 6. Resources prepared by the teachers and their teaching practices are analysed regularly to gauge their understanding.; 7. Areas of improvement are identified and action plans made accordingly.;

| 1.1.3 The School Integrated Annual Curriculum and Pedagogical Plan (ACPP) reflects the recommendations of the Board. | 4 | 1. A syllabi bifurcation annual plan for all the classes is available.;

2. The monthly syllabi plan is shared with the parents.;

3. Orientation programmes are held for teachers of all stages to acquaint them with the curricular and pedagogical and assessment approaches as recommended in NEP and NCF.;

4. Discussions are conducted with teachers on the format to be adopted while designing the Integrated Annual Curriculum and Pedagogical Plan keeping the CBSE guidelines in view.;

5. A draft for the ACPP is prepared subject wise, class wise and unit wise in collaboration with the teachers.;

6. The school identifies professional development needs and organises CBPs accordingly.;

7. Teachers engage in in-house training programmes to develop a teaching learning model most suited to local/classroom context that promotes 21st century skills.;

8. The curriculum plan draws connections among different subjects and disciplines in order to promote interdisciplinary learning.;

9. The school Annual Curriculum and Pedagogical Plan reflects enhancement in 21st century skills, Values and Ethics, Health and Physical Education, Visual and Performing Arts, Vocational Skills etc. and is integrated with different aspects of learning.;

10. The innovative ACPP is shared with the parents.;

11. The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).;

12. The curriculum plan details strategies on promoting multilingualism;

13. Integrated Annual Curriculum and Pedagogical Plan reflects Vision and Mission of the school and alignment with recommendations of NCF.;

14. The approved Annual Curriculum and Pedagogical Plan is effectively implemented.;

15. The school team meets at regular intervals to evaluate the effectiveness of the implementation of ACPP.;

16. Data is analysed regularly to identify strengths and areas of improvement and action plans made accordingly to strengthen the system.;

17. Teachers are mentored on a regular basis.; |
| 1.1.4 Curriculum develops skills and abilities which prepares students for lifelong learning; fosters global citizenship leading to attainment of Sustainable Development Goals (SDGs). | 4 | 1. The school is aware of the recommendations of the NCF and guidelines of the Board.;

2. The school leaders have oriented teachers on the learning outcomes.;

3. The school identifies the required skills to be enhanced among the students at every stage.;

4. The time table and school calendar reflects age appropriate opportunities provided to students to enhance their 21st century skills.;

5. School ACPP and Calendar reflects provision of opportunities and other innovative means for students to demonstrate their 21st century skills and abilities towards the attainment of SDGs.;

6. Students are given opportunities to participate in intra/inter/district level competitions to enhance their 21st century skills.;

7. The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).;

8. More than 50% Students participate in competitions which aim at enhancing their problem-solving skills, logical |

reasoning skills and other 21st century skills.;

9. The school creates opportunities for staff and students to interact with other schools or educational institutions at Regional Level, National Level and International Level to exchange and incorporate best practices.;

10. The school team meets at regular intervals to evaluate the impact of the activities on learner outcomes.;

11. Data is analysed regularly to identify strengths and areas of improvement and action plans made accordingly to strengthen the system.;

12. Teachers are mentored on regular basis.;

Sub Domain - 1.2 Teaching Learning Processes

Standard	Maturity Level	Performance indicator ticked by the school
1.2.1 School follows an optimum number of teaching days and teaching hours as defined by the Appropriate Authority/State/UT Government.	4	1. The school follows the working days and working hours as per norms.; 2. Time table prepared provides sufficient time for the completion of syllabus and student activities.; 3. The published Time Table allows time to cover and revise all components of the curriculum along with the completion of published activities in school calendar.; 4. Innovative Time Table and School Calendar allocates sufficient time for addressing the needs of all the children.; 5. The time table allocates time for better planning; preparation; and learning enhancement programmes and skill building practices to achieve learner outcomes.; 6. The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).; 7. Monitored implementation of time table and school calendar allows for all the students including those with special needs and belonging to diverse socio-economic backgrounds to move forward on their developmental continuum.; 8. The time table and school calendar are reviewed at regular intervals and improvement plans made accordingly.;
1.2.2 The school follows Teacher – Student Ratio as per norms.	4	1. The school follows the teacher-student ratio of 1 teacher for 31-35 students.; 2. The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).; 3. The school follows the teacher-student ratio of 1 teacher for 30 students at lower primary level and 1:35 for upper primary level.; 4. For secondary/higher secondary level, the school follows what is prescribed by the Board.;
		1. Teachers make use of textbooks while teaching.; 2. Lessons are planned and implemented with clear learning objectives.; 3. Teaching Learning Material (TLM) is available in each class as required.; 4. Teachers are able to create no-cost/low cost teaching aids/tools.; 5. All teachers attend the CBPs as mandated by the Board.;

		6. Guidelines for preparing integrated lesson plans and varied teaching learning approaches and tools are available.;
		7. Teachers focus on subject specific skills to meet the learner outcomes by using questioning and dialogue techniques together with whole group work and individual work.;
		8. Informal assessments are integrated in the lesson plans.;
		9. Two or more innovative Teaching Learning material is developed by each teacher in each topic.;
		10. There are regular classroom observations and feedback given to the teachers.;
		11. Teachers share their learning experiences gained through capacity building programmes with their peers.;
		12. Teachers facilitate application of knowledge to real life situation and develop critical and creative thinking skills in students.;
		13. Teachers adopt pedagogical strategies that meet the requirements of divyang, students coming from diverse socio-economic groups.;
1.2.3 Teachers are empowered to adopt varied teaching learning approaches reflecting their understanding of the needs of the diverse students and create a conducive environment for joyful learning.	2	14. There are regular classroom observations and feedforward given to teachers.;
		15. Teachers are mentored to reflect on their teaching practices and supported to bridge the gaps.;
		16. The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).;
		17. Lesson plans are created keeping in view skills that students would need in the future.;
		18. Teachers use multiple modes of teaching learning strategies and digital and online teaching platforms.;
		19. Teachers recognize diverse learners with different learning styles.;
		20. Students design their own learning plans.;
		21. Teachers support all the students including gifted students by preparing individual education plans and providing interventions in regional languages, if necessary.;
		22. Students are prepared to participate in events and competitions.;
		23. Teachers and students make extensive use of technology to go beyond the planned school curriculum.;
		24. Formative assessments are integrated in classroom teaching and used towards remediation and understanding the needs of students.;
		25. The teaching learning process is closely monitored , gaps identified and action plans made accordingly.;
		26. Each teacher receives mentorship on making teaching learning process effective, experiential and joyful.;
		27. Peer Learning and other collaborative/group work is encouraged.;
		28. Innovative Teaching Learning material is developed by the teachers in collaboration with students.;
		29. The experiences gained through the CBPs are reflected in the teaching learning process.;
		1. The school has displayed Learning Outcomes as defined by NCERT in the school premises.;
		2. The LOs are shared with the teachers.;
		3. Heads of the Departments of different subjects along

Standard	Maturity Level	Performance indicator ticked by the school
		with the teachers are oriented on the use of LOs.;
		4. The Integrated Annual Curriculum and Pedagogical Plan helps in accomplishing the competencies defined in the LOs.;
		5. Teachers plan and implement their lessons in the light of the LOs defined by NCERT.;
		6. Teachers are empowered to practice student centric teaching methods/strategies which are in sync with the identified strategies for achievement of LOs.;
		7. Assessment of students' learning is conducted regularly against the defined LOs.;
		8. Each child demonstrates at least 20% enhancement in age appropriate skills/competencies every year.;
1.2.4 The School uses NCERT defined Learning Outcomes (LOs) for all classes as success criteria.	1	9. Achievement of LOs is discussed in PTMs;
		10. The Student Holistic Progress Report Card reflects the LOs.;
		11. The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).;
		12. The lesson plans reflect an alignment of objectives, tasks and assessments with the LOs.;
		13. Teachers use innovative and varied modes of assessment which are aligned with the identified LOs and are in sync with the strategies for measuring the achievement of LOs.;
		14. The classroom practices are regularly monitored in the light of achievement of LOs.;
		15. The school uses the results of NAS/SLAS/third party/CBSE SAFAL assessment (3/5/8/10) to improve teaching learning practices for increasing the proficiency level of the students.;
		16. Changes are made in the strategy/plan of action, if need be to ensure all students achieve the defined LOs.;

Sub Domain - 1.3 Student Enrichment, Skill based/Vocational Education Programmes embedded in the Annual Curriculum and Pedagogical Plan

Standard	Maturity Level	Performance indicator ticked by the school
		1. The school provides for an art, music and dance period in the time table.;
		2. All students of classes I to X undertake an art integrated project work under EBSB.;
		3. Teachers undergo CBP on Art Education.;
		4. The school provides opportunities for participation in different art forms.;
		5. School encourages promotion of local art and craft.;
		6. The school maintains records of student participation.;
		7. The school premises display a range of age appropriate students' work.;
		8. Orientation programmes are organised to create awareness among the parents/guardians, school management about the importance of studying Art Education.;
1.3.1 The school provides ample opportunities for Art Education.	2	9. Art activities are embedded in the Annual Curriculum and Pedagogical Plan of various subjects.;

		10. Through the implementation of arts curriculum, students are introduced to the rich and varied artistic and aesthetic traditions of the country.;
		11. Students participate in art activities at the intra/inter/ district/state level.;
		12. Resources and opportunities are provided to nurture artistic capabilities of the students.;
		13. The school culture and environment reflects appreciation of art forms.;
		14. Students participate in art activities at National and International Levels.;
		15. There is a mechanism to mentor, monitor and review the practices to ensure the efficacy of the program.;
1.3.2 The School Vocational Education Programme develops entrepreneurial and employability skills and provides opportunities for internship and apprenticeship at local industry.	1	1. School offers vocational courses in classes 9-12.;
		2. Career Fairs are organized for students of classes 9-12.;
		3. School offers bagless days on regular basis.;
		4. Teachers are empowered to implement vocational education programme in the school.;
		5. Awareness on the importance of Vocational Education is generated among students and parents.;
		6. School conducts workshops/ expert talks to enable students to meet industry leaders/experts from time to time.;
		7. School offers pre-vocational exposure/education during the bagless days to students of classes 6-8 through in house resources.;
		8. Students are allowed to mix and match academic subjects with skill education.;
		9. Apart from new and emerging skill courses, school provides hands on experience of important vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, etc. through yearlong fun based activities using local trades and crafts persons to the students of grades 6-12.;
		10. Teachers integrate the aspect of career guidance with the teaching of academic subjects as well.;
		11. Career Counselling Sessions are organized for students of classes 9-12.;
		12. The School has guidelines on Vocational Education, and for provision of developing age appropriate entrepreneurial and employability skills across all classes.;
		13. Skill Based Aptitude Testing for students from class 8 onwards to provide guidance to students for making informed career choices.;
		14. Every child who passes out of grade 12 has learnt atleast one vocation.;
		15. The School Vocational Education Programme is reviewed at regular intervals in the light of the needs of the students and evolving industry trends.;
		16. The Programme is monitored regularly for achieving the desired student learning outcomes.;
		17. The gaps in the system are identified and addressed accordingly.;

			1. Students participate in common school events like Annual Day, Sports Day.;
			2. The school provides for different activity clubs.;
			3. The school maintains records of activity clubs.;
			4. Teachers have access to digital, financial, environmental, citizenship, information & media, health literacy manuals/guidelines developed/referred by the Board/State.;
			5. Students participate in different enrichment activities organised/referred by the Board.;
			6. Each student is encouraged to participate in class/school/ interschool level activity to ensure that 'No Child is Left Behind'.;
			7. Records of their participation and achievements are maintained.;
			8. At least 30% students participate in Intra School/Inter school events and other events organised by the school to enhance different skills essential for 21st century learner.;
			9. Students are engaged in age appropriate activities that foster scientific temper and curiosity.;
			10. At least 50% students participate in Intra School/Interschool events which focus on enhancing different skills essential for 21st century learner.;
1.3.3 The school provides facilities to the students to participate in activities which enhance Literary and Reading Skills, Creative and Critical Thinking Skills; Scientific Skills; Communication Skills, Leadership Skills, and ensures mandatory Digital, Financial, Citizenship, Information and Media, Environmental and Health Literacy.		1	11. Students are encouraged to participate in different activities/competitions at National and International Levels.;
			12. The projects, clubs and subject enrichment activities focus on enhancing different skills and competencies of the students.;
			13. Opportunities are provided to students to demonstrate their skills and abilities and records are maintained.;
			14. Teachers have clear guidelines for planning and executing skill based learning for the students.;
			15. Regular feedback and feedforward is provided to parents on the degree of participation and levels of achievement of their wards.;
			16. The skill building programme is integrated into the institutional planning as a cohesive, well-structured and age appropriate programme.;
			17. The students are engaged in providing innovative solutions to problems related to self, school and the community.;
			18. There is a structured mechanism to track, analyse and evaluate the performance of each student.;
			19. Every year at least 5% students participate at District/ State/ National/ International level events/programmes which focus on enhancing their skills for the future.;
			20. The Policy is effectively implemented, monitored and reviewed at regular intervals to assess its impact on students.;
			21. Gaps in the system are identified and action plans made accordingly.;

Sub Domain - 1.5 Values and Ethos

Standard	Maturity Level	Performance indicator ticked by the school
1.5.1 The school nurtures values through a climate of care, compassion, and respect; welcomes diversity and creates a culture of pride for the school amongst the stakeholders.	3	1. School has CBSE Values Education Kit, Life Skills Manuals, Health Manuals, Gender Sensitivity Manual and Cards, Handbook on Inclusive Practices, Guidelines for Mainstreaming of Health and Physical Education.; 2. Teachers are oriented on these resources.; 3. The school celebrates special events / occasions.; 4. Values are imbibed through different co-curricular activities.; 5. Guidelines for acceptable behaviour and relationships within the school are available.; 6. The students take up SEWA projects.; 7. The school welcomes students and teachers of different backgrounds and perspectives.; 8. The school celebrates the progress and achievements of school, groups and individuals together.; 9. The school clearly spells out the values that the institution believes in and those are reflected in every practice and process.; 10. Guidelines for behaviour and relationships within the school are inclusive, respectful, ethical and compassionate and prepared in collaboration with students.; 11. Guidelines to address discrimination, inequity, bullying and disrespect are in place and prepared in collaboration with students.; 12. Teachers design activities and projects in their lesson plans to enable students to demonstrate the intended values.; 13. Students engage with, and learn from each other.; 14. The Projects, SEWA Programme and Student Enrichment Activities enable students to develop a global perspective.; 15. The school creates a conducive environment to promote values through a well-structured experiential learning programme.; 16. The students, staff, school leaders, parents, and the community foster a culture of respect, compassion, care and inclusivity through a collaborative stakeholder involvement programme.; 17. Students learning outcomes are visible in the narrative anecdotal records, student portfolios and day to day observation and interactions.; 18. The school practices are well supported by data and reflect a moral and ethical code of equity and dignity, and are in the best interest of students.; 19. The Values Education Programme is effectively implemented, monitored and reviewed regularly.; 20. Gaps in the programme are identified and action plans made accordingly.;
		1. The school provides opportunities to students to become aware of Constitutional values, Fundamental duties, cultural heritage, citizenship skills.; 2. All students of classes I to X undertake an art integrated project work under EBSB.; 3. School organizes at least 1-2 different activities in a year as suggested by the Board under 'Ek Bharat Shrestha Bharat' Programme during the year.; 4. School integrates Constitutional values, Fundamental duties, cultural heritage and citizenship skills in subject specific lesson plans.; 5. Organize at least 3-4 different activities in a year as suggested by the Board under 'Ek Bharat Shrestha Bharat' Programme during the year.; 6. Students undertake SEWA Projects that make them conscious of

Standard	Maturity Level	Performance indicator ticked by the school
		their duties towards society, living beings and the nature.;
		7. All Students organise and participate in age appropriate fun and indigenous activities related to Constitutional values, Fundamental duties, cultural heritage and citizenship skills and also which encourages them to be conscious of their duties towards society, living beings and nature.;
1.5.2 The school inculcates pride towards Indian heritage and civilization and encourages students to be conscious of their duties towards society, living beings and nature.	3	8. Teachers make use of such stories, arts, toys, games, sports, examples, videos of inspirational luminaries of India, ancient and modern, in science and beyond etc. which are rooted in the Indian and local geographic context.;
		9. School integrates EBSB activities in the annual academic calendar of the school, by linking each activity to a life skill/ learning skill/ media skill.;
		10. All students undertake age appropriate SEWA Projects that make them conscious of their duties towards society, living beings and the nature.;
		11. School integrates Constitutional Values, Fundamental duties, cultural heritage and citizenship skills in subject specific lesson plans of all classes.;
		12. Students participate in the cultural exchange programmes within the country.;
		13. Students learning outcomes are visible in the narrative anecdotal records, student portfolios and day to day observations and interactions.;
		14. The programme is effectively implemented, monitored and reviewed regularly.;
		15. There is an ongoing effort to identify and bridge the gaps.;

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

Standard	Maturity Level	Performance indicator ticked by the school
		1. The school maintains student registry and attendance records of the students.;
		2. The Principal and teachers have identified students who are regularly absent.;
		3. Parents are informed about students who are regularly absent.;
		4. The Principal, teachers and other stakeholders have informed interactions of the student's regular absenteeism.;
		5. Teachers are trained as first aid counsellors to cater to the socio emotional needs of the students.;
		6. School identifies the reason for student drop out.;
		7. Strategies are in place to bring back the drop outs back in school.;
		8. All student drop outs are tracked and brought back to the classroom in collaboration with the parents.;
1.6.1 The school ensures 75% attendance of its students and reduces drop outs.	4	9. Regular communication, counselling and follow ups are done to encourage attendance and reduce drop outs.;
		10. The school ensures 75% attendance of its students.;
		11. The School Policy on Health and Wellness is in place.;
		12. The Principal, teachers and other

		stakeholders create joint plans to improve student attendance.;
		13. Students at risk (girl child, students belonging to diverse socio economic disadvantaged groups and divyang) are supported and encouraged to complete their schooling.;
		14. The school allocates funds for student welfare.;
		15. The school ensures 90% attendance of its students every year.;
		16. School ensures Zero drop out, 100% transition and retention.;
		17. Monitoring and Reviewing Practices of the system are in place.;
		18. Gaps are identified and action plans made accordingly.;
		1. School assesses the achievement of learning outcomes at classes 3, 5 and 8.;
		2. Assessment practices adopted are in alignment with CBSE recommendations.;
		3. Teachers attend capacity building programmes on designing outcome driven tasks.;
		4. Teachers integrate assessment of learning in their lesson plans.;
		5. Teachers prepare the question papers and more than two outcome driven tasks to assess students' performance.;
		6. There is an ongoing capacity building of teachers on assessments.;
		7. Assessment practices are in alignment with NEP and CBSE recommendations.;
		8. There is an Annual Calendar for conducting assessments.;
		9. Modes of assessment include research work, writing journals, making of portfolio, presentations and other project work involving experiential learning for all the classes.;
1.6.2 Teachers use multiple modes of assessment to assess the performance of the students - Assessment of Learning.	3	10. Both individual and group work is assessed.;
		11. Defined rubric with criteria, levels and descriptors is used by staff.;
		12. ICT is integrated in the assessment practices.;
		13. There is a well-defined blue print for framing different kinds of questions using multiple modes.;
		14. Teachers are mentored and enabled to design varied assessment tasks.;
		15. Peer evaluation is done to determine validity, reliability and authenticity of the designed assessment tasks.;
		16. Student inputs are taken to design outcome driven tasks.;
		17. School assesses the achievement of LOs of all the students in all the classes.;

		18. Teachers reflect after every assessment of learning and design improvement plans in their teaching learning practices.;
		19. The assessment practices are regularly reviewed in the light of achievement of Learner Outcomes.;
		20. Gaps are identified and action plans made accordingly.;
1.6.3 The school has defined procedures and criteria to regularly assess the students performance; adopts varied assessment tools and techniques to assess the performance of the students – Assessment for Learning and As Learning.	2	1. Guidelines for assessments and evaluation are available with Heads of Departments and teachers.;
		2. Assessments include pen and paper tests to assess the performance of students.;
		3. Assessments are regular and periodic.;
		4. Teachers are trained in the development of competency focused assessment tasks.;
		5. Assignments, worksheets, projects and other competency focused tasks are used to assess the performance of students.;
		6. Teachers assess students on the basis of pre-defined criteria.;
		7. Feedback about the students' performance is communicated to parents at regular intervals.;
		8. Teachers conduct and employ different types of assessment tools and techniques into their teaching practices which enable them to assess the higher order thinking skills of students.;
		9. Teachers hold discussions with parents to communicate assessment criteria.;
		10. Teachers use data for the purpose of remediation and performance enhancement.;
		11. Students reflect on and monitor their own progress and make efforts to improve their performance.;
		12. School provides opportunities for students to improve on their performance.;
		13. Teachers periodically design and use different formative assessment tools and techniques as per the needs of the students.;
		14. Teachers and students co-construct learning, assessment and learning progress map.;
		15. Tasks contribute to the construction of other learning activities, line of inquiry and generation of other questions.;
		16. There is a process for effective data collection and its analysis.;
		17. Individual Education Plans are made and effectively monitored to assess the achievement of learner outcomes.;
		18. Teachers use assessment data to improve their own teaching learning practices.;

		19. School provides opportunities to students to improve on their performance and their improved performance is recorded.; 20. There are evidences to show how far each student has progressed on her/his developmental continuum.; 21. The gaps in the system are identified and action plans made accordingly.;
1.6.4 Assessment of skills and competencies (visual and performing arts, life skills, values and ethos, vocational skills, health and physical education, scientific skills, computational skills, literacy skills, digital skills, reading skills and other skills) is done on the basis of Learning Outcomes and the criteria given in the Holistic Progress Card (HPC).	3	1. Guidelines for assessment and evaluation are available with the Heads of the Departments and teachers; 2. School has adopted the prototype of HPC developed by the Board for recording of students' performance.; 3. Assessment of different skills & competencies is done and recorded by the class teacher.; 4. Teachers are trained in the use of HPC and assessment standards.; 5. Assessment of skills and competencies is done by more than two teachers; 6. Assessment of skills and competencies is done on the basis of performance of students in different projects, quizzes, role plays, group work, portfolios and other outcome driven tasks.; 7. Records are maintained, updated and tracked regularly.; 8. Students show atleast 10% progress on their developmental continuum in age appropriate skills/competencies every year.; 9. Most staff are competent in the use of assessment standards.; 10. Assessment of skills and competencies is done in collaboration with teachers from different streams.; 11. Self-Assessment and Peer Assessment practices are evident.; 12. Digital Records are maintained.; 13. Students show atleast 20% progress on their developmental continuum in age appropriate skills/competencies every year.; 14. The progress of students on different skills and competencies is discussed with parents during the PTMs. Feedback from Parents is recorded.; 15. All Staff is competent in assessing cognitive, affective, psychomotor domains of the learners as per HPC framework.; 16. Assessment of skills and competencies is ongoing and comprehensive.; 17. The Holistic Progress Card reflects self, peer, teacher and parent assessment of skills/competencies acquired by the child.; 18. School uses the data for bringing in

		quality interventions for enhanced LOs.; 19. Students show atleast 30% progress on their developmental continuum in age appropriate skills/competencies every year.; 20. There is a mechanism for mentoring, monitoring and reviewing the assessment practices to ensure learners achieve their individual and group developmental goals.; 21. Action plans are made as per the gaps identified in the system.;
1.6.5 The school uses the results of NAS/SLAS/Third Party Assessment/CBSE SAFAL assessment to ensure all students progress on their developmental continuum.	1	1. School participates in NAS/SLAS/Third Party Assessment/CBSE SAFAL assessment (3/5/8/10).; 2. Teachers have access to NAS/SLAS/Third Party Assessment/CBSE SAFAL assessment results.; 3. Teachers design interventions keeping in mind learning outcomes to be achieved.; 4. Teachers undergo capacity building programmes on inclusive practices and skill/competency focused teaching learning and assessment practices.; 5. Teachers identify the each students' location on their developmental continuum on different skills.; 6. Teachers tailor the teaching learning practices as per each student's needs.; 7. School keeps a track of the students' progress on their developmental continuum.; 8. Teachers undergo ongoing capacity building programmes on inclusive practices and skill/competency focused teaching learning and assessment practices.; 9. Teachers enable students to use self-assessment techniques to assist them in monitoring their own growth and achievement.; 10. Teachers and students co-construct learning, assessment and learning progress map.; 11. Achievement levels of students at different levels and in different subjects/domains surpass the national average at those levels and subjects/domains as per NAS/SLAS/Third Party Assessment/CBSE SAFAL assessment results.; 12. Students' achievement against defined LOs is monitored regularly and improvement plans prepared accordingly.;

Sub Domain - 1.7 Early Childhood Care and Education and Foundational Literacy and Numeracy

Standard	Maturity Level	Performance indicator ticked by the school
		1. Teachers are aware of the NCF for Foundational Stage and Learning Outcomes defined for this stage.;

1.7.1 The school organises content and teaching learning material based on defined Learning Outcomes, principles and guidelines given in NCF for Foundational Stage along with consideration for the local context.		1	2. School focuses on the use of mother tongue / local/ home language as a medium of instruction.; 3. Teachers make use of textbooks, stories and poems to achieve LOs.; 4. The content selected/developed/adopted/ adapted by the school focuses more on the cognitive and physical development of the students.; 5. School focuses on teaching students about personal and public hygiene.; 6. School has an annual calendar for the foundational stage classes.; 7. Teachers are oriented on implementation of the recommendations of the NCFFS.; 8. Teachers make use of worksheets, workbooks, activity sheets, flash cards and other audio visual material to achieve LOs.; 9. Apart from the mother tongue/local/ home language, students are also exposed to one or two more languages.; 10. The content selected/developed/adopted/adapted by the school focuses on the cognitive, physical and socio-emotional & ethical development of the students.; 11. School has good collection of pictorial and textual children's literature in its library.; 12. The concept of reading and writing is initially developed through the mother tongue/local/home language of the students.; 13. The students imbibe values through specially designed experiential activities.; 14. Teachers attend capacity building programmes.; 15. Teachers prepare teaching learning material using local resources.; 16. The teachers co relate content with real life experiences of the child.; 17. The school accommodates the needs and interests of all the students by using diverse and inclusive content and teaching learning material.; 18. Environmental awareness is integrated in the curriculum.; 19. From simple toys for play to specific manipulatives, a variety of TLM is used by the school to cater to the diverse needs of the students.; 20. At least 75% students at this stage have access to teaching learning material in their local language.; 21. The content selected/ developed/adopted/adapted by the school focuses on the cognitive, physical and socio-emotional & ethical and cultural and aesthetic development of the students.; 22. School has separate children's library and has books available in the home language/local language/mother tongue of the students.; 23. The school focuses on developing Foundation Literacy and Numeracy skills among students.; 24. The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).; 25. Teachers are engaged in ongoing capacity building programmes.; 26. School has adopted an inclusive approach that is engaging, contextual and experiential approach to deliver the content for learning.; 27. Local traditions, songs, poems, games, art are a part of the curriculum at this stage.;

		28. Children make simple TLMs as part of their art and craft which is used by the teachers in their classrooms.;
		29. 100% students are using mother tongue/local/home language in reading and writing.;
		30. Teachers have created literacy and numeracy corners in the classroom itself to promote reading, writing and numeracy skills among the students.;
		31. School has an attractive display of books in the classroom/library to capture the attention of the students which is changed periodically.;
		32. Audio books are also available to cater to the diverse needs of the students.;
		33. Monitoring and reviewing practices are evidenced to strengthen the system.;
		34. Improvement plans are made in the light of achievement of LOs.;
1.7.2 The school adopts an inclusive approach to pedagogy that is play based, engaging, contextual and experiential.	1	1. Teachers are aware of the NCF for Foundational Stage and Learning Outcomes defined for this stage.;
		2. The Annual Curriculum Plan gives an overview of the activities to be undertaken throughout the year for the Foundational Stage Classes.;
		3. Teaching plans are made in the light of the Learning Outcomes to be achieved.;
		4. Teachers make use of stories, music, art and craft activities to provide learning experiences to the students.;
		5. Outdoor games are a part of the teaching strategy.;
		6. School focuses on the use of mother tongue / local /home language as a medium of instruction.;
		7. Teachers undergo capacity building programmes on developmental milestones and pedagogical approaches.;
		8. Teachers plan for their teaching as per the guidelines given in the NCFFS.;
		9. Teachers make use of worksheets/activity sheets, workbooks, reading cards, flash cards and other supplementary graded teaching learning material.;
		10. Teachers make use of toy based/game based pedagogy, sports integrated learning to provide experiential learning opportunities to the students.;
		11. Learning experiences are designed to build on children's previous knowledge and understanding.;
		12. Teachers design structured, playful and experiential activities for the students to achieve the defined LOs;
		13. Puzzles, Board games, field trips ludo, clay activities are used to provide joyful learning experiences to students.;
		14. Students are given opportunities to spend time in and with nature and learn through their senses.;
		15. Children are encouraged to express themselves as much as possible in the language in which they are comfortable.;
		16. Opportunities are provided to all the students to participate in the classroom activities in ways that suit each child best.;
		17. Classrooms are clean, cheerful, well lit learning spaces.;
		18. The classroom rules are based on positive behavioural outcomes.;
		19. Parents are equal partners in helping students to achieve their learning outcomes.;
		20. Teachers locate their students on their developmental continuum and keep a track of their progress.;

			21. The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).;
			22. Teachers undergo ongoing capacity building programmes on developmental milestones and pedagogical approaches.;
			23. Teachers collaborate within the school and learn from each other.;
			24. The best practices are benchmarked and integrated into the teaching learning practices.;
			25. Plans for differentiated instruction are prepared by teachers to address the individual needs of the students.;
			26. Classroom rules are made by the teachers in collaboration with the students.;
			27. The activities pertaining to physical development, socio-emotional and ethical development, cognitive development, aesthetic and cultural development are regularly monitored and feedback and feedforward given to teachers on how to improve their teaching learning practices.;
			28. Improvement plans are made keeping in view the needs of the students.;
1.7.3 The schools designs and conducts age appropriate, regular and ongoing assessments that check for the achievement of the defined Learning Outcomes.	3		1. Teachers are aware of the NCF for Foundational Stage and Learning Outcomes defined for this stage.;
			2. Guidelines for assessment and evaluation are available with the Heads of the Departments and teachers.;
			3. School has adopted the prototype of HPC developed by the Board for recording of students' performance.;
			4. School makes use of observation and worksheets/activity sheets as tools of assessment.;
			5. Feedback about the student's progress is given to the parents.;
			6. Teachers attend capacity building programmes on assessments and HPC.;
			7. Parents are oriented about the Learning Outcomes to be achieved during the academic session along with the type of assessments to be undertaken throughout the year.;
			8. Assessments are a part of the teaching learning process and designed in the light of the defined Learning Outcome(s).;
			9. Most of the assessments are observation based and recorded in the anecdotal record on a regular basis.;
			10. Checklists are used by the teachers to record observations.;
			11. Observation of performance of the students in class and out of class activities is done.;
			12. Teachers use formative tasks to assess students' skills and competencies and record of the same is maintained.;
			13. Teachers attend capacity building programmes on designing and creating skill based formative assessment tasks.;
			14. The artefacts created by the students during the teaching learning process are maintained by the teachers.;
			15. Teachers maintain portfolios of each child in their class which contains the worksheets, artefacts created by the students to mark the child's progress against the defined competencies.;
			16. HPC contains not just the assessments done by the Teacher but also include simple self-assessments by the children themselves.;
			17. Feedback and feedforward about the child's progress is given at least thrice a year to the parents.;

		18. Parents are partners in helping the child to grow on her/his developmental continuum.;
		19. The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).;
		20. Teachers are trained to design and implement multiple modes of assessment to assess the achievement of the same Learning Outcome in order to cater to differential needs in the classroom.;
		21. Teachers have the autonomy to choose appropriate tool for assessment and the periodicity of assessing.;
		22. Teachers keep track of the rate of progression over a period of time for each student.;
		23. Teachers make use of event sampling to record their observations about the students.;
		24. Teachers make use of multiple sources of information before making conclusions about a student's learning.;
		25. Students' progress is analysed through systematic collection of evidences at regular intervals and individual education plans designed accordingly.;
		26. Parents' feedback, observations and comments about their child's performance is recorded in the Child's Holistic Progress Card.;
		27. Feedback about the child's progress is given at regular intervals throughout the year to the parents.;
		1. School has recruited trained and appropriate number of teachers to teach students at this level.;
		2. School has separate classrooms for students at this level.;
		3. Teachers are aware of the NIPUN Bharat Guidelines.;
		4. Teachers are aware of stage wise targets to be achieved at this level.;
		5. School focuses on the use of mother tongue / local / home language as a medium of instruction.;
		6. School maintains the appropriate Pupil Teacher Ratio as recommended by the Board/NCFFS.;
		7. School conducts regular health check-ups and records of 100% immunisation of each child are maintained. Health cards are issued to the students to monitor the same.;
		8. 3 month play based 'School Preparation Module' developed by NCERT for Grade 1 Students is administered in the beginning of class I to bolster the child's pre-literacy, pre-numeracy, cognitive and social skills.;
		9. School has safe outdoor spaces and/or small gardens for children to play.;
		10. School has functional classroom boards, material for arts/crafts, range of children's literature.;
		11. School makes use of the school building as a teaching aid.;
		12. School has accessible annual plan calendar detailing all the important events/activities to be organised at this level.;
		13. The plan is shared with all the parents and is available at the school website.;
		14. Teachers are engaged in professional development activities through a variety of means.;
		15. Teachers design age appropriate activities in alignment with the LOs to enhance literacy, numeracy and artistic competencies of the students.;
1.7.4 The school has created a suitable ecosystem		16. The walls and corridors display a colourful, cheerful and vibrant atmosphere.;

Standard	Maturity Level	Performance indicator ticked by the school
for attaining Foundational Literacy and Numeracy (FLN) targets for all children.	1	17. Teachers are provided with resource rich environment to plan, design and create joyful learning environment for the students.; 18. At least 50% students have acquired grade level competencies in Literacy and Numeracy as evidenced in HPC.; 19. The progress of each student's learning is monitored and tracked.; 20. Parents are oriented on health related needs of children.; 21. Parents are kept updated on the student's progress and improvement plans made in collaboration.; 22. The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).; 23. All the teachers teaching at this stage have completed FLN-NISTHA Modules.; 24. All teachers have access to quality resources for achieving the set targets of FLN.; 25. Teachers have created safe learning spaces with appropriate displays at the eye level of the students in the classroom itself to enhance literacy, numeracy competencies esp. reading, writing, counting, arithmetic and mathematical thinking skills among the students.; 26. Teachers are mentored and provided support to achieve the learning outcomes.; 27. Teachers make individualised education plans for each student to achieve the intended learning outcomes.; 28. Platforms for peer learning are available for students under the guided supervision of the teachers.; 29. School invites volunteers from both local community and beyond to achieve the set targets of FLN.; 30. Monitoring and reviewing practices are in place to assess the efficacy of the ecosystem created for attaining Foundational Literacy and Numeracy programme.; 31. Learning gaps identified with their probable reasons and various strategies/improvement plans initiated keeping in view the needs of the students.;

DOMAIN 2 : INFRASTRUCTURE: ADEQUACY, FUNCTIONALITY AND AESTHETICS

Sub Domain - 2.1 Classrooms, Library, Laboratories, Computer Labs, ICT Facilities and rooms for different activities

Standard	Maturity Level	Performance indicator ticked by the school
		1. Classrooms are available in the school as per statutory norms.; 2. School ensures student classroom ratio (SCR) as per norms.; 3. Inventories are maintained.; 4. The school uses additional spaces for meaningful student learning experiences; 5. All classrooms are designed to provide for varied learning needs and suitable for different stages as per the norms.; 6. ICT facilities are available in the classrooms.;
2.1.1 The school has sufficient classrooms conducive to learning.	3	7. Infrastructure is upgraded as and when required.; 8. Teachers are trained to use the various classroom resources.;

		9. The School Policy on Institutional Planning with regard to Infrastructure is in place.;
		10. All classrooms have space for peer interactions and student–teacher interactions.;
		11. School has clean and aesthetically pleasing classrooms.;
		12. Classrooms are easily accessible by students with special needs.;
		13. There is an ongoing mechanism to assess the infrastructural needs of the institution in relation to the students' needs and plans for improvement made accordingly.;
2.1.2 The School Library facilitates effective delivery/implementation of its educational programmes.	1	1. School has a separate library room with adequate resources as per norms.;
		2. Students visit the Library as per their allotted period.;
		3. The students are issued books to inculcate reading habits.;
		4. Inventories are maintained.;
		5. The school librarian maintains records.;
		6. The school Library resources are utilized by teachers and students.;
		7. Library is open for the students even after school hours.;
		8. Capacity building programmes for librarian and teachers are organised to use library as a teaching learning resource.;
		9. Library has separate reference section and a Reading Room.;
		10. Books are regularly updated to meet the developmental needs of learners of all the genders and all age groups.;
		11. The Library is used as a resource for alternative modes of learning and teaching by the subject teachers.;
		12. The Librarian follows well-constructed age appropriate strategies to meet teaching learning needs of students.;
		13. At least 75% students in the school are issued library books.;
		14. The School Policy on Institutional Planning with regard to effective usage of Library is in place.;
		15. The school library has aesthetic and flexible design to support varied learning experiences of learners.;
		16. The library provides access to internet, e-library and various digital media to both teachers and students.;
		17. The content in the books respect the sentiments of all gender, race, religion or community.;
		18. The Librarian uses innovative techniques to encourage students to read.;
		19. Teachers' and Students' views and suggestions are taken to procure relevant and age appropriate books.;
		20. Regular review of the needs of students and staff and appropriate action plan is evidenced.;
		1. The Laboratories are equipped as per norms to meet the desired learning outcomes of students.;
		2. The equipment, reagents and specimens etc. kept in laboratories are in accordance with the laws, rules and regulations applicable.;
		3. All safety and security compliances are met with as per CBSE and NCPCR norms and guidelines.;
		4. Laboratories and related emergency management facilities are available.;
		5. School has a full time lab attendant/s.;

2.1.3 Laboratories are available to support learning activities.	2	6. Inventories are maintained.; 7. All Laboratories are effectively utilised by students of different stages.; 8. Student outcomes are displayed in the labs.; 9. The Lab Attendant(s) maintain(s) records.; 10. Teachers and students of all the genders are adequately trained to demonstrate safe and careful use of equipment.; 11. Safety and Security norms are reviewed at regular intervals.; 12. The laboratories are equipped with a separate reference section.; 13. Laboratories are regularly updated to meet the developmental needs of learners of all the genders and all age groups.; 14. The Laboratories are used as a resource for alternative modes of learning and teaching by the subject teachers.; 15. The Lab Attendant(s) follow(s) well-constructed age appropriate strategies to meet teaching learning needs of students.; 16. The School Policy on Institutional Planning with regard to the effective usage of Laboratories is in place.; 17. The Laboratories are used as innovation centres to build 21st century skills in the learners.; 18. Resources are added based on lab attendant(s)', teachers' and students' feedback.; 19. School collaborates with Parents, Alumni and Community Members to upgrade the Laboratories.; 20. Ongoing review of resources and subsequent action plan is evidenced.; 21. The school has Science, Mathematics and Computer laboratories as per norms.;
2.1.4 Computer and other ICT facilities are available to support different administrative and	1	1. School has uninterrupted facility for electricity. It has internet facility along with modem and other allied technical instruments.; 2. School has functional ICT Lab(s) with availability of computers as per norms.; 3. There is an evidence of computer learning in the school time table of all stages; 4. Available Computer and ICT facilities are used by teachers and students.; 5. Digital online content is available for students and staff.; 6. Administrative staff uses available ICT facilities to improve their functioning.; 7. The School Website displays all the mandatory information.; 8. Inventories are maintained.; 9. Computer and ICT facilities for academic and non-academic activities are available and used by students.; 10. There is an evidence of computer aided learning.; 11. School provides training to teachers and staff in the use of ICT and other futuristic technologies like AR/VR, Smart Classrooms, etc.; 12. Students participate and compete in ICT related intra/inter school events.; 13. The available Information, Media and Digital facilities for School Information Management are utilised in all the domains of school functioning.; 14. Facilities are regularly upgraded and effectively utilized by

educational activities in the school.		students, teachers and administrative staff.;	

15. School provides ongoing training to teachers and staff in the use of ICT and its integration in relevant subjects.;

16. Integration of ICT (Digital and online tools) with the learning design of subjects and activities is evidenced.;

17. School conducts orientation programmes for students on futuristic technologies keeping in view the market trends;

18. Student outcomes reflecting technology usage are evidenced.;

19. Students participate and compete in ICT related state/national level events.;

20. Student Learning outcomes are evidenced in the usage of technology by students, staff and community.;

21. There is a well-defined Policy on Institutional Planning with regard to Technology Integration and Digital literacy in school.;

22. There are more than adequate computers (1:2 students per computer / laptop/tablet) for a given class with high speed/strength internet facility.;

23. Information, Media and Digital Literacy are integrated with the learning design at all stages.;

24. At least 80% students in the school use digital devices (tablet/PC provided by the school) and access online content and use it.;

25. Ongoing review of equipment and facilities is evidenced together with an action plan for improvement.;

26. Ongoing review of use of ICT facilities by teachers, students and administrative staff acts as an enabler to improve the system.;

2.1.5 The school has adequate number of activity rooms for art, sculpture, music, dance, theatre.   **4**

1. School has either separate rooms for art and sculpture, music, dance, theatre activities or one multipurpose hall for these activities.;

2. All safety and security measures as per norms are in place.;

3. Inventories are maintained.;

4. School has separate rooms for art and sculpture, music, dance, theatre activities along with a multi-purpose space which is utilized for different activities.;

5. Equipment for all the activities is utilized and maintained.;

6. All safety and security measures are regularly reviewed.;

7. Capacity building programmes are organised for teachers on setting up aesthetic activity rooms and integration of these art forms in teaching learning practices.;

8. Open spaces are well utilized to develop a culture of art and aesthetics.;

9. Activity rooms are well designed and equipped to meet the diverse interests and needs of students.;

10. Age appropriate equipment is available in the activity rooms.;

11. School has a Heritage Club that focuses on promotion of local art and culture.;

12. Student outcomes are visible throughout the school.;

13. The School Policy on Institutional Planning with regard to development of Aesthetics, Art and Culture in students is well in place;

14. School collaborates with parents, alumni, community and local artists to provide meaningful experiences in the field of arts and aesthetics to the students.;

15. School has an Innovation Centre that focuses on entrepreneurial projects that promote local art and culture.;

Standard		16. The needs of the teachers and students are regularly analysed, gaps identified and improvement plans made accordingly to strengthen the system.; 17. Feedback and feedforward is taken from the stakeholders to strengthen the system.;

Sub Domain - 2.2 Principal's Office, Staff room and Administrative Offices

Standard	Maturity Level	Performance indicator ticked by the school
2.2.1 The school has sufficient space for Principal, staff and administration as per requirements.	4	1. The school has a designated for Principal,Teachers and Administrative Staff.; 2. Inventories are maintained.; 3. The school has a well-equipped office for the Principal.; 4. The Principal's Office has a separate seating space for interaction with students, parents and teachers.; 5. There is a well-equipped office for administrative staff.; 6. There is a well-equipped staff room for all the teachers.; 7. The Principal has an open door policy.; 8. The Principal and staff (teaching and non-teaching) are trained on relationship management.; 9. The administrative office is well equipped to accommodate the needs of stakeholders.; 10. There is a well-equipped staff room at every floor/level.; 11. The school office is equipped with relevant ICT facilities for Principal, teaching staff and Administrative Staff as well as for non-teaching staff.; 12. The School Policy on Institutional Planning with regard to provision of facilities for school staff and principal is in place.; 13. The school has aesthetically and functionally designed offices.; 14. Equipment is regularly updated and well maintained.; 15. The Principal engages in innovative practices to make the official work spaces more accessible and welcoming.; 16. Review of infrastructure and aesthetics as per school policy is evidenced at regular intervals.; 17. Feedback and Feedforward taken from students and staff to improve the system and action plans made accordingly.;

Sub Domain - 2.3 Infirmary and Health Management Facilities

Standard	Maturity Level	Performance indicator ticked by the school
		1. School has an infirmary/sick room.; 2. The infirmary has a first aid kit with necessary medicines and other supplies for emergency which are within the expiry period.; 3. Nurse is available to attend to the needs of the students.; 4. School has a full time counsellor to attend to the mental health and well-being issues.; 5. School has a anti bullying committee.; 6. Annual health check-ups are conducted.; 7. Health Cards of all students are maintained with special focus on immunization.;

Standard	Maturity Level	Performance indicator ticked by the school
2.3.1 The school has effective preventive health care and health management facilities.	4	8. Emergency protocols are in place.;
		9. Emergency medical care numbers are displayed at prominent places in the school.;
		10. The school has tied up with a local nearest hospital to meet emergency needs.;
		11. The school adheres to statutory compliances.;
		12. Inventories are maintained.;
		13. School has full time nurse to attend to the needs of the students and records are maintained.;
		14. The school medical room is equipped to handle medical emergencies.;
		15. All teachers are trained in first aid.;
		16. Preventive Health Check-ups of students are conducted.;
		17. School creates awareness among students about Mental Health Issues.;
		18. Students are aware of Manodarpan and avail support with regard to their Mental Health and well-being.;
		19. School empowers students by educating them regarding bullying.;
		20. Capacity building of teachers on ensuring physical, socio emotional well-being of self and of students.;
		21. Teachers are trained in identifying early signs of mental health issues among students.;
		22. Reports of regular Preventive Health Check-ups are shared with the parents.;
		23. Relevant medical records of all students are updated with parental support.;
		24. Mechanism is in place for early identification of behavioural patterns in students.;
		25. School has a Health and Wellness Club which is the focal point of school health promotion.;
		26. Activities for parents, students and teachers that focus on preventive health care management are integrated in the time table, school calendar and school curriculum.;
		27. Collaborations with parents and the community are evidenced.;
		28. The School Health and Wellness Policy for a Health Promoting School is in place and implemented.;
		29. School has a full-time doctor.;
		30. Equal comfort level in terms of medical facilities is offered to all the genders.;
		31. Effective communication system is in place for preventive health care and Health Management.;
		32. School has a Mental Health Advisory Panel comprising of Principal, Teachers, Parents, Students , Alumni and community Members.;
		33. School plans and enforces an age and gender appropriate Annual School Mental Health Programme.;
		34. The School Health Management facilities are monitored, reviewed at regular intervals and improvement plans made accordingly.;

Sub Domain - 2.4 Water, Sanitation Facilities and Waste Management

Standard	Maturity Level	Performance indicator ticked by the school
		1. The school has adequate and separate functional and clean toilets for girls, boys and third gender as per norms.;

| | 2.4.1 The school provides safe drinking water; adequate sanitation facilities and follows effective waste management practices. | 1 | 2. There is a provision for disposal of menstrual waste in girls toilet.;

3. Hand washing facility with soap dispensers is available and easily accessible for all age groups.;

4. There is facility for safe drinking water with adequate (as defined in CBSE affiliation Bye Laws) number of water taps for all the students, located at a convenient point within the building.;

5. Water filter/purifier is available in the school.;

6. Water quality is tested periodically.;

7. There is proper disposal of waste and garbage.;

8. All disinfectants and cleaning materials are kept away from the reach of the children.;

9. All safety and security measures as per norms are in place.;

10. Inventories are maintained.;

11. There is provision of proper lighting, exhaust fans and dust bins in the toilets.;

12. Sufficient water is available at all times for different purposes in the school.;

13. Dust bins are available in all the corridors and classrooms in the school.;

14. There is regular supply of cleaning materials, soap, disinfectants, brooms, brushes, buckets etc.;

15. There are working locks on the toilet doors.;

16. Doors have child-friendly latch.;

17. School promotes use of organic sanitary pads among girl students.;

18. School has provision of Organic Sanitary Pad vending machines in girls' toilets and eco-friendly incinerators for disposing menstrual waste.;

19. There is provision of separate and clean toilets for male and female staff.;

20. All water, sanitation and hand washing areas are kept clean and in hygienic conditions are maintained.;

21. The sanitary equipment is regularly monitored and repaired/replaced.;

22. School has a drainage system and protocols for disposal of waste and garbage.;

23. All safety and security measures are regularly reviewed and action plans made to improve the system.;

24. Capacity building of teachers, admin and housekeeping staff and students on personal and environmental hygiene and waste management.;

25. Regular/daily inspection of water and sanitation facilities by a committee /person appointed for the task.;

26. Visuals depicting key hygiene messages and use of water conserving techniques are available in all the toilets, hand washing and water drinking stations/areas.;

27. Teachers integrate age appropriate personal and environmental hygiene and waste management practices into their curriculum.;

28. Teachers take up projects that focus on personal and environmental hygiene and waste management practices.;

29. Community projects are initiated on waste management practices.;

30. Students participate and compete in events on eco-friendly practices.;

31. The School Policy on Health and Wellness that includes Sanitation, Personal and Environmental Hygiene and Waste Management Practices is in place.;

32. Institutional planning ensures that plumbing and drainage system and disposal of waste facilities are sustainable and scalable.; |

Standard		Performance indicator ticked by the school
		33. The waste generated is disposed off /recycled safely without any kind of contamination to any natural resources or endangering the health of its stakeholders and without compromising on the aesthetics in and around the school.;
		34. The school provides a platform for students to collaborate with parents, alumni and community to build a safe and clean environment.;
		35. Students are empowered to execute innovative designs on waste management and maintenance of personal and environmental hygiene.;
		36. The school caters to a clean environment by enforcing stringent monitoring and review practices.;
		37. Gaps are identified and action plans made accordingly.;

Sub Domain - 2.5 Furniture

Standard	Maturity Level	Performance indicator ticked by the school
2.5.1 The school has adequate, safe, comfortable, age appropriate and aesthetically designed furniture.	4	1. Age appropriate furniture in classrooms commensurates with the strength of students and staff.; 2. All safety and security measures are in place.; 3. Inventories are maintained.; 4. Different seating arrangements are demonstrated by the teachers in correlation to their pedagogical strategies; 5. Students engage in multiple activities while working in groups.; 6. All safety and security measures are reviewed at regular intervals.; 7. The school organises capacity building programmes on classroom management for teachers.; 8. Age appropriate aesthetically designed furniture is available in the school.; 9. Appropriate furniture is available for differently abled students.; 10. The School Policy on Institutional Planning with regard to the provision of Furniture is in place.; 11. Feedback and feedforward is taken from teachers and students on the functionality and adequacy of the furniture.; 12. The furniture requirements are periodically reviewed and additions made as per needs.; 13. All safety and security measures are regularly reviewed; gaps identified and improvement plans made accordingly.;

Sub Domain - 2.6 Lighting and Ventilation

Standard	Maturity Level	Performance indicator ticked by the school
		1. Classrooms have working artificial light system.; 2. All the light points are working.; 3. The entire school building is well lit as per norms.; 4. School practices energy saving measures.; 5. There are windows in classroom for natural lighting and cross ventilation.; 6. The window panes are clean.;

Standard	Maturity Level	Performance indicator ticked by the school
2.6.1 The school building is designed for natural lighting and ventilation in keeping with the best international norms.	4	7. The windows facilitate entry of daylight and provide a view.; 8. Natural lighting and cross ventilation is a part of building design.; 9. The classrooms are painted in white or light non-glossy paint to improve the light quality in the rooms.; 10. The text on the Boards are clearly visible to all the students in the classroom.; 11. The School Policy with regard to eco-friendly practices and health and wellness is in place.; 12. The indoor visual environment includes elements linked to task performance, visual comfort, health, safety and well-being of students.; 13. The design principles include clean room design, operation and maintenance, daylighting, diffused reflected light, discomfort glare, energy performance, illuminance, life of lamps.; 14. Entire school building is ventilated with temperatures conducive for learning and working as per norms.; 15. Energy saving measures and the cleanroom design are monitored at regular intervals.; 16. Gaps are identified and improvement plans made accordingly.;

Sub Domain - 2.7 Eco friendly orientation and integration of Organic Living in Curriculum

Standard	Maturity Level	Performance indicator ticked by the school
2.7.1 The school follows eco-friendly/green practices to promote and inculcate organic lifestyle among students.	1	1. The school premises are neat and clean.; 2. The school uses energy saving and energy efficient electrical equipment.; 3. School has compost pits for the recycling of school organic waste.; 4. School has green plants placed/grown in its premises.; 5. School Waste is segregated before disposal.; 6. E-waste is disposed of in an appropriate manner.; 7. School has an eco-club.; 8. Recycling bins are placed across the school premises.; 9. The school premises are aesthetically maintained with lawns and green plants.; 10. Students follow eco-friendly practices like use of recycled/ eco-friendly material for different projects and school events; "lights-off" hour once per week; water conservation practices; use of plastic free lunch boxes and resuable water bottles; energy, water and waste audits etc.; 11. School has a kitchen/nutritional garden maintained by students.; 12. Students participate in maintaining and sustaining neat, clean and green school surroundings.; 13. Students carry out study of traditional practices related to protection of environment.; 14. Students participate in environment related events at intra/inter school level.; 15. Teachers are trained to integrate Learning about the environment; Learning through the environment; and Learning for the environment in their lesson plans.; 16. School conducts age appropriate activities like nukkad nataks, hackathons, workshops, showcasing of films, documentaries, expert talks, etc. for all levels of classes (primary to secondary) to create awareness on environmental issues and organic lifestyle among the students and community members.; 17. Community members and alumni participate in and contribute to eco-friendly activities organised by the school.; 18. The institutional planning of the school reflects the use of eco-friendly materials in all the operational domains of the school – academic, non-academic and administrative.;

19. Students participate in environment related events at district/state level.;

20. The School Policy on Sustainable Eco-friendly/ Green Practices leading towards organic lifestyle is in place.;

21. The curricular transactions expose students to the real-life world, natural and social; enable them to analyse, evaluate, and draw inferences about environmental problems and concerns; add to their understanding of environmental issues; promote sustainable environmental actions in order to facilitate the move towards organic living.;

22. Teachers build on the knowledge, skills and attitudes of the students towards environmental awareness and organic living through interdisciplinary approaches.;

23. Students participate in identifying age appropriate environmental issues/ problems and find effective and innovative solutions that are executed in the school, community and at home.;

24. Students participate in environment related events at national/international level.;

25. The eco-friendly practices adopted by the school are an example for the wider community.;

26. The Eco-friendly practices are monitored and reviewed at regular intervals.;

27. School assesses impact of eco-friendly practices on students periodically and make changes in the policy and curricular programme accordingly.;

Sub Domain - 2.8 Safety Provisions

Standard	Maturity Level	Performance indicator ticked by the school
2.8.1 The school ensures Whole School Safety and Security Approach for all as per statutory norms.	4	1. The school complies to NDMA guidelines in the area of physical infrastructure and disaster-related issues; safety and security guidelines given by NCPCR; safety and security guidelines given by CBSE.; 2. The school provides clean and hygienic surroundings and potable water to the students.; 3. Emergency Protocols are in place.; 4. Orientation programmes are conducted for all staff members on the statutory requirements (acts, policies, procedures, etc); 5. The school has an all-hazards Safety Plan that takes into account all potential threats and hazards.; 6. Roles and Responsibilities are defined for all staff members to ensure safety and security for all students at all times.; 7. NDMA/NCPCR/CBSE guidelines are monitored by designated school teams for ensuring effective implementation.; 8. Collaborative partnership between students, teachers and parents is evidenced in the designing of effective monitoring practices to ensure the safety and security for all.; 9. All the school SOPs related to NDMA/NCPCR/CBSE reflect preventive and corrective safety and security protocols in all domains of school functioning.; 10. The school empowers all the stakeholders, including the alumni and the community in co-creating a safe and secure school environment for the holistic development of students.; 11. The SOPs in every domain of school functioning are monitored from the perspective of safety and security at regular intervals by the designated teams of empowered stakeholders.; 12. The school has a mechanism to assess the satisfaction of stakeholders with respect to the safety and security approach followed in the school.; 13. The School Safety and Security Policy to ensure Safety and Security of all is in place.; 14. The defined roles and responsibilities ensure that the process owners take appropriate action, not only preventive but also compassionate and developmental, so that risk of any kind of incident which harms students or staff will be eliminated.; 15. The Whole School Approach on Safety and Security is evidenced by the

contribution of all stakeholders in all domains of school functioning to ensure that the students learn and grow in a joyful and safe environment.;

16. The accountability for keeping children safe and secure in schools (including while children are transported to and fro, to attend school or go back to their homes in a school transport) is on School Management, Principal and Staff.;

17. School follows 'Zero Tolerance Policy' against any negligence on the part of any individual or school member or management when it comes to the safety and security of children in school.;

18. The safety and security measures are reviewed/monitored at regular intervals; feedback and feedforward taken from stakeholders; gaps identified and action plans made accordingly.;

Sub Domain - 2.9 Playground and Sports Facilities

Standard	Maturity Level	Performance indicator ticked by the school
2.9.1 Indoor and outdoor sport facilities are available and support divyang.	1	1. School has a playground meeting minimum statutory requirements.; 2. School has indoor and outdoor sports material/equipment as per norms.; 3. Sports facilities and equipment are maintained and the staff ensures safety and security of students at all times.; 4. Records and inventories are maintained.; 5. Sports and games equipment catering to the needs of all students is maintained and made available as and when required.; 6. Students participate in inter school sports events.; 7. PE Teachers are trained in conducting indoor and outdoor physical activities for ensuring the fitness of all students including divyang.; 8. School facilities are used for multiple sports and other activities including yoga.; 9. School has a provision of equal indoor and outdoor sports and games facilities and equipment to all students regardless of gender and abilities.; 10. School has dedicated area for the storage of age and game appropriate indoor and outdoor sports equipment.; 11. Facility of changing rooms and easy access to wash rooms and potable drinking water is available to the students.; 12. School playground is used to host interschool sports events.; 13. School playground is being used as a teaching tool by the teachers.; 14. School playground has the facility of safe shades and rest areas.; 15. The School Policy on Institutional Planning with reference to indoor and outdoor sports facilities is in place.; 16. Facility for coaching or special training in specific game(s) is available for students.; 17. The school has a plan of action which includes evaluating, assessing, and changing routines and equipment to meet accessibility and inclusive standards.; 18. The physical accessibility of the playground is also regularly assessed to ensure all equipment can be used by all students including divyang.; 19. Improvement plans are made to strengthen the system.;

Sub Domain - 2.10 Hostels

Standard	Maturity Level	Performance indicator ticked by the school
		1. Guidelines for infrastructural facilities,

		maintenance and governance for boarding are available.; 2. Number of Toilets bathing rooms, wash basins, urinal pots exist in proportion to the number of students in the dorms-1:10.; 3. There is a separate wing for boys and girls.; 4. Dormitories are available for boarders.; 5. Dorm Guardian's Room is inside the hostel.; 6. Potable water is available.; 7. Washrooms are available as per norms.; 8. Kitchen and dining area is available.; 9. Running water supply available throughout the year.; 10. Furniture in the dormitories is as per norms.; 11. There is a provision for telephonic lines for communication to and from parents.; 12. The school complies with all statutory safety and security norms.; 13. Records and inventories are maintained.; 14. Guidelines for maintenance and governance of Hostel infrastructure with laid out roles and responsibilities are in place.; 15. Number of Toilets, bathing rooms, wash basins, urinal pots exist in proportion to the number of students in the dorms-1:8.; 16. There is provision for Visitors' room and common room for guests and boarders.; 17. Water and other facilities like soap etc. is available in the washrooms at all times.; 18. There is provision for back up facility for electricity.; 19. The infrastructural requirements are assessed at regular intervals and met accordingly.; 20. Hot water supply is provided in winters.;
2.10.1 School has sufficient rooms/dormitories, recreational spaces, washrooms, drinking areas, residence of warden, residence of pastoral care staff, visitors' room, laundry room, storage room for food items (perishable and non-perishable) and additional bedding, and common room.	3	21. Potable water is available together with water coolers.; 22. Sufficient number (1:6) of toilets, bathing rooms, wash basins, urinal pots as per the standard norms.; 23. Dormitories/twin share/three share options are available.; 24. There is provision in the infrastructure for individual and common recreational spaces.; 25. Kitchen and dining area are separate and equipped with necessary infrastructural requirements.; 26. Provision for temperature- controlled storage of food items and storage of additional bedding is available.; 27. There is a provision for central heating and plumbing for hot water supply in winters.; 28. Visitor's room, laundry, tuck shop, and other daily need facilities are available.;

		29. Dorm Guardian's office and residence is within the hostel.;
		30. Boarding has a recreational/common room with a library, TV corner and games.;
		31. Waste Management System(s) is/are available.;
		32. The School Policy on Institutional Planning with SOPs for Hostel Infrastructure is in place.;
		33. Dormitories/Twin share/three share are spacious with ventilation and natural light.;
		34. There is a resource room with internet facility for academic use.;
		35. There is a separate area for drying personal laundry.;
		36. All facilities are in working condition.;
		37. Boarders have an easy and supervised access to school's playground, library and other resources after school hours.;
		38. There is a provision for residential accommodation for Pastoral care staff within the hostel.;
		39. A periodical review of the infrastructural needs is undertaken by the school; gaps identified and improvement plans made to strengthen the system.;
		1. Guidelines for environmental hygiene with reference to dining area are in place.;
		2. Separate Hand wash facility for the serving staff and students is available.;
		3. Drinking water facility areas are clean.;
		4. Serving trays and cutlery is available.;
		5. The dining area is neat and clean.;
		6. Food items are brought from an authorized agency (as per FSSAI).;
		7. Safety checks for ensuring quality of food served to students exist.;
		8. All safety and security measures are in place as per norms.;
		9. Records and inventories are maintained.;
		10. Guidelines for environmental hygiene with reference to kitchen and dining area are in place.;
		11. There is a separate area for preparing and serving food.;
		12. Cooking vessels, serving trays, cutlery etc. are available as per norms.;
		13. There is a separate washing and cleaning area for food items and utensils.;
		14. Kitchen and dining area is well ventilated and illuminated.;
		15. Staff for cooking, cleaning and serving is available.;
		16. Nourishing and wholesome food is prepared in the cooking area.;
		17. Staff and students form teams on rotation, to serve others.;

			18. Students and staff are encouraged not to waste food;
			19. Students and staff take the responsibility to keep their used cutlery/utensils in designated spots.;
			20. Annual health checks up of the kitchen and serving staff are undertaken to ensure their fitness for the job.;
			21. The Kitchen and serving staff maintain high degree of personal hygiene and cleanliness.;
			22. Quality checks are organized by the school to ensure clean and hygienic surroundings, preparation of nutritious food and disposal of waste.;
			23. Kitchen has adequate temperature - controlled storage facility for provisions (groceries, vegetables, fruits and dairy products).;
			24. Procurement, storing, cooking and handling of food is safe, healthy and hygienic as per FSSAI norms.;
2.10.2 School has a separate clean and hygienic Kitchen and Dining Area.	3		25. All the safety measures as per the standard norms are periodically checked. (pest control, separate gas cylinder storage area, fire alarm, fire extinguishers and quality check of food and water);
			26. The roles and responsibilities with respect to maintaining hygienic kitchen and dining area are in place.;
			27. Training for personal and environmental hygiene and self-grooming is provided to the cooking, serving and cleaning staff.;
			28. Kitchen and dining areas are equipped with appliances and furniture as per requirement.;
			29. There is adequate space and furniture for cooking and dining.;
			30. Menu is displayed in the dining area.;
			31. Kitchen has adequate and appropriate storage facility for different products (groceries, vegetables, fruits and dairy products).;
			32. Availability of fresh, clean water for cooking.;
			33. Drinking water and water for hand wash available both in kitchen and in dining area.;
			34. Separate hand wash area is available in dining room.;
			35. Dining area promotes interaction between peers and students.;
			36. Waste management practices are in place.;
			37. Biannual health checks up of the kitchen and serving staff are undertaken to ensure their fitness for the job.;
			38. Feedback is taken from staff and students to improve quality of food.;
			39. Infrastructure for implementing Waste management practices is in place.;
			40. The school policy on Institutional Planning with regard to kitchen and dining area infrastructure/human resource & quality control is in place.;

		41. Quarterly health checkups of cooking, serving and cleaning staff working in kitchen and dining area is conducted.;
		42. The cooking, serving and cleaning staff is trained on waste management practices.;
		43. Nutritious and balanced menus are planned in collaboration with staff and students.;
		44. Monitoring and reviewing practices are in place.;
		45. Feedback and Feedforward practices are in place.;
		46. Staff and students integrate values of humility, care, compassion, sensitivity, systems thinking into designing strategies (eg. SEWA, Design Thinking etc.) for bringing about improvement in the kitchen and dining area.;
2.10.3 The school fosters a culture of cleanliness and hygiene.	1	1. Guidelines for maintenance of cleanliness and hygiene in hostels are available.;
		2. There is a schedule for cleaning of the Hostels - dormitories, recreational spaces, visitors' room, corridors, toilets, bathing rooms, kitchen and dining areas.;
		3. Surprise checks are organized.;
		4. All safety and security measures are in place as per norms.;
		5. Records and inventories are maintained.;
		6. Guidelines for maintenance of cleanliness and hygiene in hostels along with clearly defined roles and responsibilities are available.;
		7. Students are empowered and made responsible for the upkeep of their own rooms.;
		8. All safety and security measures are regularly monitored.;
		9. The Housekeeping staff is trained and follow all safety and security measures.;
		10. The staff and students undergo orientation and sensitization programmes on importance of eco-sanitation.;
		11. The maintenance schedule is adhered to, and monitored and reviewed by a safety and security committee on a regular basis.;
		12. Cleanliness and maintenance schedules are displayed prominently in the designated areas.;
		13. Eco friendly practices are followed for management of all kinds of waste generated in the hostel(s).;
		14. The School Policy on Institutional Planning with regard to maintenance of Hostels is in place.;
		15. The staff, including housekeeping staff and students collaborate to introduce strategies and activities that involve all stakeholders in maintaining cleanliness and hygiene in the hostel.;
		16. Recognition and appreciation is provided to students for exhibiting good hygiene practices.;
		17. Feedback and Feedforward practices are in place.;

		18. The monitoring and reviewing mechanism allows for the evaluation of cleanliness and hygiene practices in the hostel at regular intervals.; 19. Improvement plans are made in collaboration with staff and students and standard operating procedures followed to ensure compliance.;
2.10.4 School provides for safety and security of students.	4	1. Guidelines for providing safety and security to students are available.; 2. The hostel campus is enclosed and secured with permanent boundary walls.; 3. 24X7 security guards are available at entry and exit gates and records maintained.; 4. Entry to the hostels restricted to authorized personal only.; 5. Fire Extinguishers and First Aid kits are centrally located in the hostel and regularly checked for expiry and functioning.; 6. Electric wires and cables are insulated with proper earthing and are beyond the reach of the students.; 7. The hostel has the provision of infirmary with full time doctor and nurse.; 8. School has tie up with a nearby Hospital for emergencies.; 9. Emergency medical care numbers are displayed in the hostel.; 10. Visitors have the access to the area designated by the school by using a visitors' pass.; 11. Evacuation plan is displayed in the hostel building.; 12. POCSO training and CPC committees as per statutory norms.; 13. The school adheres to all statutory compliances.; 14. Records and inventories are maintained.; 15. Guidelines for providing safety and security to students along with defined roles and responsibilities are available.; 16. Routine health check-ups of students are conducted and health cards are maintained.; 17. Availability of an ambulance on campus.; 18. Fire Extinguishers and First Aid kits are available at appropriate places and staff and students are trained to use them.; 19. Evacuation plan for each room and the building displayed in all the rooms and corridors and regularly practiced.; 20. School provides age appropriate and safe furniture in the hostel.; 21. Police verification is done before hiring of teaching, non-teaching contractual, voluntary and other staff.; 22. Isolated areas of the school hostel are well lit and under frequent invigilation.; 23. Safety and security measures are regularly reviewed.;

		24. All staff and students are trained to deal with common medical emergencies.;
		25. Individual health files are maintained with details of congenital issues, disability if any, allergies, etc.;
		26. The school has installed cameras at all gates, corridors and common rooms in the hostel.;
		27. Registered parents/ guardians (with the Id card issued by the school) can only visit the students.;
		28. There is regular monitoring of health status of students.;
		29. There is a mechanism to redress issues of bullying, harassment and abuse.;
		30. School has viable communication system in place (eg. phone, fire alarm, etc.);
		31. Monitoring of building entrances, hallways, classrooms and hostel before, during and after school hours.;
		32. The School Safety and Security Policy with Emergency Protocols is in place.;
		33. Students are empowered to take care of their own physical safety and also of others.;
		34. There is a roster to monitor safety and security of students on an everyday basis in the hostel campus.;
		35. Feedback and Feedforward is taken from students and teachers at regular intervals to bridge the gaps.;
		36. The dorm warden uses systems thinking approach in collaboration with students, staff, parents and alumni to improve and strengthen the safety and security system in the hostel.;
		1. Guidelines for the upkeep of the students' health and wellbeing are available.;
		2. Defined routine schedules are followed by students and monitored by dorm teacher.;
		3. Schedules for physical activities before and after classes are monitored.;
		4. Academic routine is conducted as per schedule.;
		5. In case of behavioural or academic issue, student is referred to the school counsellor.;
		6. Full time doctor and nurse are available.;
		7. Records and inventories are maintained.;
		8. School conducts orientation programme for teachers for understanding wellbeing of students.;
		9. Sessions on life skills, values, health and well-being are organized for and by the students.;
		10. Teacher cum dorm guardian in ratio (1:50).;
		11. Regular preparatory classes are organized by campus teachers to build the academic competencies and life skills in the resident students.;
		12. Physical and cultural activities are conducted for the resident students.;

Standard	Maturity Level	Performance indicator ticked by the school
2.10.5 Students' physical, mental, socio-emotional and intellectual well-being is taken care of by intensive pastoral care programmes.	1	13. Buddy system is evidenced.; 14. Anti-bullying practices are in place.; 15. Career counselling is available to senior students.; 16. Suggestion boxes are placed at prominent places for staff and students to give their suggestions to improve hostel life.; 17. Full time dorm guardian/warden in ratio (1:45); 18. Dorm Guardian/Hostel Warden and hostel staff are trained to foster collaboration, care, support, safety, positivity, self-dependence (routine) and self-care among students and enable students to appreciate diversity.; 19. Physical and cultural activities/ Intra Hostel Competition / Yearly Calendar in place for the overall holistic development of the resident students.; 20. Boarders are assigned Mentors (teachers on campus) to help them in their academic and personal life.; 21. School counselor plans preventive sessions to identify any symptoms of mental/emotional health issues and counsels students in times of need.; 22. Age appropriate circle time is organized to identify and solve problems.; 23. School provides a regular connect of the resident students with their respective parents.; 24. The School Health and Wellness policy is in place.; 25. Full time doctor and nurse organize health checkups at regular intervals and collaborate with students and staff to introduce new activities and strategies that focus on healthy lifestyle and physical well-being.; 26. Career counselling and Coaching facility by the school staff or Online faculty for preparing for competitive examinations in different fields is available.; 27. Students are assigned designated leadership roles who work in collaboration with Dorm guardians/wardens and other students.; 28. Feedback and feedforward mechanisms are in place.; 29. The whole pastoral care programmes is regularly monitored and reviewed; gaps identified and improvement plans made accordingly.;

Sub Domain - 2.11 School Canteen (For Day Schools)

Standard	Maturity Level	Performance indicator ticked by the school
		1. Guidelines/SOP for school canteen are available.; 2. The school canteen is managed by outside licensed/registered vendor/self-managed and provides precooked or packaged food bought from licensed vendor as per the written contract.;

2.11.1 The school has a well-managed, clean, hygienic and safe canteen.	3	3. The school ensures provision of safe, nutritious, wholesome and affordable food to the students.;

4. All food handlers in the school canteen have a health certificate that they are free of contagious diseases.;

5. Menu and price list of different food items are displayed in the canteen.;

6. Disposable crockery is used to serve the food items in the canteen.;

7. Quality checks are done by designated school staff.;

8. School Canteen adheres to locally legislated rules on food safety.;

9. The school canteen complies with the FSS Act 2006 and the FSSAI food standards.;

10. The school has Canteen Committee irrespective of whether the canteen is self-managed by the school or by private operator/vendor.;

11. The School Canteen Committee comprising of teachers ensures an efficient service, compliance to the Canteen Guidelines and Food Safety Standards.;

12. The school canteen is well ventilated and illuminated; has sufficient seating space with adequate furniture and has hand washing facility.;

13. Poster depicting healthy and nutritious food guide is displayed in the canteen.;

14. Promotion of junk foods and soft drinks is prohibited in the school canteen and other school premises.;

15. Awareness about healthy and nutritious food is created among students through different activities and events like nutrition week, healthy snacking day, healthy tiffin competitions, nutritious recipe competition.;

16. Waste segregation and disposal mechanism is in place.;

17. Records and inventories are maintained.;

18. School organizes orientation programmes for the students and parents on consumption of healthy foods and beverages.;

19. School arranges and conducts training sessions for the canteen vendor/school canteen management staff on food safety management systems.;

20. School plans well balanced, tasty, wholesome and nutritious food to be served in the canteen in collaboration with students, teachers and parents.;

21. School conducts survey among students, staff and parents on the kind of food to be made available in the school canteen.;

22. School arranges for demonstration sessions by the experts from the community on the common and doable food tests to detect adulteration in food items.;

23. Eco friendly crockery is used to serve the food items in the canteen.;

24. The Canteen Committee comprising of Principal, teachers, parent representatives, student representatives supervises and monitors the operation of the school canteen.;

25. The School Policy on Institutional Planning with reference to school canteen is in place.;

26. Regular training of canteen vendor/school canteen management staff is conducted on food safety management systems.;

27. The school canteen reflects the educational goals of the school and supports student learning and assisting them in making healthy and organic food choices.;

28. School is a health promoting school that supports healthy practices by integrating them in school curriculum.;

29. Parents, students, teachers work together in building a school culture where students engage in leading an organic life style.;

30. School canteen employs eco-friendly practices.;

31. Teachers use school canteen as a home economics laboratory.;

32. Feedback and Feedforward mechanisms are in place.;

33. The running of school canteen is monitored and reviewed regularly, gaps identified and improvement plans made to strengthen the system.; |

Sub Domain - 2.12 Transport and Escort Facility

Standard	Maturity Level	Performance indicator ticked by the school
2.12.1 School provides optional, safe and reliable transportation facility to accessible and remote areas.	3	1. The school provides transport as per mandated norms.; 2. The school extends transport facility/ies to those areas o which are within prescribed area norm o where setting up of a new school is not feasible o where there is no State scheme for supporting transportability.; 3. School has well trained and reliable drivers, conductors and escorts who are appointed after due verification.; 4. Students in the school bus are accompanied by trained attendants/escorts to ensure their safety.; 5. All the school buses have GPS, CCTV and fitted with speed governors.; 6. Emergency numbers are displayed in the school buses.; 7. Safety audit of buses is conducted at regular intervals and records are maintained.; 8. The school adheres to all safety and security measures.; 9. Records and inventories are maintained.; 10. Guidelines for School Transportation along with roles and responsibilities are in place.; 11. There is code of conduct defined for all those who avail school transportation facility.; 12. School conducts Awareness Program on Traffic Rules for students, teachers and other stakeholders.; 13. School staff including bus drivers, conductors and escorts are trained to understand and implement inclusive practices.; 14. Students below 12 years of age are not left unattended while dropping off at their designated bus stops.; 15. School has an effective communication system between the school bus driver, the school, teachers and the parents.; 16. Students are empowered to create safe spaces within the buses in collaboration with their teachers.; 17. School Transportation Committee comprising of Principal, Teachers, Student and Parent Representatives regularly monitors the adherence to the safety and security measures in the school buses.; 18. Parents and students are empowered to notify the school administration of any offence or negligence noticed in the bus.; 19. School Policy on Institutional Planning with reference to Transportation is in place.; 20. Regular training of all categories of staff on safety and security measures to be adopted pre-during-post boarding/deboarding is conducted.; 21. School Transport Management system gives a platform to the parents to get instant alerts regarding the routes of the buses, bus trip status, schedule changes, and arrival/departure times.; 22. Feedback and Feedforward practices are in place.; 23. The school transportation system is regularly monitored and reviewed, gaps identified and improvement plans made in collaboration with stakeholders to strengthen the system.;

DOMAIN 3 : HUMAN RESOURCES

Sub Domain - 3.1 School Staff – teaching and non-teaching

	Maturity	

Standard	Level	Performance indicator ticked by the school
3.1.1 The school recruits qualified and competent staff (teaching and non-teaching) that is sufficient in number to support fulfilment of school mission and objectives.	2	1. Guidelines for recruitment of staff are available.; 2. The school employs required number of qualified and competent staff as per norms.; 3. All the staff, teaching and non-teaching is appointed following the recruitment rules of the State Government where the school is located.; 4. The school complies with all recruitment norms including background checks.; 5. The school maintains teacher registry and service books of all categories of staff.; 6. Guidelines for recruitment of staff along with defined roles and responsibilities are available.; 7. School reviews the staff requirements before the commencement of every session in the light of its mission and objectives.; 8. The school recruitment process employs flexible and multiple modes to assess basic, advanced and core competencies in 'real time' scenarios.; 9. School Leader is trained in Personnel Management.; 10. The school appoints full time counselor(s) and special educator(s) as per requirement.; 11. The school assigns duties and other responsibilities as per staff's professional competence.; 12. The School HR Policy that includes Recruitment is in place.; 13. All employment decisions are made in collaboration with the School Leader.; 14. School appoints staff (teaching and non-teaching) from diverse backgrounds reflecting inclusion and equity.; 15. Monitoring and reviewing practices are in place to ensure that the process results in hiring of staff that is competent enough to meet the student developmental goals.; 16. Feedback and Feedforward mechanism is in place.; 17. Improvement plans are made accordingly to strengthen the system.;
3.1.2 The School Induction Programme lays strong foundations for productive relationship and high standards of performance.	2	1. New staff members are: A. briefed by the concerned H.O.D./Principal/Manager regarding their duties and activities to be undertaken B acquainted with terms and conditions of employment.; 2. New staff members are: A introduced to the school staff and school facilities B given a tour of the school C informed about pay D informed about school's Code of Conduct – making clear the expected standards of conduct and behaviour E apprised of their responsibility to provide a safe environment in which children can learn F acquainted with other formalities to be completed.; 3. School assigns a mentor to each new member recruited for a certain period of time.; 4. Roles and responsibilities for each step in the induction programme are defined.; 5. New staff members are familiarized with the A health and safety protocols and requirements for self and students B values, ethos, core purpose and the vision of the school C school's policies and procedures D acceptable use of ICT.; 6. All staff members receive appropriate child protection training which is regularly updated.; 7. The induction programme is formal, structured and documented.;

		8. Specific job training in developing knowledge, skills and efficiency in the job with hands-on experiences to face the challenges.;
		9. The induction not only acts as an enabler for the individuals to achieve their outcomes as per their roles but also always ensures their responsibilities in safeguarding and protecting the children, and abide by the standards of conduct and behaviour expected from them.;
		10. Regular review meetings are organised to provide an opportunity for discussions, dialogues and questions.;
		11. The principal assigns work/responsibilities to the staff as per their knowledge, competencies and skills.;
		12. A road map for the personal and professional growth of the employees is generated with mutual consensus.;
		13. Mentoring, Monitoring and Reviewing at regular intervals is demonstrated.;
3.1.3 The school staff appraisal is a supportive and developmental process to ensure positive outcomes for students.	1	1. Staff Appraisal is done.; 2. School conducts an appraisal of all categories of staff based on pre- defined criteria known to the staff.; 3. The teacher appraisal and feedback system acts as a mechanism to increase teacher effectiveness and ensures positive outcomes for students.; 4. The appraisal system is used for recognising and rewarding effective teaching.; 5. Guidelines for staff appraisal are made in consultation with the staff.; 6. School conducts 360 degree staff appraisal on the basis of data collected through multiple sources (like student feedback, student performance analysis, Parent feedback, Peer Feedback, lesson observations learning walks, self-assessment).; 7. The staff is provided with a written appraisal report which reflects the areas to celebrate and areas to improve.; 8. The school authorities take supportive and developmental action after analyzing the results of the appraisal of the staff.; 9. The Principal/HR Head schedules one to one discussion with staff at regular intervals over a period of a year wherein a SWOT analysis is done.; 10. Staff shares their satisfaction or concern areas with the school authorities.; 11. The school uses the appraisal system to: A create a culture of collaboration, self-evaluation, transparency, openness, peer learning B identify competencies and skills of the staff and assign new roles and responsibilities C develop a professional learning community.; 12. The appraisal system is monitored at regular intervals; gaps identified and improvement plans made in collaboration with the staff to strengthen the system.;
		1. School maintains teacher registry.; 2. Teachers attend CBPs as per norms defined by the Board.; 3. The school adopts both online and offline methods for building capacity of teachers.; 4. All teachers are registered on DIKSHA; 5. School makes arrangements to orient teachers on the use of DIKSHA; 6. Teachers avail online support for lesson plans, use of TLM, pedagogic transactions, online reference materials, competency based evaluation tools etc. available on DIKSHA; 7. Teachers have completed online modules available on DIKSHA; 8. The teachers write a report on the CBPs attended and the learning is reflected in their lesson plans.;

3.1.4 The school is committed to achieving student learning outcomes by building the capacity of teachers through collaborative, reflective and experiential processes.	1	9. Annual training calendar prepared based on identification of professional development needs of teachers and school leader is published and made available to the staff.; 10. The school adopts online, offline and hybrid methods for building capacity of teachers.; 11. Teachers are provided with a dedicated time to reflect on their practices, identify gaps in student outcomes and collaborate with each other to improve their classroom transaction practices.; 12. The Principal along with the teaching staff constantly search for making improvements in teaching learning practices.; 13. The process of implementation of key learnings by the staff members from the CBPs is monitored regularly in a non-threatening environment.; 14. The impact on students as an outcome of implementation of new ideas/learnings is recorded.; 15. Technology is used as a tool for scalability and for providing individual attention to the professional needs of teachers.; 16. The School HR Policy inclusive of Capacity Building of its principal and teachers as per their need is in place.; 17. The school ensures that targeted and structured teacher training is conducted on identifying and closing the learning gaps in self and students through collaborative, reflective and experiential processes.; 18. The school adopts multiple methods of developing a professional learning community (like inviting experts, facilitated workshops, internships in other schools, exchange visits, action research learning groups, peer support groups, mentoring, coaching, etc.).; 19. The school has a pool of teacher mentors and master trainers who constantly update their knowledge, skills and competencies.; 20. Coaching and Mentoring of the staff is an ongoing process.; 21. The school collaborates with the schools in its hub/cluster and/or other partners to enhance capacity building of its teachers.; 22. Feedback and feedforward is taken at regular intervals to assess the efficacy of the programme(s).; 23. The system of capacity building of teachers is assessed at regular intervals; gaps identified; and interventions provided.;
3.1.5 The school decides the salary and other allowances as per state norms/central norms.	4	1. Salary of the school staff is paid as per the CBSE affiliation bye laws or as per state norms.; 2. School has welfare schemes for staff members.; 3. DA and other admissible allowances as per Central or respective State Govt. rates are paid to the staff.; 4. School HR Policy with regard to salary and other allowances to the staff is in place.; 5. The school gives salary according to the latest Pay Commission.; 6. The school provides staff allowances, incentives and appreciation for additional work including rewards like sponsoring training.;
		1. Individuals are recognised and given positive feedback based on results or performance.; 2. Teachers are made aware about various awards and other incentive schemes given by the school and the State/Central Govt.; 3. Staff members (teaching and administrative) are recognised and appreciated either verbally or through letters of appreciation in a timely manner.; 4. School recognises a culture of punctuality and accountability amongst teachers.; 5. Guidelines for engagement of employees are available.; 6. At-least one teacher has received some award at

Standard	Maturity Level	Performance indicator ticked by the school
3.1.6 The school creates a positive organisational culture of engagement that strengthens employee-leader relationships.	2	district/State/National level.; 7. School HR Policy inclusive of Recognition Programme for staff that increases engagement and strengthens employee-leader relationship is in place.; 8. Ongoing recognition practices add value to the employee engagement and productivity.; 9. Innovative practices to strengthen Recognition Programme are embedded in the system.; 10. Workplace morale is enhanced and creates a ripple effect in the workplace.; 11. Feedback mechanism to gauge satisfaction of employees is in place.; 12. The Leadership Team identifies the gaps in the system and plans improvements accordingly.;

Sub Domain - 3.2 Parents

Standard	Maturity Level	Performance indicator ticked by the school
3.2.1 Parents are equal and vital partners in education.	4	1. Parents are invited to school events like annual day.; 2. Parent teacher meetings are conducted in the school.; 3. School has a Parent Teacher Association (PTA)* and the members meet once in a year other than PTMs.; 4. PTA provides feedback to school for development wherever asked for.; 5. Orientation and Capacity Building Programmes are organised for parents to cater to the learning needs of their wards at home.; 6. School invites suggestions from parents regarding school and student development at regular intervals.; 7. School has a designated place in its premises for meeting with the parents.; 8. Communication Tree is in place.; 9. Structured, formal and informal interventions of parents in school activities are evident in the school calendar.; 10. All parents are encouraged to participate in all interventions.; 11. Effective Complaint/ Suggestion Management System is in place.; 12. School recognizes that student achievement and success increases when parents are welcomed and respected as partners.; 13. Parents are provided with the support they need to contribute in the enhancement of positive outcomes for students.; 14. The school has an HR Policy inclusive of Parental Involvement and Engagement in the education of their wards.; 15. Parents are partners in growth of the children and thus school has an open-door policy for parents.; 16. Communication between parents and school stakeholders is two-ways.; 17. PTMs are regular and attended by most parents and a platform to engage parents meaningfully in the developing needs of their wards.; 18. Parents collaborate with the school in developing and implementing school policies.; 19. Facilities like Library, Computer Labs and Playgrounds are accessible to the parents.; 20. 'No Parent Left Behind' is evidenced.; 21. School takes structured feedback and feedforward from parents and has an immediate response system in place.; 22. The practice of engaging parents as an effective resource is assessed at regular intervals; gaps identified and improvement plans made accordingly to strengthen the

Sub Domain - 3.3 Students

Standard	Maturity Level	Performance indicator ticked by the school
3.3.1 Student engagement as fundamental to schooling outcome.	2	1. Students participate in academic and non-academic school activities.; 2. School has a student council selected from the senior school and has defined roles and responsibilities.; 3. School has a process for selection of student council from senior school.; 4. All the members of the Student Council have clarity about their roles.; 5. Buddy programmes and students as enablers are evidenced in selective classes.; 6. Mechanism for taking feedback from students is in place and complaints and suggestions are addressed.; 7. School creates opportunities for students to feel accepted and valued by their peers, and by others in the school.; 8. The school has a documented process for selection of student council consisting of students from all wings.; 9. Students are used as resource for sharing insights into their world which can help school formulate Health Promoting School Policy.; 10. Students are involved in activities that view education as integral to their personal wellbeing and relevant to meet future employment/ entrepreneurial needs.; 11. School has an HR Policy inclusive of student as a resource for bringing about improvement in the school practices.; 12. School has a well-integrated calendar to ensure that students have a voice in the target setting of a school improvement plan.; 13. Student participation, involvement and engagement is linked to their economic success and long term health and wellbeing.; 14. Students are provided opportunities to exhibit their leadership skills and take on responsibility and accountability of age appropriate practices in the school.; 15. The students become positive enablers for others.; 16. Students assist in peer and buddy learning in academic and non-academic activities.; 17. Feedback from students is used for Action Research and to set SMART goals for setting up specific quality processes.; 18. Regular monitoring and reviewing of the policy and its implementation is evidenced; gaps are identified and improvement plans made accordingly.;

Sub Domain - 3.4 Alumni

Standard	Maturity Level	Performance indicator ticked by the school
		1. School has well-maintained record of all its pass out students.; 2. School invites its alumni to share their ideas and experiences with the school and the students.; 3. The school has an Alumni Association that meets once a year.; 4. Alumni Association helps students to connect with the higher educational institutions.; 5. School has an alumni management system to track the alumni network.; 6. The Alumni widen the school network and provide educational opportunities to students.;

Standard	Maturity Level	Performance indicator ticked by the school
3.4.1 Alumni act as Stakeholders in Quality Education and School Development	1	7. The school organises home coming events for all its alumni irrespective of their present status, gender, caste, creed, religion to appreciate, recognize and value their contributions in the society.; 8. The Alumni Association in collaboration with school organizes events inside or outside campus to add value to the school educational programme.; 9. The School HR Policy inclusive of Alumni Partnership Programme is in place.; 10. The school has structured tracking mechanisms regarding alumni.; 11. Alumni engages in providing assistance to underprivileged students with no gender bias to enhance their learning experiences.; 12. Alumni organises career development programmes, mentoring programmes, job placement programs, online social networking events and provides internship opportunities.; 13. The Alumni sustains the school's educational development programme by acting as role models, volunteers, experts and resource providers for the students' higher education and career readiness, and their schools' community engagement programmes.; 14. Monitoring and Reviewing practices are in place to assess the effectiveness of the Alumni Partnership Programme and its impact on the learner outcomes; gaps identified and improvement plans made accordingly.;

Sub Domain - 3.5 Community

Standard	Maturity Level	Performance indicator ticked by the school
3.5.1 The school collaborates with community for student achievement and wellbeing and facilitates volunteerism.	1	1. School invites community representatives for different activities at special occasions.; 2. School collaborates with Central Govt./Private Schools/Higher Educational Institutions/TEIs.; 3. Collaborations with Central Govt./Private Schools/ Higher Educational Institutions/ TEIs are utilised for being mentored once or twice a year in the identified areas.; 4. The school enters into partnerships with the community to empower students to solve real-world challenges and exposes them to professional opportunities.; 5. School Development Plan clearly outlines the role of the community representatives or partners in achieving the desired goals.; 6. The school provides opportunities to students and staff to collaborate with community in meaningful projects that enhance their achievement and wellbeing.; 7. School facilities are open and accessible for the community beyond school hours.; 8. The School HR Policy inclusive of School Community Partnership is in place.; 9. School leadership, teachers and community representatives design, create, develop and establish a meaningful and sustainable Community Partnership Programme that benefits students and community members.; 10. The school community partnership initiatives provide interventions for promoting student achievement and wellbeing.; 11. The school invests in mentorships for students with professionals in the community.; 12. Regular monitoring and reviewing of the efficacy of the School Community Partnership Programme and its impact on learner outcomes is evidenced.; 13. Feedback and Feedforward is taken at regular intervals; gaps identified and improvement plans made accordingly.;

DOMAIN 4 : INCLUSIVE PRACTICES

Sub Domain - 4.1 Barrier free Environment

Standard	Maturity Level	Performance indicator ticked by the school
4.1.1 The school provides equitable, inclusive and accessible physical environment in which divyang and students from all socio economic backgrounds learn and thrive alongside their peers.	1	1. Records and inventories are maintained.; 2. Orientation sessions for teachers on ensuring equity, inclusivity and accessibility in school are organised.; 3. The school assesses its provisions/facilities in the light of RPWD Act 2016 and Right to Children to Free and Compulsory Education Act 2009 atleast once a year to ensure equity, inclusivity and accessible physical environment in which divyang and students from all socio economic backgrounds learn and thrive alongside their peers.; 4. Guidelines for providing a barrier free environment along with roles and responsibilities are in place.; 5. Orientation sessions for parents on ensuring equity, inclusivity and accessibility in school are organised.; 6. The school assesses its provisions/facilities in the light of RPWD Act 2016 and Right to Children to Free and Compulsory Education Act 2009 at regular intervals to ensure equity, inclusivity and accessible physical environment in which divyang and students from all socio economic backgrounds learn and thrive alongside their peers.; 7. The school regularly surveys parents regarding their satisfaction with the appropriateness and relevance of practices adopted/facilities provided to their wards.; 8. The School has a Policy on Equity and Inclusion.; 9. The teachers and the students participate in designing cost-effective, technical and practical solutions for making the physical environment of a school safe, inclusive, accessible and friendly for all students.; 10. The feedback and feedforward, regarding barriers, provided by the stakeholders is timely addressed and these barriers are removed in collaboration with all stakeholders to ensure an inclusive and equitable school environment.;
4.1.2 The school addresses equity and inclusivity by providing accessible curriculum to divyang and students from all socio economic backgrounds.	1	1. The school is aware of the RPWD Act 2016 and provisions laid down in the Right to Children to Free and Compulsory Education Act 2009 and the rules framed there under.; 2. Teachers attend capacity building programmes as per mandate.; 3. Teachers are aware of child-friendly and child-centred curriculum as elaborated in the NEP and NCF.; 4. School Management Committee (SMC) has proportionate representation of parents or guardians of divyang and children belonging to diverse socio economic backgrounds.; 5. The curriculum is designed keeping safety and security of all students in mind.; 6. School has guidelines for making the curriculum accessible to divyang and students belonging to diverse socio economic backgrounds along with teachers' roles and responsibilities.; 7. Teachers attend capacity building programmes on inclusive practices.; 8. School modifies and accommodate changes in the curriculum as per the needs of divyang and students belonging to diverse socio economic backgrounds.; 9. Development of social skills (for healthy and positive interactions) is included as a component in the curriculum for the divyang and students belonging to diverse socio economic backgrounds.; 10. Development of independent living and personal management skills are emphasized through the curriculum for the divyang and students belonging to diverse socio economic backgrounds.; 11. Teachers undergo ongoing capacity building programmes on inclusive practices.; 12. Parents of divyang and students belonging to diverse socio economic backgrounds participate in planning and managing of the

school programmes, and have their views represented as members of the SMC.;

13. The school assesses its curricular provisions in the light of RPWD Act 2016, Right to Children to Free and Compulsory Education Act 2009, NCF and NEP at regular intervals to ensure equity, inclusivity and accessible curricular environment in which divyang and students from all socio economic backgrounds learn and thrive alongside their peers.;

14. The school regularly surveys parents regarding their satisfaction with the appropriateness and relevance of curriculum transacted to their wards.;

15. The School has a Policy on Equity and Inclusion.;

16. Curriculum based on the principles of equity and inclusion accommodates students belonging to disadvantaged groups - social, cultural, economical, geographical, linguistic, gender, and students with disabilities.;

17. The curriculum acts as an enabler for divyang and students belonging to diverse socio economic backgrounds to experience success in learning and maximise their potential.;

18. The school has a mechanism to identify and nurture the talent/s of each student in collaboration with stakeholders.;

19. The school provides a platform to the students to help them develop socially, mentally and emotionally in collaboration with the community.;

20. Each student's growth on the developmental continuum is monitored on a regular basis and support and interventions provided as per need.;

21. Feedback and feedforward is taken at regular intervals from the stakeholders.;

1. The school is aware of the RPWD Act 2016 and provisions laid down in the Right to Children to Free and Compulsory Education Act 2009 and the rules framed there under.;

2. Teachers attend capacity building programmes as per mandate.;

3. School Management Committee(SMC) has proportionate representation of parents or guardians of divyang and students belonging to diverse socio economic backgrounds.;

4. Special Educator and Counselor are available in the school to address the needs of all the students.;

5. School ensures ideal ratio of students and teachers to achieve learning outcomes for all students.;

6. Teachers make small changes, modifications, adjustments at individual level to enable divyang and students belonging to diverse socio economic backgrounds to participate optimally according to their potential in the teaching-learning process.;

7. Teachers adopt remedial measures to support students.;

8. School provides necessary support individualised or otherwise in environments that maximise academic and social development consistent with the goal of full inclusion.;

9. All safety and security norms are followed.;

10. School ensures that all the teachers have access to curriculum related materials and the necessary training to make learning possible for all in the classroom.;

11. Teachers use extra time, peer support, visual, auditory, kinesthetic (physical activity) and tactile (touch) inputs to support divyang and students belonging to diverse socio economic backgrounds.;

12. Teachers organize the classroom and seat the children to optimize opportunities for communication, interaction and learning.;

13. The school ensures participation of all students in curricular and co-curricular activities both inside and outside the school.;

14. The school invites community members to participate and engage in the learning programmes organised for the students.;

15. Teachers give students opportunity to learn and demonstrate learning in a variety of ways such as using digital media, drawings, poetry, sculpture, pictorial presentations and forms of art etc. and to experience success in learning to the best of their potential.;

Standard	Maturity Level	Performance indicator ticked by the school
4.1.3 The school adopts accessible and inclusive pedagogical and assessment practices to accommodate divyang and students from diverse socio economic backgrounds.	1	16. Formative Assessment is conducted in whole groups, smaller groups and individually, as required.; 17. The teachers give extra time to students to complete their tasks and assessments as per their ability and organize remedial classes as per their needs.; 18. Assessment reports reflect the student's abilities and needs.; 19. Feedback and feedforward is based upon the portfolios of students and anecdotal records.; 20. Teachers work in collaboration with special educators/counsellors to identify the learning needs of divyang and students belonging to diverse socio economic backgrounds.; 21. Teachers make use of a range of teaching approaches including thematic and cross curricular approaches.; 22. Teachers engage in open discussions with each other and with the students to plan innovative approaches to individualize learning.; 23. Teachers use library as a pedagogical tool to enhance the learning of all the students.; 24. Assessment practices build in flexibility in terms of formats of questions and answers; time to respond; review and correction of earlier responses by the student; and sufficient practice time.; 25. Teachers evaluate the academic, social, emotional and physical development of the student on the basis of her/his individual learning plan.; 26. Teachers collaborate with special educators for developing better teaching learning materials and processes to ensure learning of all students.; 27. School refers children with complex needs (whose progress is inadequate despite planned interventions) to external professionals.; 28. The School Equity and Inclusion Policy is in place.; 29. School ensures timely specification of curriculum, syllabi, availability of study material in accessible formats and provides adequate time for designing appropriate teaching learning strategies and assessment tasks.; 30. The school instructional supports are guided by action research and defined by a specific student support plan, and include: physical, emotional, and sensory supports; adapted materials; assistive technology and augmentative communication; personalized performance demonstrations; personalized instruction; and individualized grading and evaluation plans.; 31. School ensures screening of children for SLD and ASD (Disorders).; 32. School creates opportunities for sharing good ideas/models, innovative practices about students' learning within the school and provides external platforms to share their best practices.; 33. There is a regular and ongoing program for monitoring and reviewing the process as well as the progress of students and improvement plans made accordingly.;

Sub Domain - 4.2 Games, Sports and other Recreational Facilities

Standard	Maturity Level	Performance indicator ticked by the school
		1. All students are involved in daily physical activity without any risk of injury to themselves or others.; 2. Students with different abilities across genders and belonging to diverse socio economic backgrounds participate in school cultural activities.; 3. Teachers participate in capacity building programmes as per mandate.; 4. All safety and security norms are followed.;

Standard	Maturity Level	Performance indicator ticked by the school
4.2.1 Indoor and outdoor games, sports and other recreational facilities are provided to divyang and students belonging to different socio economic backgrounds to learn and thrive with their peers.	1	5. Records and inventories are maintained.; 6. PE Teachers are trained in conducting different types of physical activities for ensuring the fitness of all students.; 7. PE and other teachers are sensitized about the needs of divyang and make participation in sports and other activities a safe and healthy experience for them.; 8. Indoor and outdoor games and sports and recreational facilities are accessible and available to all students from all backgrounds and modified to suit the needs of divyang.; 9. Medical Report and consent is taken from the parents to ascertain if the student is medically fit enough to play the desired game(s) or sport or participate in recreational activities.; 10. Guidelines for providing an equitable, accessible and inclusive sports education programme along with teachers' roles and responsibilities are in place.; 11. All teachers undergo ongoing capacity building programmes on an equitable, accessible and inclusive sports education programme.; 12. All teachers are trained in integrating sports into their annual curriculum and pedagogical plan.; 13. School has an open communication with the parents of divyang and invites them to be a partner in providing a safe and secure environment to their wards.; 14. Progress of students in these activities is regularly monitored on pre-defined criteria.; 15. The School Policy on Equity and Inclusive Practices is in place.; 16. School adopts a procedure to know the abilities of the students and accordingly makes provisions for games, sports and recreational facilities in the sports education programme for them.;

Sub Domain - 4.3 Transportation Facilities

Standard	Maturity Level	Performance indicator ticked by the school
4.3.1 The school provides safe transportation facilities to divyang.	2	1. School provides transportation facilities.; 2. School has trained and reliable drivers, conductors and escorts who are appointed after due verification.; 3. Students in the school bus are accompanied by trained attendants/escorts to ensure their safety.; 4. All safety and security measures as per norms are in place.; 5. Records and inventories are maintained.; 6. Guidelines for School Transportation along with roles and responsibilities are in place.; 7. School staff including bus drivers, conductors and escorts are trained to understand and implement inclusive practices.; 8. School has an effective communication system between the school bus driver, the school, teachers and the parents.; 9. The guardian/parent of divyang and the bus driver are kept informed of all the specific needs during the transportation of the student.; 10. A copy of the emergency medical card of every divyang student using school transportation is always available in the school vehicle.; 11. A written plan for emergency evacuation is displayed in the school bus and the staff is adequately trained for the same.;

		12. Emergency protocols for all kinds of adversities are in place and the staff undergoes ongoing training programmes.;
		13. Staff and students are empowered to create safe spaces within the bus.;
		14. School Transportation Committee comprising of Principal, Teachers, Student and Parent Representatives regularly monitors the adherence to the pre-during-post safety and security norms for the transportation of students. (to and fro and during trips/excursions);
		15. Parents and students are empowered to notify the school administration of any offence or negligence noticed in the bus.;
		16. The School Policy on Equity and Inclusive Practices; and safety and security are in place.;

Sub Domain - 4.4 Overcoming Attitudinal Barriers

Standard	Maturity Level	Performance indicator ticked by the school
4.4.1 The school fosters a culture of compassion, care and empathy towards all.	3	1. The school organises sensitization programmes for teachers on inclusive practices.; 2. School has a repository of knowledge material on diversity and inclusion.; 3. The school provides safe and secure environment to all the students as per norms.; 4. The school educates staff about the benefits of inclusion through capacity building programmes and workshops.; 5. The school organises information sessions for the staff to break down stereotypes and encourage positive attitude towards all.; 6. The school organises awareness programmes to educate students and families on benefits of inclusion.; 7. The school invites guest speakers with disabilities to interact with students, teachers and parents.; 8. Guidelines for overcoming attitudinal barriers along with roles and responsibilities are in place.; 9. The school organises ongoing capacity building programmes for staff on overcoming attitudinal barriers to foster compassion, care and empathy.; 10. School ensures capacity building of teachers on Cross Disability.; 11. The teachers provide opportunities to students with and without disabilities to interact with one another.; 12. A culture of positive reinforcement that promotes inclusion is evidenced.; 13. The school staff models inclusive behaviour by treating all students with respect and providing opportunities to participate in all aspects of school life.; 14. Students are encouraged to see different perspectives by participating in inclusive programmes from an early age.; 15. Policy for Equity and Inclusive Practices is in place.; 16. The school culture promotes usage of right terminology for people with varying abilities and belonging to different backgrounds through pictorial representations, written or verbal communications and through policies, practices and in school programmes.; 17. The school organises awareness programmes or campaigns on child rights and ensures compliance of the same.; 18. Teachers are the advocate for their students and families, and encourage participation of the families to improve student outcomes.;

Sub Domain - 4.5 Self Special Equity Projects

Standard	Maturity Level	Performance indicator ticked by the school

Standard	Maturity Level	Performance indicator ticked by the school
4.5.1 Self Defence Training instils a sense of confidence, promotes physical fitness and enhances emotional wellbeing among the girls.	3	1. All students participate in school Physical Education Programme as per their allotted time table.; 2. School conducts training on self-defence for girl students every year.; 3. Records are maintained.; 4. The school organizes orientation programme for girls on the importance of learning self-defence.; 5. All girl students of classes VI-XII attend two weeks training programme on self-defence.; 6. The Physical Education Programme in the school ensures that self-defence is a part of the process of empowerment of girl students.; 7. Locally available human resources contribute to the training programmes.; 8. Guidelines for self-defence program for girl students are available along with roles and responsibilities.; 9. The girl students and female staff members are provided with skills and knowledge to defend themselves by promoting physical fitness, mental discipline, and emotional well-being.; 10. School has appointed a nodal person who coordinates the training programmes for girl students every year.; 11. School has appointed a coach in consultation with a committee constituted at school level.; 12. The Safety and Security Policy inclusive of ensuring safety and security of girl students is available.; 13. Self-defence training is a mandatory part of school curricula for all girl students of classes I to XII.; 14. The school prepares their girl students and female staff members about situational awareness, boundary setting and assertiveness.;

DOMAIN 5 : MANAGEMENT AND GOVERNANCE

Sub Domain - 5.1 Vision and Mission Statement

Standard	Maturity Level	Performance indicator ticked by the school
		1. The school has written Vision and Mission statements framed by its Management or Governing Body and communicated to its stakeholders.; 2. Guidelines, rules and regulations for running the school are available.; 3. Records and inventories are maintained.; 4. The Vision reflects the target audience, the goal(s) and the ways to achieve the intended goal(s).; 5. Staff is aware of their roles and responsibilities.; 6. The school management and governance system is in early constructive years and practices are corrective in nature.; 7. The SOPs are prepared in collaboration with the stakeholders (teachers, parents and students, alumni, community) and are in alignment with the school's Vision and Mission.; 8. The SOPs are approved by the concerned authority.; 9. Staff is regularly trained and empowered to use the SOPs.; 10. The school uses the SOPs to adhere to a defined schedule and ensure the safety of all and avoid potential failures.;
5.1.1 The School Management and Governance		

Standard	Maturity Level	Performance indicator ticked by the school
System is driven by Standard Operating Procedures (SOPs) made in alignment with its policies, vision and mission.	3	11. The school management and governance system is defined and documented and practices are preventive and corrective in nature.; 12. The school has a Management and Governance Policy in alignment with its Vision and Mission.; 13. The School Management and Leadership Team ensures that the Vision is the guiding force behind all academic and non-academic standard operating procedures.; 14. The school mission statement outlines how the school will translate its vision into action.; 15. Before drafting SOPs, the school identifies task dependencies in order to reduce errors, increase efficiency and profitability, maintain consistency, improve communication and create a safe work environment.; 16. The School SOP Manual provides policies, standards and processes for completion of different tasks and potential risks associated with each process.; 17. The SOPs are monitored, reviewed and edited at regular intervals to ensure that the SOPs are appropriate, relevant and applicable to the requirements of the organisation.; 18. The school uses the SOPs to guarantee that compliance standards are adhered to.; 19. The school demonstrates benchmarked, defined and documented processes. The school management and governance system exhibits accountability, responsibility, self-evaluation and improvement planning.;

Sub Domain - 5.2 Institutional Planning Mechanism

Standard	Maturity Level	Performance indicator ticked by the school
5.2.1 The School Institutional Plan is based on the needs of the students and community and the principle of optimum utilization of resources available in the school and community.	3	1. The School Institutional Plan is based on the needs of the institution and the requirements of the affiliating body.; 2. Records and inventories are maintained.; 3. The School Institutional Plan A is a working plan based the needs of the students B defines short term and long term goals C is made keeping in view available resources in the school.; 4. Strategies and support material required to achieve the goals are defined.; 5. Duties are allocated as per the plan.; 6. The School Institutional Plan, is a dynamic working plan, made keeping in view the capacity of its staff, the needs of the students and the local community and available resources in the school.; 7. The School Institutional Plan: A provides equal opportunities to all the students and makes education available to all B aims at empowering teachers to be active and strategic thinkers and contributing members towards the improvement and development of institution and its programmes C accommodates the recommendations of the NEP and the Board D gives direction to the functioning of the institution E provides realistic, concrete and achievable ideas to orient the whole school educational programme towards the achievement of the desired learner outcomes.; 8. All the stakeholders are aware of the institutional plan and their roles and responsibilities and work collaboratively to achieve the desired outcomes.; 9. The School Management and Governance Policy

inclusive of Institutional Planning is in alignment with the Vision and Mission statements of the school.;

10. Institutional Planning is done in collaboration with staff, students, parents, alumni and community in a democratic environment.;

11. Institutional Planning is done with a perspective of:
A Providing safe and secure environment
B Bringing improvement in the institution
C Giving proper direction to educational objectives
D Maximum utilization of available resources
E Encouraging individual and collective initiatives.;

12. School upgrades the knowledge and skills of its staff and students on a continuous basis to put institutional plan into practice to achieve the desired goals and objectives.;

Sub Domain - 5.3 Effective Coordination

Standard	Maturity Level	Performance indicator ticked by the school
5.3.1 The School Management and Governance System establishes effective co-ordination within the school and with outside community to achieve the desired goals.	4	1. There is cooperative and effective working relationship between the Management/Governing Body and Head of the school.; 2. The Head of the School is responsible for ensuring realization of objectives stated in the vision and mission statement.; 3. Coordination is evidenced between the School Head and the Departmental Heads.; 4. School coordinates with external bodies as and when required.; 5. Records and inventories are maintained.; 6. The school management: A ensures a working relationship with the school head and staff; B has clearly defined their roles and responsibilities in the realization of its objectives.; 7. The school coordination system is evidenced in the form of meetings - larger group, smaller group and one on one that promotes cooperation and collaboration and development of interpersonal and horizontal relationships.; 8. The school coordinates with external bodies to achieve institutional goals.; 9. Capacity Building Programmes on establishing effective internal, external, vertical and horizontal coordination systems with clear cut roles and responsibilities are organized for staff.; 10. The institution has an effective coordination system to build relationships with the external forces (community in which the school exists, vendors, agencies, Govt. Policies, materials, economics, science and technology) that affect the environment in which the institution works.; 11. Coordination is established: A using effective communication system in the form of emails, letters, documented procedures, reports, circulars and also through personal interactions; and B by building relationships with the fellow staff, school leaders, vendors and other community members.; 12. The institution analyses the impact of the coordination system and takes suitable remedial measures to strengthen the system.; 13. The School Management and Governance Policy inclusive of establishing effective co-ordination within the school and with outside community is in alignment with the Vision and Mission statements of the school.; 14. The school management system establishes effective and sustained internal, external, vertical and horizontal coordination systems from planning till the monitoring stage of different school functions.; 15. While functioning in their respective roles at different levels, the school staff along with the parents, students, alumni and other community stakeholders work in perfect synchronization and harmony for the realization of the common school goals without wastage, delays,

indifferences and other organisational problems.;	
16. The monitoring practices for ensuring effective internal, external, vertical and horizontal coordination systems, regulate the direction of the institution involving measuring performances, correcting deviations and assuring the accomplishment of plans.;	
17. Gaps are identified and improvement plans made accordingly to ensure efficiency, economy, team spirit in the efforts for accomplishing the goals.;	

Sub Domain - 5.4 Resource Management

Standard	Maturity Level	Performance indicator ticked by the school
5.4.1 The School Resource Management System facilitates the optimal use of resources and creates a positive and supportive environment for the growth of the school.	2	1. Principal ensures fee collection.; 2. The school organises activities for creating awareness among students for the effective usage of resources.; 3. Regular Monitoring and reporting of usage of available resources as mandated is evidenced.; 4. Records and inventories are maintained.; 5. The existing resources in the form of infrastructure and equipment are utilized and need analysis done before procuring new resources.; 6. Steps to reduce, reuse and recycle are taken by the school leadership team as well as by the staff and students.; 7. The school environmental club engages in corrective measures to conserve resources.; 8. The school resource management system ensures: A no child drops out of school B students regularly attend the school C resources are optimally utilised D low attrition of staff.; 9. Capacity Building Programmes on establishing effective school resource management system with clear cut roles and responsibilities are organized for staff.; 10. The Integrated Annual Curriculum and Pedagogical Plan reflects strategies and approaches to build capacity of students for effective and optimal usage of resources inside and outside the school.; 11. The school staff raises their need for resources only after the review of the existing resources.; 12. The school forms connections with the community to share their resources for the promotion of the wellbeing of all the students.; 13. The School Management and Governance Policy inclusive of Resource Management is in place.; 14. School resources are optimally utilized and augmented on the basis of need analysis.; 15. The school resource management system uses tools, techniques and technology to encourage innovation and target resources towards the needs of the students and uses data-driven insights to manage its assets.; 16. Students are involved in designing, implementing and monitoring programmes for resource management.; 17. The school resource management system enables partnership with individuals, organizations, and businesses; draws on their experiences to promote students' social, emotional, physical, and intellectual development.; 18. The school staff and students are responsible for the management of school resources to make the best possible decisions.; 19. Gaps are identified and improvement plans made to

Standard	Maturity Level	Performance indicator ticked by the school
		facilitate optimal use of resources and create a positive and supportive environment for the growth of the school.; 20. The school is an active member of the Hub of Learning/Cluster of Schools and practices sharing and exchanging of resources with others for mutual benefit.;

Sub Domain - 5.5 Relationship Management

Standard	Maturity Level	Performance indicator ticked by the school
5.5.1 The School Relationship Management System nurtures and sustains meaningful relationships with its stakeholders to foster increased student achievement.	4	1. The school staff accepts routine queries of the parents.; 2. School sends timely communication to parents and students.; 3. Records and inventories are maintained.; 4. Guidelines for communicating with students, parents and community are in place with the underlying philosophy of ensuring physical and socio emotional safety.; 5. The staff is oriented on addressing the queries of the students and parents.; 6. The school staff responds to routine and challenging queries of the parents.; 7. The school communicates either telephonically or face to face.; 8. Guidelines for maintaining relationships with the stakeholders – students, parents, community, alumni and vendors with underlying philosophy of inclusivity, equity and mutual respect are in place and reviewed by the leadership team.; 9. School Staff is trained on maintaining relationships with the stakeholders respectfully and responding to them within time.; 10. School communicates using different channels both online and offline to communicate with its stakeholders and others in the community.; 11. A record of communication with parents and staff is maintained.; 12. Feedback and Feedforward is invited from the stakeholders.; 13. Follow ups are done and corrective actions are taken immediately.; 14. Open-Door Policy supports the school in maintaining a healthy relationship with stakeholders.; 15. The School Management and Governance Policy inclusive of Relationship Management is in place.; 16. The school relationship management system maintains an ongoing level of engagement with its stakeholders thus building and strengthening new and existing relationships with its stakeholders.; 17. All staff is regularly trained in interpersonal, consensus building, analytical and communication skills.; 18. The School Relationship Management System relies on its Communication System, Feedback and Feedforward Mechanism, Quick Response Time and Open Door Policy.; 19. The school relationship management system keeps track of all the dealings and communication with the stakeholders, community and vendors, analyzes the data; identifies trends and issues that could be useful in designing plans for developing, nurturing and sustaining meaningful relationships with the stakeholders.;

Sub Domain - 5.6 Activity Management

Standard	Maturity Level	Performance indicator ticked by the school
		1. The school time table depicts all the activities defined in the school calendar.;

Standard	Maturity Level	Performance indicator ticked by the school
5.6.1 The School Activity Management System accelerates and manages the workflow of all the activities of the school.	4	2. Record of activities conducted as per the time table are maintained.; 3. School Staff is aware of their roles and responsibilities.; 4. Records and inventories are maintained.; 5. All safety and security norms are followed during the conduct of the planned activities.; 6. Documented guidelines are available for preparing school activity calendar.; 7. Activities are planned by the school staff keeping in view the existing resources – human and physical.; 8. Work flows for the conduct of different activities are evidenced.; 9. Supervision of activities is evidenced.; 10. Guidelines for management of all school activities (school calendar; teachers, parents, alumni and community involvement calendar) along with defined roles and responsibilities for all staff members are well in place.; 11. Staff is trained in planning, organising and managing all the school activities.; 12. Risk assessment of the proposed activities is done to ensure safety and security; avoid duplication; and maintain budgetary provisions.; 13. The responsibilities for execution of school activities are decentralized after meticulous planning and are systematically executed.; 14. Involvement of students, parents and community members in planning, organising and managing different activities of the school is evidenced.; 15. Corrective actions are in place.; 16. The School Management and Governance Policy inclusive of Activity Management is in place.; 17. The school activity management system details guidelines for planning, implementation, monitoring and reviewing of activities.; 18. There is representation of students, teachers, alumni, parents and community in planning, implementation, monitoring and reviewing of the school activities.; 19. The school activity management system ensures planning, scheduling and allocating institutional activities as per the available resources, budgetary provisions and needs of the students.; 20. The school activity management system ensures all safety and security norms are in place before, during and after the activities.; 21. The school activity management system makes use of technology in accelerating and managing workflow of all school activities, tracking their progress, data collection, record maintenance and reporting.; 22. The school activity management system: A ensures feedback and feedforward from stakeholders B tracks the performance of each process owner C tracks the progress of each activity as per the defined plan D analyses the data E assesses the impact of the activities on the students' performance and achievement.; 23. Gaps are identified during the monitoring process and action taken for accelerating and managing the effective and efficient conduct of all planned school activities.;

Sub Domain - 5.7 Data and Record Maintenance

Standard	Maturity Level	Performance indicator ticked by the school
		1. All types of data and records as per norms are maintained and kept safe in the school.; 2. The maintained data is accessible to all the concerned.; 3. The school computerizes the data of all types of records (students, teachers, finances, resources, curricular and co-curricular activities, facilities, etc.); 4. The data is accessible to the staff.; 5. The school data and record management system helps teachers, administrators, and other support staff to keep track of their operational and functional activities.; 6. The staff is trained on data maintenance aspects like

Standard	Maturity Level	Performance indicator ticked by the school
5.7.1 The School Data and Record Maintenance System assists in making informed decisions for increased efficiency and productivity.	4	A which documents to be stored B how they should be stored C duration of storage D location of the documents E control of documents F accessibility of documents G updation of documents.; 7. The data is accessible to the staff and is utilized to enhance school processes and systems.; 8. School records provide information for teachers, counsellors, curriculum planners and instructional supervisors for planning and implementing instructional and administrative activities.; 9. Data analysis of school records inform teachers on how to encourage students to explore their learning paths they enjoy, and pave their path to their success in conventional and offbeat career choices.; 10. The data is used to make timely decisions on activities that are integral to the smooth functioning of the school.; 11. The School Management and Governance Policy inclusive of Data and Record Management System is in place.; 12. Process Owners/ Concerned Staff are responsible for recording, storing, updating and retrieving information.; 13. The school data and record management system allows all the concerned to: A be aware of the type of records available B document accurate and relevant academic and non-academic data and records in a physical/digital safe and secure environment C locate and access them easily D use them to increase the efficiency and effectiveness of the school systems E save administrative costs in terms of time, money, resources and storage F meet all statutory requirements G take timely and informed decisions based on due analysis of data H interpret patterns/trends I protect/safeguard the interests of staff and stakeholders.; 14. The school data and record management system allows all the concerned to: A track data and record-keeping related to various academic and non-academic aspects of school functioning at regular intervals to manage operational and functional requirements B identify deviations and areas of concern C measure the impact of the implementation of the planned activities on the overall growth of the students and the school.; 15. Action Plans are made on the basis of the trends and patterns that are analysed to improve the efficiency and productivity of the operational and functional activities of the school.;

Sub Domain - 5.8 Oral/Virtual/Online and Written Communication

Standard	Maturity Level	Performance indicator ticked by the school
5.8.1 The School Communication System facilitates the school staff to stay connected with its stakeholders and community anytime,	4	1. School communicates all the necessary information to its stakeholders.; 2. The communication systems like written circulars, newsletters, SMS system, school website, PTM, school magazine, etc. are used.; 3. Records and inventories are maintained.; 4. The school has formal channels/modes to communicate with its stakeholders and the staff is trained to use them effectively.; 5. The communication is two ways.; 6. The school communication system ensures reaching out to non-digital and digital parents.; 7. Guidelines are in place for the optimal usage of school communication system with defined roles and responsibilities to reach out to all the stakeholders in time.; 8. The school has a complete automated communication system which uses data base, manages student information, engages parents, communicates important information to its stakeholders, manages school administration etc.; 9. The school staff is involved in making informed decisions on optimising the type of communication channel/ equipment system to be used.; 10. The school has an effective horizontal, vertical, internal and external communication system to establish transparent systems; 11. The school communication system facilitates coordination within and outside school with its stakeholders.; 12. The school has a mechanism to take feedback and feedforward from

stakeholders on the efficacy of the communication system at least twice/thrice a year.;

13. The school updates digital and non-digital requirements as per the budgetary allocations and needs of the stakeholders.;

14. The School Management and Governance Policy inclusive of Communication System is in place.;

15. The school communication system enables the school staff to: A be flexible in using any of the available channels in an appropriate and cost effective manner B supplement their communications through digital channels C communicate to all concerned in real time and safe and secured manner.;

16. The school communication system facilitates the stakeholders to communicate with the school staff and the leaders.;

17. The school communication system allows the school to A keep track of all the communications sent/received to/from the stakeholders B take feedback and feedforward from the stakeholders about the authenticity and relevance of the delivery mechanism/communication channel used C analyse the impact of the communications on the beneficiary satisfaction D use the data /feedback to identify deviations and non-compliances in the system.;

18. Improvement Plans are made to enhance efficacy of the communication system.;

19. Evidence that the two-way communication brings about progress in the students' developmental continuum is clearly visible.;

Sub Domain - 5.9 Financial and Fee Administration

Standard	Maturity Level	Performance indicator ticked by the school
5.9.1 The School Financial and Fee Administration System is based on rationality, admissibility and allocability.	4	1. Fee is charged as per the approved heads of the concerned state govt./policy.; 2. Financial transactions are made and records are maintained.; 3. Compliance with organizational policies and applicable laws and regulations are evidenced.; 4. Records and inventories are maintained.; 5. Code of conduct and other policies regarding acceptable institutional practices, conflicts of interest, and expected standards of ethical and moral behavior are clearly defined and conveyed to the staff.; 6. The school has disclosed its fee structure on its website and the heads are as per norms.; 7. Sales and purchase procedures are followed; appropriate balance is maintained between Income and Expenditure.; 8. Supervisory activities are evidenced.; 9. School has a budget that is based on the principle of rationality, admissibility and allocability of funds.; 10. The authorised staff is aware of its roles and responsibilities.; 11. All concerned staff is trained in making of the budget and in optimal usage of funds.; 12. The responsibility of overseeing and managing the finances is entrusted to a person with appropriate qualification and abilities.; 13. Opportunities are provided to the staff members to participate in determining financial priorities or preparing the budget that have an impact on the learner outcome.; 14. The school financial and fee administration system: A allows for transparent internal auditing of the accounts B tracks income and expenditure C monitors the actions of the authorised and concerned staff in performing their duties while dealing with funds.; 15. The School Management and Governance Policy inclusive of Financial and Fee Administration System is in place.; 16. The school financial and fee administration system A gives sufficient financial powers to the school leaders to ensure timely and efficient functioning of the school system B facilitates preparation of school budget to meet all the operational expenses and improvement plans C sets procedures for determining rationality, admissibility and allocability of funds D ensures timely and efficient transfer of funds E safeguards all the assets to ensure that they are used solely for authorized purposes F safeguards funds against fraud and misuse G ensures use of qualitative or quantitative methods to prioritize and identify higher risk activities H allows for use of technology for efficient handling of financial resources.; 17. The school financial and fee administration system: A allows for transparent internal and

external auditing of the accounts B tracks income and expenditure on ongoing basis C monitors the actions of the authorised and concerned staff in performing their duties while dealing with funds at regular intervals D aids in identifying needed areas of improvement in the system using feedback and feedforward mechanism E uses the monitoring practices on an ongoing basis to ensure compliance to all statutory norms F lays the foundation for continuous improvement in the system.;

18. School adopts internal control procedures to ensure efficient usage of school funds to accomplish goals and objectives.;

Sub Domain - 5.10 Admission Process

Standard	Maturity Level	Performance indicator ticked by the school
5.10.1 The School Admission Policy is in consonance with Board's and RTE Act norms and is inclusive of bringing OoSC (Out of School Children) and children from deprived communities in the school system.	2	1. Admissions process is non-discriminatory, rational, and transparent and conducted in a safe and secure environment.; 2. Adequate and appropriate information is available on the school Website/ promotional material to ensure transparency in the admission process.; 3. The school admits students under the RTE Act 2010/ EWS / Sponsored category or special category or deprived communities as per guidelines.; 4. School conducts regular household survey for identification of Out of School Children (OoSC) every year.; 5. School ensures tracking of every child in all classes.; 6. All admission documentation is complete.; 7. Records and inventories are maintained.; 8. Roles and responsibilities are clearly defined for following the admission process in a non-discriminatory, rational, and transparent manner.; 9. Digital and non-digital means of communication are used to convey acceptability of students, especially OoSC and children from deprived communities.; 10. The staff is trained on inclusive education practices.; 11. School conducts 12 weeks School Readiness Module for all class 1 entrants.; 12. Regular consultation and counselling sessions organised with the community and parents of OoSC and Deprived Communities.; 13. Guidelines for ensuring admissions on a non-discriminatory, rational, transparent basis are in place.; 14. The school's promotional material and activities are in consonance with the Vision and Mission of the school.; 15. The staff engages in inclusive practices before, during and after admissions.; 16. The school collaborates with the existing students and parents in mainstreaming new admissions especially OoSC and children from deprived communities; 17. The School Admission Policy based on the principles of being non-discriminatory, rational, transparent is in consonance with Board's and RTE Act guidelines and norms.; 18. Sensitization and orientation programmes are conducted for students and staff to address equity, inclusivity and diversity.; 19. Special remedial classes and bridge courses are arranged to mainstream EWS and students from socially disadvantaged groups before they join school.; 20. Information obtained from the parents regarding the student is evaluated and accordingly programmes/activities are offered to the child.; 21. Regular interactions with the parents to assess the location of the students on their developmental continuum is evidenced.; 22. The school uses digital and non-digital interventions to strengthen

Standard		Performance indicator ticked by the school
		the system.;
		23. The school admission process: A ensures feedback and feedforward from stakeholders at regular intervals B tracks the performance of each process owner C tracks the progress of each child as per the Individual Education Plan (IEP) D analyses the data E assesses the impact of the activities on the students' performance and achievement F assesses the impact of the process on the stakeholders.;
		24. Gaps are identified during the monitoring process and action taken for mainstreaming all the students into the existing school system.;

DOMAIN 6 : LEADERSHIP

Sub Domain - 6.1 Pedagogical Leadership

Standard	Maturity Level	Performance indicator ticked by the school
		1. The school has an annual curriculum and pedagogical plan.;
		2. School Leader ensures allocation of tasks to the staff members.;
		3. The school organises capacity building programmes for teachers as per norms.;
		4. Teachers implement the ACPP to achieve student outcomes.;
		5. The student outcomes are shared with the parents during the PTMs.;
		6. The school develops SMART short term and long term goals to achieve and enhance student learning outcomes.;
		7. The teachers participate in capacity building programmes both within and outside the school using different modes.;
		8. The school leader engages in learning forums, research, or similar practices to keep in touch with latest practices in teaching and assessment.;
		9. School Leader builds relationships with other pedagogical leaders to benchmark best pedagogical practices.;
		10. The school monitors completion of syllabi and school results; identifies gaps and makes action plans accordingly.;
		11. The school leader builds a shared vision in collaboration with the key stakeholders to align the pedagogical and assessment practices of the school with the national norms.;
		12. The School HR Policy allows for capacity building of all the teachers as per the identified needs.;
		13. The HR Policy defines practices that encourage and motivate teachers and prevents attrition.;
		14. Pedagogical leader keep the collective focus of the teachers and families of the children on the whole child development.;
6.1.1 The school leader builds an intellectual and professional capital for teachers to set the direction for school improvement and student learning.	4	15. The school leader invests in researching, testing, observing and reviewing their pedagogical and assessment practices to improve learning outcomes.;
		16. The school leader creates opportunities for teachers and students to participate in community initiatives.;
		17. The school leader exchanges, shares, and learns with and from the community members. The school engages in reflective practices for improving pedagogical and assessment practices, developing and achieving smart goals with timelines and regular reviews.;
		18. The School Leadership Policy inclusive of Pedagogical Leadership is in place.;
		19. Systems are designed based on the values of inclusivity and equity, compassion and caring, safety and security, freedom of expression; learning experiences and accommodation of different perspectives.;
		20. The Pedagogical Leader support and nurture the knowledge, skills and attitudes of teachers; build relationships; design learning environments by playing the roles of a coach, mentor and facilitator as

per the purpose.;

21. School Leader examines the factors influencing the image of the educators and takes the responsibility of representing the education sector and the teachers on public platforms with an attitude of optimism and positivity.;

22. The pedagogical structure, built on developmental and sequential milestones of children, involves co-construction of knowledge by the leader and staff through exploration of research and collaborative dialogue.;

23. The school fosters family engagement, uses data to evaluate the effectiveness of the school learning program, and meets the defined standards to optimize learning environments for achieving student's learning outcomes.;

24. School Leader engages in self-reflection and uses feedback and feedforward to gain insights into their strengths, areas of improvement and uniqueness.;

Sub Domain - 6.2 Collaborative Leadership

Standard	Maturity Level	Performance indicator ticked by the school
6.2.1 Collaborative Leadership engages shared intelligence to co-create learning institutions.	3	1. The school leader collaborates with the key personnel in the institution.; 2. The key personnel at all the levels are given the ownership of completing the routine tasks of school functioning.; 3. The school leader ensures that there are interactions with school stakeholders.; 4. The school leader collaborates with the community as per the requirements.; 5. The school leader is an active member of Hubs of Learning.; 6. The school leader forms teams comprising of school staff at all levels and collaborates with the team to define their roles and responsibilities.; 7. Teams work in collaboration to understand the needs of the students and achieve the pre-defined goals of improved student outcomes.; 8. The school leader partners with CSO (Civil Society Organisations) and NGOs (Non-Governmental Organisations/ Philanthropic Organisations) to provide students with quality learning experiences.; 9. The school leader provides opportunities for students to collaborate in different activities and events.; 10. The school leader defines her/his role as a collaborative leader.; 11. School Teams are formed at all levels (staff/ students/ parents/ community); given the ownership of projects; empowered to plan, implement, and evaluate their performances.; 12. School collaborates with other professionals and paraprofessionals; participates in community initiatives and capacity building; shares and exchanges best practices with members of the community to devise improvements in existing practices.; 13. The school teams adopt reflective practices to plan interventions for improvement in their systems.; 14. The School Collaborative Leadership Policy based on principles of alignment, engagement, and mutual accountability among all team members is in place.; 15. The school leadership demonstrates empathy, flexibility, openness, inclusivity, strategic thinking in all its collaborative dealings.; 16. The school leadership encourages ownership of collaborative projects, provides platform for shared intelligence, extends support and resources; and encourages new leadership from within.; 17. School Leader is open to Feedback and Feedforward given by diverse stakeholders.; 18. The school leadership collaborates with neighbourhood school(s) to share and exchange best practices.; 19. School leader engages appropriate staff from different levels in collaborative

Sub Domain - 6.3 Systems for Ongoing Quality and Change Management

Standard	Maturity Level	Performance indicator ticked by the school
6.3.1 School Leader fosters a climate that supports achievement of learning outcomes.	4	1. School Leader and teachers are aware of the Learning Outcomes.; 2. The School Leader is aware of her/his role in providing a climate of support for staff and students to enhance student learning outcomes.; 3. Teachers attend capacity building programmes as per mandate.; 4. School Leader prepares Annual Curriculum and Pedagogical Plan in collaboration with teachers.; 5. Student results are analysed and strategic plans made to enhance learning outcomes.; 6. Teachers are oriented on the use of Learning Outcomes.; 7. The integrated annual curriculum and pedagogical plan reflects activities designed to accomplish defined LOs.; 8. Teachers are assigned subjects and grades according to their competencies.; 9. Lesson plans are created on the basis of student's learning levels and are inclusive of different learning styles.; 10. School Leader ensures barrier free equitable access to resources for all students to ensure all students move further on their developmental continuum.; 11. Goals for staff and students are set individually and collectively.; 12. Different assessment tasks/modes are designed/used to assess the achievement of learning outcomes.; 13. The School Leader has framed guidelines for developing capacity of self and staff to make optimal usage of physical and human resources available in the school and the community to support student achievement.; 14. The school leader, in collaboration with staff and students, designs opportunities that provide people to work together around the common goal of student achievement.; 15. School Leader along with her/his team of teachers engages in reflective exercises to understand the needs of the students and plans the learning programme accordingly to achieve the intended learning outcomes.; 16. School Leader engages in learning forums, research or similar practices to keep in touch with latest practices in teaching and assessment that enhance student learning outcomes.; 17. School Leader strengthens the efficacy of the teachers for ensuring enhanced achievement of student learning outcomes by A investing in an ongoing capacity building programme for them B providing support through faculty mentoring programs C reinforcing/acknowledging/ celebrating the best practices adopted by them.; 18. Students are provided with opportunities to plan and design programmes for themselves; set goals; participate in broad range of activities within and outside school.; 19. School Leader gathers inputs from stakeholders, professionals to enhance student achievement.; 20. School Leadership enhances student learning outcomes by establishing support structures to: A mentor leadership teams B create professional learning community C foster interpersonal relationships D provide adequate physical resources E improve systems F provide support to staff while dealing with external pressures.; 21. Teachers are empowered to use defined learning outcomes as guidelines for designing of content, instruction and assessment tasks.; 22. School Leader ensures teachers attend forums to understand latest research/practices in teaching and learning.;

		23. Autonomy is given to the teachers to innovate and devise appropriate teaching strategies and activities relevant to the needs of all the students.;
		24. Teachers cultivate a culture of accountability and provide students with opportunities to explore, discover and reflect on their thinking, and learning behaviours; motivate students to take responsibility and ownership for their own learning by setting goals for themselves.;
		25. Involvement of parents in the learning programme of the students is ensured by empowering them with support, training and resources.;
		26. The School Leader monitors and reviews the achievement of the intended learning outcomes on a regular basis through data collection and analysis, using multiple tools and techniques.;
		27. Gaps identified in the monitoring process are addressed through appropriate interventions and improvement plans based on the needs of the students.;
		28. The School Policy on Institutional Planning inclusive of practices to improve student learning outcomes is in place.;
6.3.2 The School Leader demonstrates responsibility and accountability in building a culture of equitability, inclusivity and systems thinking in school.	2	1. Roles are defined in the system of allocation of duties.;
		2. Teachers attend capacity building programmes as per mandate.;
		3. Teachers are held accountable for executing their respective roles and for carrying out other assigned duties both inside and outside the classroom.;
		4. Code of conduct is defined for teachers and students.;
		5. The school evaluates learning outcomes based on the results of students.;
		6. The school engages in improving systems as and when required.;
		7. The school system ensures optimal and efficient usage of resources.;
		8. School Leader organizes Capacity Building Programs on equitable, accessible and inclusive schools as well as on Systems Approach.;
		9. The school leader ensures that each staff member knows and understands her/his professional role and responsibility and is accountable for achieving her/his defined outcomes.;
		10. The school leader ensures that all the staff members work within the defined norms and duties to achieve the desired outcomes and provides support as and when required.;
		11. School Leader work towards systems that incorporate effective communication, cooperation and partnerships to achieve student learning outcomes.;
		12. Evaluation systems to monitor teacher efficacy, staff motivation practices are evidenced.;
		13. School Leader ensures ongoing capacity building of self and staff to stay updated in respective fields; improve productivity; and build leadership through progressive distribution of responsibility with accountability.;
		14. Transparent budgets are allocated to all concerned.;
		15. The HR Policies for staff are equitable, accessible and inclusive.;
		16. Mentoring of all staff, at regular intervals, is evidenced.;
		17. School Leader establishes a systems approach to all school practices.;
		18. SMART goals are set to achieve the objectives through systematic and well organized practices and processes.;
		19. Families, alumni and community collaborate with the school to design programs that have an impact on student learning.;
		20. Feedback is collected from the stakeholders to identify the strengths and areas of improvement.;
		21. School engages in self and internal evaluations.;
		22. Leaders at all levels design action plan[s] to improve, sustain and innovate.;
		23. School uses measures other than student assessments to monitor the quality of the education it provides.;
		24. The School Policy on Management and Governance inclusive of

	3	Institutional Planning is in place.; 25. The organizational structure is defined and roles and responsibilities are known to all.; 26. The staff meets at regular intervals to review their practices on inclusivity, equitability and accessibility .; 27. School Leader uses decentralization and performance-based metrics to assess the school and staff and supports decision-making in terms of workload, nature of responsibilities, and skills and knowledge required to fulfil more complex roles.; 28. School Leader mobilises distributed leadership at all levels to ensure collective responsibility and accountability of all stakeholders – teachers, non-teaching staff, parents, alumni, community members, members of the school management committee with sense of responsibility and accountability for improving systems that are equitable, inclusive and accessible for all students.; 29. Policies are set in consultation with all the concerned stakeholders using internal and external accountability approaches.; 30. Standardized tests, transparent information and engagement by communities and parents help school, teachers and systems track progress of students over time.; 31. The school system ensures effective checks and balances system/ internal/external audits by adopting prudent and transparent approaches to track the progress of the school and students; determine efficiency of the systems and ensures that the accountability system improves the overall systems.; 32. School Leader establishes a culture of self-reflection and self-assessment of school practices which is a dynamic and inclusive process involving staff, management, students, parents with defined roles and responsibilities and uses the data to improve the systems to make them accessible, equitable and inclusive.;
6.3.3 The School Leader provides opportunities to teachers and students to be creative, divergent thinkers, enhance entrepreneurial attitude and thus become future-ready.	3	1. School plans and organizes its day-to-day activities through a staff that has defined roles and responsibilities.; 2. School leader shares new ideas in meetings/ discussions.; 3. Teachers attend capacity building programmes as per mandate.; 4. Teachers facilitate application of knowledge to real life situation and develop critical and creative thinking skills in students.; 5. Engagement of students in inquiry based projects is evidenced.; 6. The use of digital technologies in pedagogy is evidenced.; 7. Guidelines for preparing integrated lesson plans and varied teaching learning approaches and tools are available.; 8. School leaders and teachers collaborate to provide new ideas to develop critical and creative thinking in students.; 9. School undertakes innovative and inquiry based projects.; 10. Different stakeholders have implemented innovative ideas in the school.; 11. Feedback/suggestions are sought on school processes.; 12. Collaborative/cooperative work is encouraged.; 13. Teachers are empowered to leverage diverse teaching styles and strategies to address students' multiple intelligences.; 14. The concepts of ideation, innovation and entrepreneurship have been integrated in an age appropriate manner into the integrated Curriculum and Pedagogical Plan for all stages.; 15. School Leader provides opportunities to teachers to familiarize, experiment and design age appropriate experiential pedagogical strategies techniques aimed at nurturing creativity in students.; 16. Peer Learning is encouraged.; 17. Innovative Teaching Learning material is developed by the teachers in collaboration with students.; 18. School Leader facilitates showcasing, promotion and felicitation of pedagogical innovations by teachers.;

		19. School Leader provides infrastructural facilities like (innovation lab, 3D printing labs, tinkering labs, digital libraries etc.) to nurture creative skills among students.;
		20. The school has allocated adequate funds for organizing innovation related activities.;
		21. The school engages the stakeholders in designing and executing the Innovation policy.;
		22. Exposure visits, capacity building sessions, etc. are provided to stakeholders to facilitate their engagement in innovations and entrepreneurship projects.;
		23. School time table reflects time for engaging students in DIY activities focusing on creativity and innovation. •;
		24. Students and teachers participate in State/District/National/International levels to demonstrate their Innovations.;
		25. School Team uses divergent approaches to solving problems.;
		26. School Leader has created a mechanism to measure and monitor the school's performance on creation of innovative projects that are aligned to the Sustainable Development Goals.;
		27. Gaps identified in the monitoring process are addressed by finding creative solutions.;
		28. Experts from nearby schools, higher education institutes, corporates, local entrepreneurs, student alumni are invited to share their experiences with the students.;
		29. School Leader ensures sensitization of members of school management, teachers, parents and students on the importance of systems thinking, ideation, innovation and entrepreneurship.;

DOMAIN 7 : BENEFICIARY SATISFACTION

Sub Domain - 7.1 Satisfaction of Students

Standard	Maturity Level	Performance indicator ticked by the school
		1. The school has an Annual Calendar and Annual Curriculum and Pedagogical Plan that addresses student engagement as per the school vision.;
		2. Students participate in activities as per the plan.;
		3. The teachers undergo Capacity Building Programmes as per mandate.;
		4. Satisfaction of the students is assessed through an informal mode.;
		5. The school provides a platform for all students to express their opinions, views and suggestions in and outside the classroom.;
		6. The school provides exposure to all students through intra and inter school events and competitions.;
		7. School provides career counselling services to the students.;
		8. Satisfaction of the students is assessed formally through one or more modes of Feedback.;
		9. There are guidelines to plan engagement of all students in cognitive, affective and psychomotor domains throughout the year, inside and outside the classroom/school.;
		10. Teachers undergo ongoing Capacity Building Programmes to understand their students' developmental and sequential milestones.;
7.1.1 The school tracks and assesses student satisfaction on the learning experiences provided to	4	11. The students engage in the activities as per plan and there is a mechanism to track the participation of

Standard	Maturity Level	Performance indicator ticked by the school
them at all stages of engagement, inside and outside the classroom.		each student.; 12. There is a defined process through which the satisfaction of students is assessed at regular intervals with respect to the programmes and services offered to them.; 13. The school provides a safe and secure environment in which Feedback and Feedforward is taken from the students.; 14. The School Beneficiary Satisfaction Policy inclusive of student satisfaction is in place.; 15. Strategic action planning and goal setting is demonstrated in terms of improvement on the basis of regular feedback received from students of all age groups.; 16. Students are involved in decision making process and encouraged to give their opinion/ views/ suggestions on the policies or the programmes/activities of the school.; 17. Student Teams are involved in planning, executing, tracking and assessing the satisfaction of all students.; 18. School has a mechanism to act upon feedback/queries/suggestions of the students in a timely, transparent, objective and fair manner while maintaining complete confidentiality.; 19. School Leader establishes a culture of self-reflection and self-assessment of school practices, and uses the data to improve the systems to ensure satisfaction of students.;

Sub Domain - 7.2 Satisfaction of Staff (Teaching and Non-Teaching)

Standard	Maturity Level	Performance indicator ticked by the school
		1. Staff is recruited through a recruitment policy.; 2. The staff attends Capacity Building Programmes as per mandate.; 3. The staff performs duties as per the duty list.; 4. Satisfaction of the staff is assessed through informal modes.; 5. Relevant Capacity Building Programmes are organised for the staff.; 6. The staff is empowered to use technology and digital facilities.; 7. The working conditions of staff members are assessed at regular intervals and improvements made as per gaps identified.; 8. HR Policies reflect practices that focus on physical, socio-emotional and mental well -being of staff members.; 9. There is a provision for the staff to meet formally and informally for exchange of ideas and best practices.; 10. Constructive and timely feedback is given to the staff for the efforts put in by them.; 11. Appreciation and recognition of individual efforts of the staff is evidenced.; 12. Overall satisfaction of staff is assessed through a Feedback Form.; 13. There is a documented process or method to assess the professional satisfaction of all staff members.;

Standard	Maturity Level	Performance indicator ticked by the school
7.2.1 The school tracks and assesses staff (teaching and non-teaching) satisfaction on the working conditions, safety, recognition, opportunities for creativity, growth and sense of belongingness at all stages of engagement.	3	14. Individual Plans are made for each staff member and professional development plans are made in consultation.; 15. School provides adequate resources, feasible workload, collegial cooperation, opportunities for professional development, leadership support and decision-making opportunities to the staff members.; 16. Platforms for appreciating and recognition of staff - individually and collectively are organized by the school.; 17. Self-developmental opportunities, short term courses, seminars, workshops, appreciation and rewards for commendable individual and team work are evidenced.; 18. A mechanism to take Feedback and Feedforward from the staff members with respect to their overall satisfaction in the school exists.; 19. The School Beneficiary Satisfaction Policy inclusive of Staff Satisfaction is in place.; 20. Strategic action planning and goal setting is demonstrated in terms of improvement in HR practices on the basis of regular feedback received from staff members.; 21. Review of the feedback received from staff members, regarding their professional satisfaction is taken on a regular basis, need analysis done and appropriate action taken.; 22. School Leader tracks the latest trends and advancements in the field of school education and management and provides for training of staff in these trends.; 23. Staff members are involved in Institutional Planning and encouraged to give their opinion/views/ suggestions on the policies/activities/ programmes of the school.; 24. Staff members are provided opportunities to conduct relevant sessions and participate in innovative projects inside and outside the school.;

Sub Domain - 7.3 Satisfaction of Principal

Standard	Maturity Level	Performance indicator ticked by the school
7.3.1 Intrinsic and extrinsic factors influence the job satisfaction experienced by the principal.	4	1. The Organisational Climate optimises the principal's job satisfaction by: A involving the principal in the decision making processes B providing opportunities to attend mandatory capacity building programmes C making available basic resources for the running of the school.; 2. The Organisational Climate optimises the principal's job satisfaction by: A acknowledging and appreciating his/her efforts for improving academic results of students B making available all the required resources to achieve their goals C providing opportunities to participate in professional development programmes.; 3. The satisfaction of the principal is assessed through informal interactions with the management.; 4. The Organisational Climate optimises the principal's job satisfaction by: A acknowledging and appreciating his/her actions B facilitating interpersonal relationships of principal with staff, students, parents, alumni and community C providing autonomy to the principal to address and be responsive to the school's unique needs.;

5. The satisfaction of the principal is assessed through formal feedback mechanisms in a culture of collaboration and mutual respect.;

6. The School Beneficiary Satisfaction Policy inclusive of Satisfaction of Principal is in place.;

7. The Organisational Climate optimises the principal's job satisfaction by:
A enhancing his/her desire to succeed and excel
B acknowledging and appreciating his/her actions through multiple modes
C supporting and optimising the democratic leadership style
D facilitating interpersonal relationships of principal with staff, students, parents, alumni, community and organisations that support learner outcomes
E identifying his/her professional development needs and building his/her capacity in the required domains
F making available all the required resources to achieve his/her goals
G providing opportunities for the overall wellbeing of the principal in a safe environment.;

8. The School Management has a mechanism to assess the satisfaction of the principal; to address his/her concerns in a timely, transparent, objective and fair manner.;

Sub Domain - 7.4 Satisfaction of Parents and Alumni

Standard	Maturity Level	Performance indicator ticked by the school
7.4.1 The school maintains a healthy relationship with parents and alumni and assesses their satisfaction through connection, engagement and interaction.	2	1. School has a Parent Teacher Association/Council and records of all its pass out students.; 2. Parents express themselves during the PTM(s); 3. School invites its alumni to share their ideas and experiences with the school and the students.; 4. The school ensures the satisfaction of its parents by providing safe learning environment to their wards.; 5. Suggestions are invited from the parents and alumni for improving school practices.; 6. The school ensures the satisfaction of its parents by providing diverse fun and friendly learning experiences to their wards.; 7. The school ensures that all policies and rules are clearly communicated to parents to ensure that they remain informed.; 8. The school leverages social media to establish relations with its parents and alumni and to enable them to network with each other.; 9. School keeps the parents updated about their ward's progress and activities through different channels.; 10. The meetings with the Parents and Alumni Association are recorded.; 11. The existing school practices are reviewed in the light of the feedback/suggestions received from the Parents and Alumni and further course of action is determined accordingly.; 12. School has an effective system to communicate frequently with parents and alumni and keep them updated with the school programmes and its progress.; 13. School adopts different methods to keep parents satisfied through a welcoming environment, orientations, providing learning diverse learning experiences and safety and security for their wards and good faculty.; 14. The school has a mechanism to assess the satisfaction of parents and alumni.; 15. Parents and alumni play a constructive role in the overall growth of the school.;

Sub Domain - 7.5 Satisfaction of Community

Standard	Maturity Level	Performance indicator ticked by the school
7.5.1 The school ensures the satisfaction of the community by establishing a culture of meaningful and sustainable community engagement in school programmes.	1	1. Community representatives are the members of the School Managing Committee (SMC).; 2. School invites community representatives for different activities at special occasions.; 3. Students participate in age appropriate programmes and contribute to the welfare of the community.; 4. Age appropriate community outreach programs are integrated in the annual curriculum plan for all age groups.; 5. Community outreach programmes are conducted on a regular basis to address different social and environmental issues.; 6. The school has adopted one sustainable project.; 7. School arranges visits and talks by local professionals.; 8. Community members are invited to school events at regular intervals.; 9. School provides educational opportunities to children belonging to the underprivileged or marginalized groups in the community.; 10. The school involves community members in school functions by providing opportunities like: A Volunteering in schools B Mentoring students C Organising workshops involving community organizations; 11. Teachers, students, parents and the community are constructively involved in conducting community outreach programs.; 12. School Leaders, teachers and students visit the community and participate in its events to strengthen the school ties with the community.; 13. School collaborates with the community to provide real-world and workplace experiences to its students.; 14. School has a mechanism to assess the satisfaction of the community.;

Sub Domain - 7.6 Satisfaction of Management

Standard	Maturity Level	Performance indicator ticked by the school
		1. The Management is mindful of the standing of the school in the community and keeps a track of the stakeholders' attitude and behaviour towards the institution.; 2. The Management shares its expectations with the School Leader; 3. The Management fulfils the expectations of stakeholders in collaboration with the School Leader as per the Vision and Mission of the school; 4. The Management convenes periodic meetings with various stakeholders to understand their expectations; 5. The Management in collaboration with the School Leader frames rules and regulations for the smooth functioning of the institution; 6. The Management supports the School Leader in implementation of the rules and regulations.; 7. The School Leader provides feedback to the Management on a regular basis; 8. The School Leader engages in practices that conserve resources.;

7.6.1 The Management Satisfaction is assessed through stakeholders' attitude and behaviour towards the institution.	3	9. Management and the school teams meet regularly to assess the growth of the school.; 10. Regular Meetings with stakeholders and their suggestions and recommendations provide a basis for the School Development Plan.; 11. The Management supports the school leader and the teams in the implementation of the school development plan for enhanced achievement of learning outcomes.; 12. Management and School Leader hold regular dialogue to design strategies for retention of staff and prevention of attrition.; 13. School registrations show an upward trend of 10% per year.; 14. The School Beneficiary Satisfaction Policy inclusive of Satisfaction of Management is in place.; 15. The School Leader has identified the criteria for Management Satisfaction in collaboration with the members of the management.; 16. The School Leader aligns the expectations of the Management with the Vision and Mission of the school and NEP and NCF recommendations.; 17. The school teams translate the vision into the school's organisational climate.; 18. The School Leader monitors the efficacy of the school practices on an ongoing basis.; 19. Feedback and Feedforward is taken on the satisfaction of the stakeholders with respect to student centric practices; transparent systems; learning quality; safe, secure, clean and hygienic environment; qualified and trained faculty; and optimal usage of resources.; 20. The Feedback and Feedforward from the stakeholders is shared with the Management along with the action plan for improvement.; 21. Management provides support and resources to accomplish and achieve the school's Vision and Mission.;