Improving quality through School Quality Assessment and Accreditation (SQAA) framework

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FICCI ARISE Foreword

Globally, education quality improvement policies are discussed, and several frameworks are adopted in a pursuit to attain individual and institutional excellence.

Quality Assessment and Accreditation Systems are also used to promote interconnectedness among all the stakeholders to ensure effective learning outcomes in teaching-learning practices. Setting up accountability, organizational efficiency, quality benchmarking and improvement, quality assurance and monitoring are some of the key aspects of any such systems or frameworks.

Our Prime Minister's call for turning India into a developed nation by 2047 is inspirational and eminently doable. One of the most important pillars to realize this dream is universal quality K-12 education system.

The National Education Policy 2020 talks extensively about quality self-regulation or accreditation system through State School Standards Authority (SSSA) which shall ensure that all schools follow certain minimal professional and quality standards. Any framework for school quality assessment and accreditation must focus on establishing systems to enable learning, self-development, and improved performance. It must encourage schools to pursue continual excellence and must be non- prescriptive. The framework must be simplistic

and easy to comprehend for schools to understand the nuances of quality assessment and assurance across a wide spectrum of schools at different levels of developmental stages. SQAAF should be an aspirational tool available to all kinds of schools. Ample precaution needs to be taken to ensure that the same is not reduced to another tool of 'inspector raj'.

In this context, FICCI ARISE in collaboration with EY-Parthenon has prepared School Quality Assessment and Accreditation Framework for holistic evaluation of schools on a comprehensive set of metrics which is a combination of both input and output-based criterion and is in sync with both Indian (CBSE, NABET) and Global Standards (IB, NEASC, CIS etc.). This framework can be adopted equitably by all genre of schools, public and private, budget as well as well-resourced. Through the proposed framework, our ultimate objective is to inspire individuals and institutions to foster the culture of transparency, promote healthy and collaborative competition among schools and make them aspire for continual improvement.

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EY-Parthenon Foreword

There exists a disparity in the quality of education received by children in different parts of the country. While top schools in metropolitan cities are equipped with world-class infrastructure and experienced teachers, schools in other parts of the country lack basic facilities. This imbalance prevents many students from getting access to higher education and employment opportunities, which is detrimental to the future of the country.

The School Quality Assessment and Accreditation (SQAA) framework is an attempt to bridge this gap of the inequality of education faced by students across the country. The SQAA framework provides a common language to discuss standards and best practices in all the key aspects of education, including curriculum, infrastructure, pedagogy and educational governance, among others.

The SQAA framework achieves this while being cognizant of the Indian context and takes an approach to improvement that is based on self-assessment rather than instituting a top-down inspector-based regime. This reduces the burden of compliance and shifts the focus for schools from fulfilling rigid criteria to embarking on a pathway to self-improvement.

The goals of the framework align with the visionary and progressive National Education Policy (NEP) 2020, which aims to provide universal access to quality education and continuously review the progress of the education system, by providing pathways to improvement at the micro-level to schools.

The report gives the reader a primer on the SQAA framework's vision, objectives and structure. It concludes with an implementation roadmap which would enable the framework to impact the Indian education system on a national scale.

We hope you enjoy reading the report as much as we enjoyed writing it.

Dr. Avantika Tomar

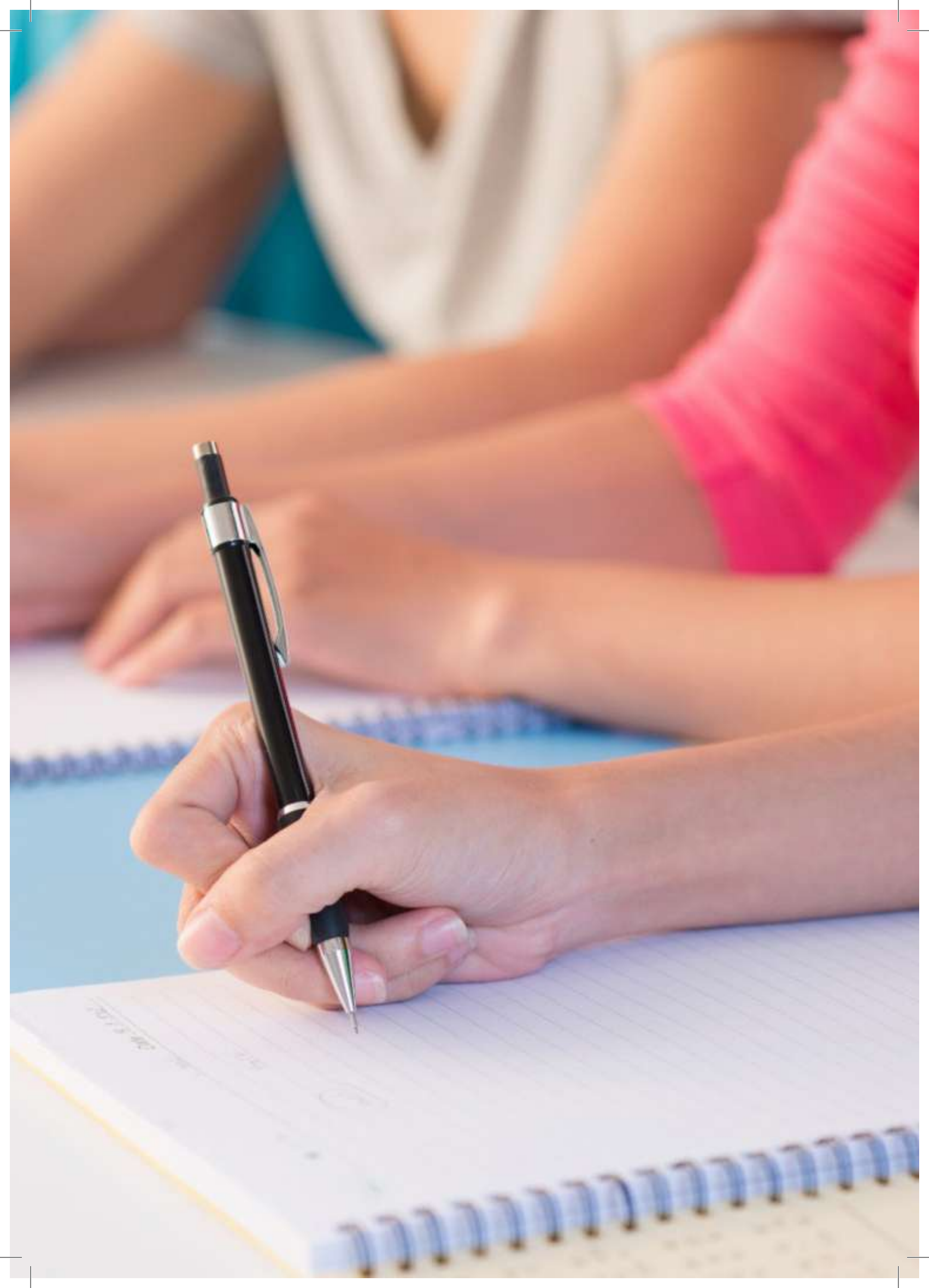Partner, Education Practice
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Executive summary

The School Quality Assessment and Accreditation (SQAA) framework aims at comprehensive school evaluation via self-monitoring of quality enhancement processes.

The SQAA framework envisions better educational outcomes through standardized instruments and processes. It tries to stimulate the establishment and running of effective systems within an institution, leading to better educational outcomes. Using the framework, schools would be able to self-assess their current practices against the best practices prescribed in the SQAA framework, while rating themselves based on their self-assessment. Schools will grow at their own pace and make incremental progress toward quality elevation.

The framework sets institutional benchmarks aligned to fulfill the stated goals of the National Education Policy 2020, ensuring a student-centric, non-discriminatory curriculum. Schools undertaking the SQAA framework will be better informed on their strengths and weaknesses, providing them the stimulus required to dedicate resources to areas that need improvement, at their own pace. While there exist other frameworks for school evaluation across the country, they are limited in range and geographic reach. Thus, there is a need for a universal nation-wide framework implementable across the country.

The SQAA framework has been benchmarked against leading global and Indian school quality assessment and accreditation frameworks, including the Council of International Schools (CIS), Council of British International School (COBIS), National Program on School Standards and Evaluation (NPSSE), etc. The framework is structured in 4 tiers – domains, sub-domains, standards, and rubrics. Domains are broad and exhaustive key performance areas of a school. The SQAA framework rests on seven core domains such as 'Curriculum and Pedagogy', 'Assessments' etc. with the school's performance will be evaluated on these seven key domains. Domains are further broken down into sub-domains, specifying what constitutes the domain. The SQAA framework contains 36 sub-domains classified under the seven domains. Standards and rubrics are the cornerstones of the framework, as they provide a basis on which the assessments need to be done. While standards are the benchmarking statements on which schools will self-evaluate themselves, rubrics indicate how well a school is performing on each standard. To provide a structured flow to the framework, the standards are clubbed in different domains and sub-domains, depending on the broad areas of the school's functions and operations.

The framework has been benchmarked to international standards, keeping in mind the context of the Indian education system. The framework will help in providing a structured and systematic approach to assess the quality of school processes and operations, enable schools to find areas of improvement and implement changes to improve educational outcomes for students.
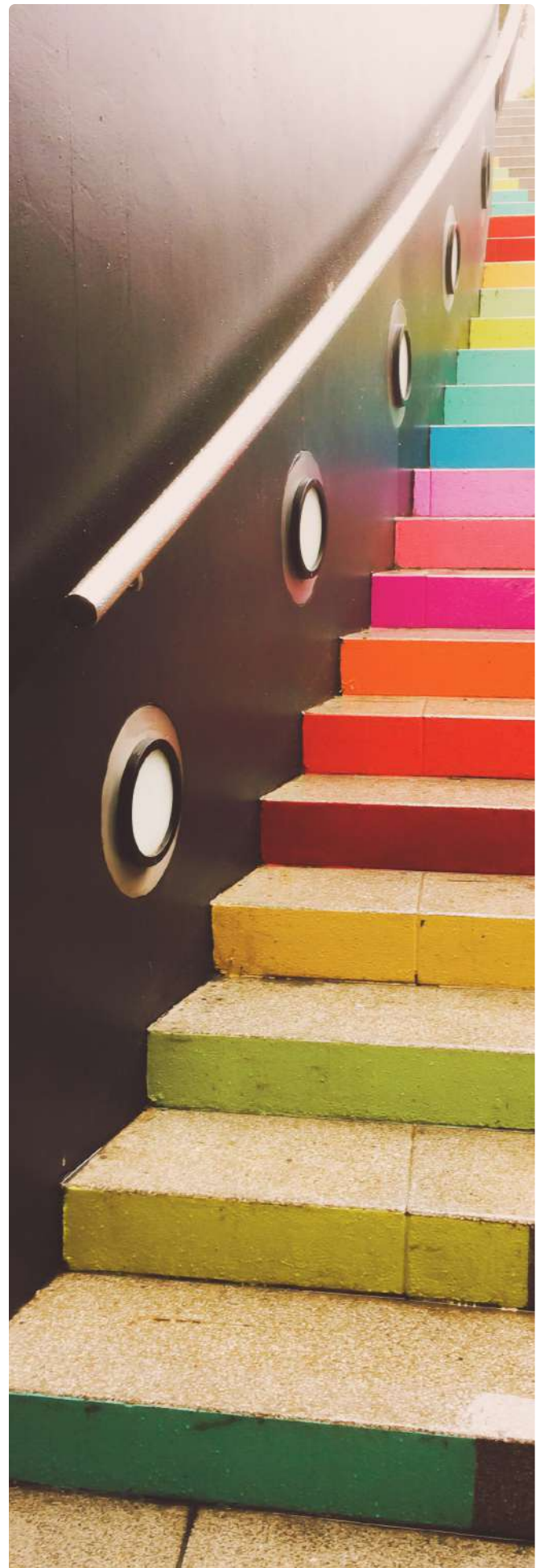
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Introduction of school quality assessments

In order to ensure enhanced educational outcomes and standards for students, school quality assessment frameworks are essential to evaluate and improve overall school performance

Introduction

Education is the passport to the future, for tomorrow belongs to those who prepare for it today. Quality education provides children with the opportunity to learn the academic, social, and emotional skills they need to become productive citizens, to contribute to their communities, and to earn a good living. In addition, education is critical for the development of critical thinking skills and the ability to solve problems. These principles are recognized in the National Education Policy (NEP) 2020, which emphasizes that education is "fundamental for achieving full human potential, developing an equitable and just society, and promoting national development". At the K-12 level, NEP 2020 sets steep but achievable targets. By 2030, it aims to universalize education, with a gross enrolment ratio (GER) of 100% from the pre-school to secondary level.[1] Similarly, India has made commitments to fulfill the United Nations Sustainable Development Goals (SDGs). UN SDG 4 deals with education and calls upon nations to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". The goal is measured through 11 indicators, which set targets for specific areas, with the goal of achieving the larger mission by 2030.[2]

Improving quality through School Quality Assessment and Accreditation (SQAA) Framework

To fulfill the ambitious plans laid out on both the national and international levels, it is important for our schools to fire on all cylinders and achieve their full potential. To be able to do this, schools must have access to information and knowledge which details out a path to improving various areas of school functioning, vis-à-vis their current standings. They must also have the ability to gauge their performance against established benchmarks, which provide a path to incremental improvement.

School assessments provide for a method for schools to do both. Improvement by schools in key performance areas, such as curriculum delivery, infrastructure and governance, amongst others, will lead to improved educational outcomes as well. It is crucial at this juncture for schools to be empowered with the tools necessary to improve over the next decade, and school assessments can be used by schools to track their progress and identify areas in need of

improvement. By establishing benchmarks, schools can set goals for themselves and measure their progress against these goals. Additionally, school assessments can provide information on best practices that can be adopted by schools in order to improve their performance.

Countries around the world have started emphasizing the importance of school assessments, in not just being able to evaluate schools, but also as a tool for improved student outcomes. This is especially true for advanced economies which have developed school evaluation systems tailor made to their country's needs. For example, the OECD in a study of school evaluation frameworks of member countries found that school evaluations have incentivized under-performing schools to improve their ratings.[3] With similar objectives in mind, China in 2020 launched its "First Overall Plan on Education Evaluation".[4]

There is a need to develop a standardized, mass-implementable school quality assessment framework in India

In India, there have been attempts to create quality assessment and assurance frameworks for schools. However, they have been limited in their substantive scope and reach. The Quality Council of India (QCI), through the National Accreditation Board for Education and Training (NABET), established an accreditation program for quality school governance. Despite a robust evaluation framework and process, NABET has since 2009 provided accreditation to only 110 schools across the country. Progress in recent years has also been muted, with only 20 schools obtaining accreditation. The National Institute of Educational Planning and Administration (NIEPA) under the Union Ministry of Human Resource Development developed a school evaluation framework called the National Program on School Standards and Evaluation (NPSSE). Despite a wide reach and well-designed framework, the program is limited to certain regions of the country and underserves large states, including Uttar Pradesh, Kerala, Assam and West Bengal, among others. The range and geographical reach of previous school evaluation programs has also been limited. Thus, there exists a need for a national-level school evaluation framework, which is actionable, inclusive and standardized and used across the country.[5]

2

School quality assessment and accreditation in the global context

In order to develop a world-class school quality self assessment framework for India, various leading global and Indian school quality assessments and accreditation frameworks were assessed and evaluated

Research methodology

With approximately 1.5 million public and private schools in India, building a school quality assessment and evaluation framework that is based on self-assessment was certainly an intriguing task. It was essential to ensure that the framework needs to be relevant and should encompass all schools under its purview. In order to develop a pervasive School Quality Assessment and Accreditation (SQAA) , the following activities were undertaken:

Leveraged EY-Parthenon's subject matter expertise

EY-Parthenon's and FICCI ARISE's extensive experience and understanding of the education sector provided a pathway for building the SQAA framework. Right from the beginning, key impetus was placed on building the framework in a way that promotes access, equity, and quality of education in the country.

Dialogue with industry experts

EY-Parthenon and FICCI ARISE jointly interviewed various industry experts and stakeholders in the field of education. This includes head of schools, school administrators, senior advisors / consultants to civil society organisation and other leading educational experts. The framework includes inputs from a diverse group of individuals and is cognizant of the potential difficulties which may occur in the implementation of the framework at both a macro and micro-level. From the beginning, the framework was designed to be implementation-ready, and outcome-driven.

Benchmarking against international frameworks

Determining the vision, mission and the overall construct are the first key steps in developing any school quality assessment and assurance framework. Is it essential to determine the following questions :

1. What are going to be the key areas of school functioning (domains) that the framework intends to evaluate, such as curriculum and pedagogy, assessments, governance, leadership and management, etc.?

2. What are going to be the essential performance parameters (performance standards) within each key area of school functioning that will be evaluated?

3. How to assess the current maturity levels (rubrics) of school's processes for the aforementioned performance parameters?

In order to seek the answers to these questions, EY-Parthenon and FICCI jointly studied the construct and processes of the following leading global an Indian school quality assessment and accreditations bodies:

Council of International Schools (CIS) is one of the leading global K-12 accrediting bodies, that focuses on rigorous school-wide evaluation process on global benchmark standards and provides guidance to schools for continuous improvement

Council of International Schools (CIS)[6]

About - CIS is a membership community working collaboratively to shape international education through professional services to schools, higher education institutions, and individuals. Its accreditation processes focus on student learning and global citizenship and include school-wide evaluative processes which measure alignment with internationally benchmarked standards.

Process - To begin the process of accreditation, schools host a preparatory team who determine its eligibility for the process, after which, the school must undertake a self-study for a period between 12 and 18 months. They must, at the end of this period, demonstrate to the CIS that they meet its standards of accreditation.

Objective – CIS aims to inculcate the CIS Code of Ethics within educational institutes by guiding them to improve their standards on high-quality learning and teaching, student well being, development of global citizenship within students, etc.

Structure - The framework is divided into different key performance areas on which a school is evaluated including - purpose and direction, governance, curriculum, learning and well-being, staffing, etc.
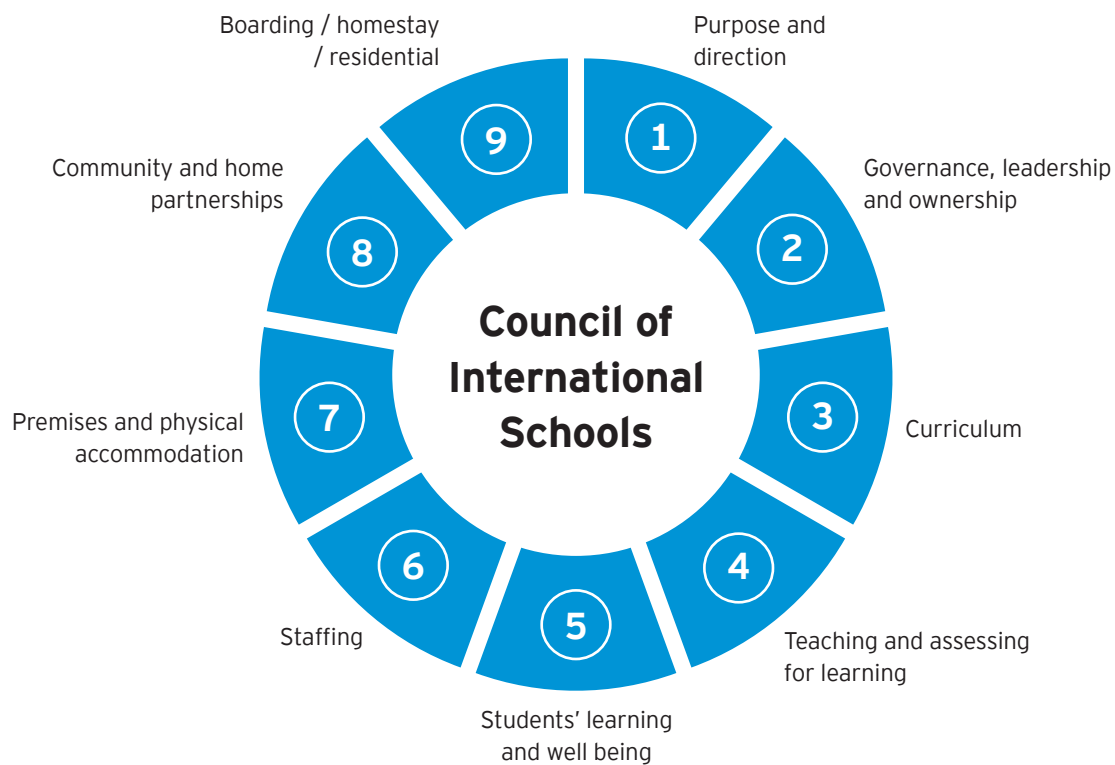
CIS accreditation framework structure

Figure 1: Key performance areas in which schools are evaluated under the CIS accreditation framework

Improving quality through School Quality Assessment and Accreditation (SQAA) Framework

With over 1,500 partner schools worldwide, NEASC is one of the leading K-12 accrediting bodies, that focuses on providing a framework to schools that enable institutional self-reflection and objective peer review

New England Association of Schools and Colleges (NEASC)[7]

About - NEASC is a voluntary membership organization which partners with over 1,500 schools around the world. It is a non-profit organization that serves private and public schools in more than 85 countries around the world. NEASC focuses on high quality educational outcomes by assessing, assisting, and seeking best practices.

Process - The accreditation process is a 10-year cycle intended to help schools align their goals for student learning with their research-backed standards for accreditation. The school is expected to set up a steering committee to guide the process of accreditation and gather evidences to support the process. At the end of the process, a team visits the school to grant accreditation. The process is decennial, with a new cycle starting every 10 years.

Objective – By evaluating schools in the key performance areas mentioned in the framework, it aims to prescribe a whole school improvement and growth plan. The schools then alter their current processes in order to achieve the desired state as prescribed by NEASC standards.

Structure - The framework is streamlined into five core key performance areas on which a school is evaluated including learning culture, student learning, professional practices, learning support and learning resources.

NEASC accreditation framework structure

Learning resources - Learning resources ensure that the school has the resources necessary to meet the learning needs of all students.

Learning culture - Learning culture promotes shared values and responsibility for achieving the school's vision.

Learning support - Learning support ensures that the school has appropriate systems to support student learning and well-being

NEASC

Student learning - Student learning practices maximize the impact of learning for each student.

Professional practices - Professional practices ensure that practices and structures are in place to support and improve student learning.
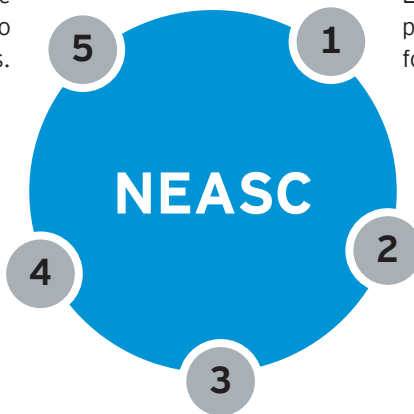
Figure 2: Key performance areas in which schools are evaluated under the NEASC accreditation framework

Council of British International Schools (COBIS) is a membership association of 450 schools worldwide, that evaluates schools across various compliance and accreditation standards to ensure school quality assurance

Council of British International Schools (COBIS)[8]

About - COBIS is a global international association of British schools outside of the Great Britain. It represents over 450 British schools worldwide. It is governed by an elected board consisting of head teachers and administrators of member school.

Process - The accreditation and compliance scheme is the primary route to COBIS membership. It is based on the evidence provided by the schools by meeting all standards. It is not an inspection, nor it is a pass / fail system, instead it is a five-year process that involves multiple stakeholders. To obtain accreditation, the schools must fulfill requirements of the COBIS accreditation standards and evaluation procedures checklist.

Objective – COBIS aims to provide its member schools with various benefits, including quality assurance and school improvement programs, professional development programs, access to experienced industry professionals, etc.

Structure - COBIS domains are segregated in two groups, namely, compliance standards and accreditation standards. Compliance standards focus on school ethos and values, governance, safer recruitment, boarding, facilities, and student welfare. The accreditation standards focus on learning and teaching, leadership, communication, extra-curricular, enrichment and engagement.[8]

COBIS accreditation framework structure

Figure 3: Key performance areas in which schools are evaluated under the COBIS accreditation framework

ASIC is a UK-based, education quality assurance body that focuses on accrediting and improving the quality standards of various educational institutes, including schools, universities, colleges, etc.

Accreditation Services for International Schools, Colleges and Universities (ASIC)[9]

About - ASIC is a British organization that provides accreditation to a variety of educational institutions. ASIC schools' accreditation is a voluntary process that gives recognition to international schools that meet established quality standards.

Process - Following a school's application, an ASIC inspector inspects the school and may give interim accreditation for 12 months. This is then followed by a more rigorous inspection process, involving all stakeholders of the school post which a decision on accreditation is made. To gain accreditation, institutions must normally be deemed to satisfy all the sub-areas in all eight areas of operations.

Objective - AISC aims to provide continuous quality assurance systems, as well as internal audit and self-evaluation systems to their accredited institutions, to ensure all ASIC areas of operation are adhered to and the best possible education experience is given to the students

Structure - The accreditation framework consists of key performance indicators (areas of operations) split into eight main areas. Areas of operations include learning and teaching, governance, management and staff resource; student welfare, etc.

ASIC accreditation framework structure

Figure 4: Key performance areas in which schools are evaluated under the ASIC accreditation framework

Shaala Siddhi is an indigenous comprehensive school evaluation framework that provides an option for both self-evaluation and external evaluation of schools; Over 2.5 lakh Indian schools have self evaluated themselves under this framework

Shaala Siddhi (National Institute of Educational Planning and Administration)

About - Shaala Siddhi is a school evaluation framework designed by the National Institute of Educational Planning and Administration (a department of the Union Ministry of Human Resource Development). Since the inception of the program, over 250,000 schools have self-evaluated, while more than 15,000 schools have been evaluated by an external evaluator.

Process - Schools may either choose to self-evaluate or get evaluated through an external evaluator. Schools self-evaluating must first understand the scope of the domains, make a professional judgement on the same, and record findings on a response matrix (provided by the program). Shaala Siddhi offers potential steps that schools could take in order to improve their practices. The process under an external evaluator will be the same, except the evaluation will be done the evaluator based on the laid down criteria.

Objective - The program envisions to evaluate and provide a holistic, continuous and incremental improvement roadmap/plan to 1.5 million schools across India

Structure - The framework comprises seven 'Key Domains' as the significant criteria for evaluating the performance of schools. They include enabling resources of the school, teaching and assessment, learner progress, teacher performance, school management and leadership, inclusion (health and safety) and community participation

Shaala Siddhi framework structure
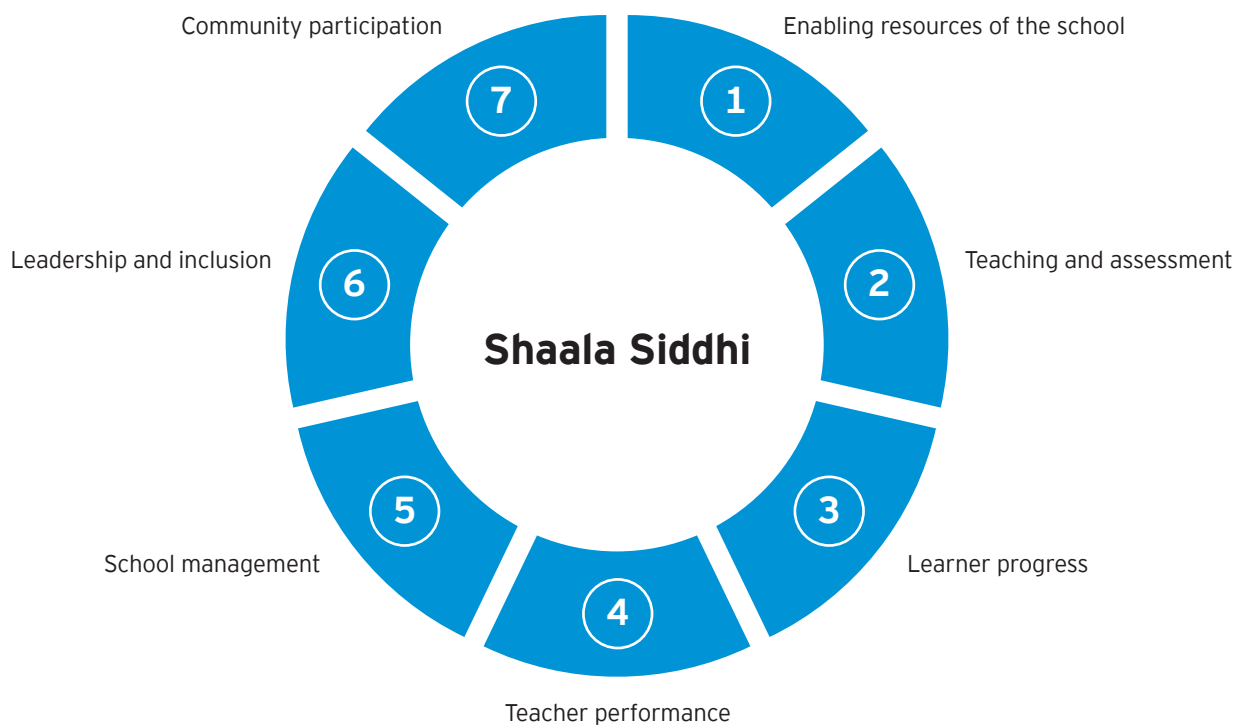
Figure 5: Key performance areas in which schools are evaluated under the Shaala Siddhi framework

Improving quality through School Quality Assessment and Accreditation (SQAA) Framework

The SQAA framework is an attempt by CBSE to shift from a centralized and third-party-based school evaluation process to a self-assessment and self-improvement-based school quality evaluation program

School Quality Assessment and Assurance (SQAA) Framework

About - In order to help schools in their developmental process, the CBSE developed the School Quality Assessment and Assurance Framework. Instead of ranking institutions, it established paths which schools could aim to take to ensure their own improvement.

Process - All schools who are members of the CBSE and schools aspiring for CBSE affiliation are eligible to take the assessment (with affiliated schools mandated to conduct the process once in every three years). Schools carry out the self-assessment based on the different domains of the SQAA framework. The outcome of the exercise must be uploaded to the CBSE portal (at least once in every three years). The school may also request for an external evaluation or volunteer to evaluate (or be evaluated) by a school in its vicinity.

Objective – The framework encourages CBSE schools across the country to undertake the school quality self assessment, identify the current areas of improvement and embark on a self-improvement journey. It is expected that continuous cycles of self-reflection and self improvement on the prescribed domains will lead to a holistic improvement of the school.

Structure - The framework is organized in seven broad domains. The domains are pedagogy and assessment, infrastructure, human resources, inclusive practices, management and governance, leadership and beneficiary satisfaction

SQAA Framework structure

Beneficiary satisfaction

Pedagogy and assessment

7

1

Leadership

Infrastructure

6

2

SQAAF

Management and governance

Human resources
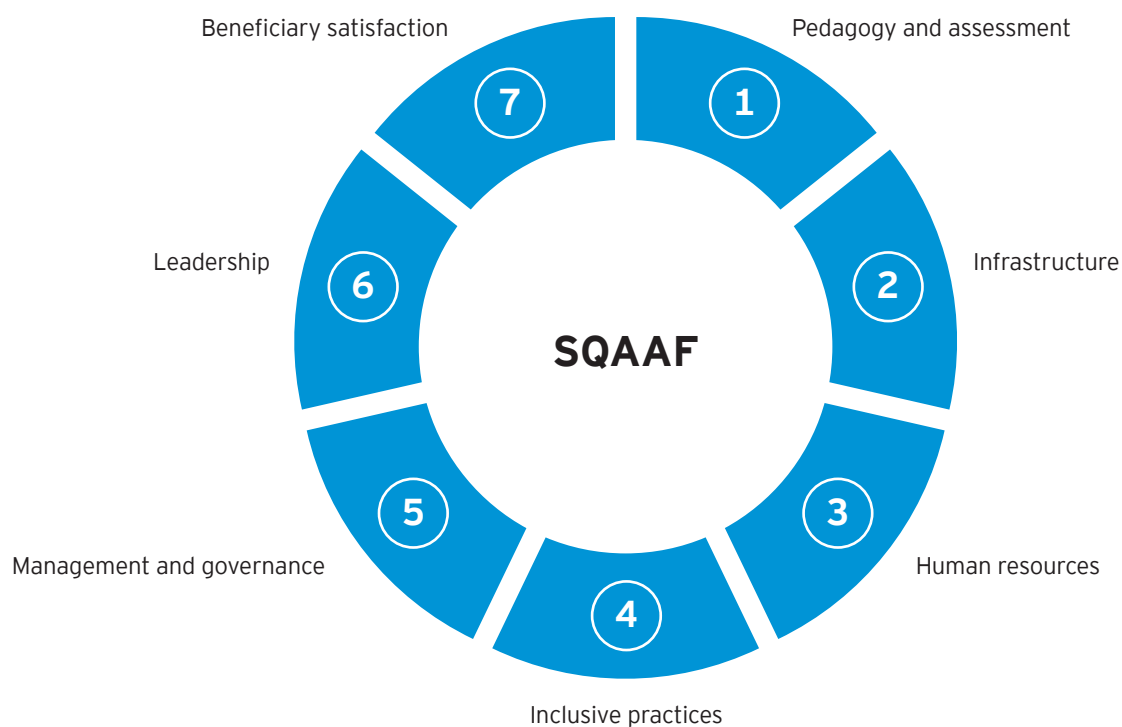
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Inclusive practices

Figure 6: Key performance areas in which schools are evaluated under the SQAA framework

All key global and Indian school quality assessment and accreditation bodies focus on providing a holistic school improvement roadmap; Global institutions also provide networking capabilities and ancillary services to their member schools

The key intent for global as well as Indian frameworks is the same, that is, to enhance the overall quality of a school by improving their functions and processes across key domains. The study of global and Indian frameworks provided crucial insights into what are the key performance areas (domains) of school's operations and how is the performance being evaluated on these domains.

While all previously mentioned frameworks focus on holistic school improvement, the global accreditation bodies also provide a few additional benefits. Due to their pedigree and experience, CIS, NEASC, COBIS and ASIC have developed a network of member institutes across the world. They provide a networking platform, where the member educational institutes can come together and interact with each other. In addition to this, CIS, COBIS and ASIC also provide various ancillary services to the member institutes, including school consultancy services, professional development opportunities, etc.

The table below summarizes the key focus areas for the previously discussed school quality assessment and accreditation bodies:

Framework's name	Key focus areas			
	Focus on holistic school improvement	Global outlook and recognition	Networking capabilities	Ancillary services*
CIS	Present	Present	Present	Present
NEASC	Present	Present	Present	Not Present
COBIS	Present	Present	Present	Present
ASIC	Present	Present	Present	Present
Shaala Siddhi	Present	Not Present	Not Present	Not Present
CBSE SQAA Framework	Present	Not Present	Not Present	Not Present

*Ancillary services include school consultancy services, professional development initiatives, etc.

Legend: Present   Not Present

As SQAA becomes a more prevalent phenomenon in India, the relevant domestic institutions can also further unlock member school's potential by providing them with a platform for networking, as well as for other services.

Post evaluating the leading global and Indian school quality assessment and accreditation frameworks, it is essential to develop an understanding of the school value chain in order to build a robust SQAA framework

Understanding the school value chain

Post evaluating the structure and processes of the leading global and Indian school quality assessment and accreditation frameworks, it is essential to determine how a school value chain looks like in order to build a robust school quality assessment framework. Determining the school value chain will further help contextualize the key performance areas of a school, which can act as essential pillars for our framework on which a school will be evaluated. It is essential to ensure that key performance areas cover all key areas of school processes, operations and capabilities, in order to ensure schools are evaluated comprehensively.

School value chain
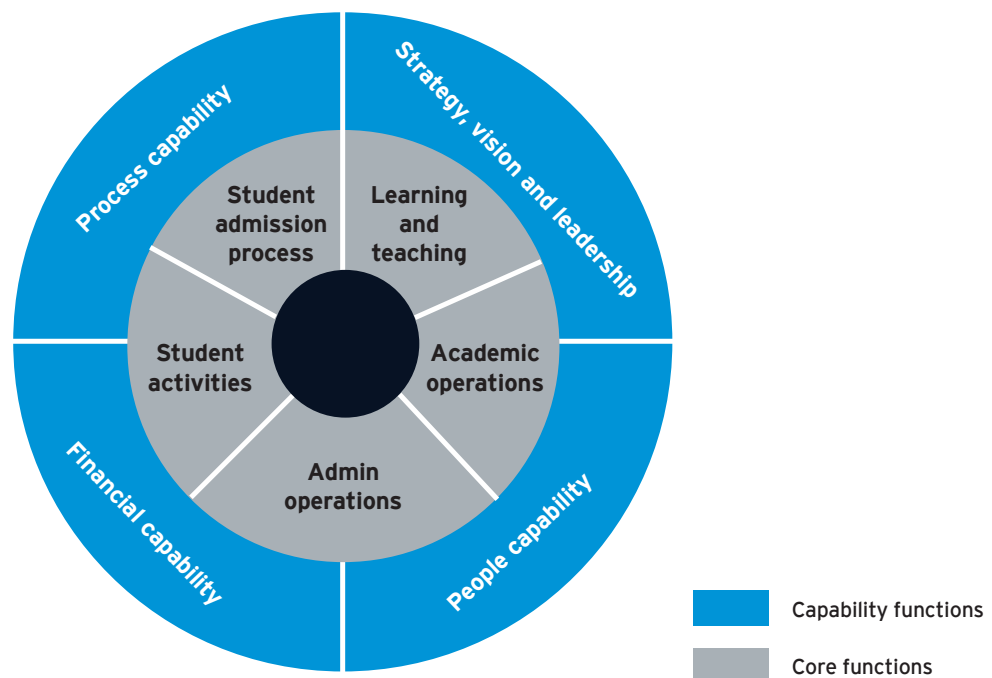
The school value chain can be divided into two broad dimensions, that is, the core functions and the capability functions. Core functions are the academic and operational components of the school, such as learning and teaching, student activities, academic operations, etc. Core functions directly impact student experience and learning outcomes. Whereas capability functions are the 'enablers' or supporting components of the school that ensure smooth functioning of the core functions. These include areas such as strategy vision and leadership, people capability, financial capability, etc.

Developing an understanding of global and Indian school quality assessment and accreditations frameworks, as well as school value chain, has laid the groundwork to determine key performance areas and overall construct for the School Quality Assessment and Accreditation (SQAA) framework.

3

Proposed School Quality Assessment and Accreditation (SQAA) framework in India

The School Quality Assessment and Accreditation (SQAA) framework is a set of best practices for schools and their stakeholders, that aims to improve and standardize school quality and build institutional excellence against global best practices

Introduction to SQAA Framework

The School Quality Assessment and Accreditation (SQAA) framework is a set of standards and best practices designed for schools to self-assess their educational quality.

It is an exhaustive, objective, transparent and self-implementable assessment tool that is benchmarked against the best global standards but adapted to local requirements in consultation with educationists, leaders and school administrators. It highlights the fact that self-assessment is a tool for internal accountability and is important to build a sense of responsibility and ownership of educational institutions.

The framework sets institutional benchmarks aligned to fulfill the stated goals of the National Education Policy 2020, ensuring a student-centric, non-discriminatory curriculum. Schools undertaking the SQAA framework will be better informed on their strengths and weaknesses, providing them the stimulus required to dedicate resources to areas that need improvement at their own pace.

Vision, mission and objectives of the SQAA Framework

Vision
- ▶ Provide better educational outcomes through standardized instruments and processes.
- ▶ Encourage the establishment and running of effective systems within an institution keeping in mind changing socio-economic and cultural contexts.

Mission
- ▶ Promoting interconnectedness among various stakeholders, helping improve student learning outcomes
- ▶ Incentivize schools to review and reflect on curricular practices and student learning outcomes
- ▶ Promote student-centric, non-discriminatory curriculum which prepares students to be confident, connected and lifelong learners, as envisaged in NEP 2020
- ▶ Foster a culture of openness, transparency and objectivity in self-assessment
- ▶ Empower schools to continuously self-assess and improve the quality of student experiences

Objectives
- ▶ Allow schools to self assess/reflect on their current practices against best practices
- ▶ Allow schools to rate and score themselves, basis self assessment
- ▶ Provide schools with the opportunity to grow at their own pace and make incremental progress

School Quality Assessment and Accreditation (SQAA) framework is a self-administered school developmental tool that focuses on continuous and comprehensive improvement across domains and parameters of a school

Salient features of SQAA Framework

The focus of the SQAA framework has been to create a comprehensive evaluation tool which can be self-administered. To that end, following are the key features of the framework.

1 Based on self-assessment and self-reflection, to bring about confident and better equipped schools

2 Based on self-explanatory framework, that is simple, clear, standardized and adaptable

3 Provides flexibility in time period

4 Comprehensive and holistic - includes all parameters of school's functioning

5 Enables continuous development, creating an enabling learning environment in schools

SQAA Framework

Guiding principles of the SQAA framework

To ensure the framework is universally applicable for all schools in India, the following guiding principles were kept in mind while crafting the SQAA framework:

Should measure the impact of learning and well-being on students and indicate criticality for achieving individual and institutional excellence

SQAA framework should be a 'developmental tool' rather than an 'audit' or 'inspection' tool. The aim is to make this as a voluntary and yet an aspirational journey

School's vision, mission and philosophy should be an integral part of the evaluation process

Inclusive practices should be included in all the domains of school's functioning

4

Overall construct of the proposed School Quality Assessment and Accreditation (SQAA) framework

Benchmarked against leading global school quality frameworks, the School Quality Assessment and Accreditation (SQAA) framework aims to determine performance across all key areas of schools functioning and operations

Overall structure of SQAA Framework

The SQAA framework has been benchmarked against leading global school quality assessment and accreditation frameworks. The framework is structured in four key tiers, namely, domains, sub-domains, standards and rubrics. Standards and rubrics are the cornerstone of the framework, as they provide a basis on which the assessments need to be done. While standards aim to cover all the areas of school's functioning and operations, rubrics indicate how well a school is performing on each standard. In order to provide a structured flow to the framework, the standards are clubbed in different domains and sub-domains, depending on the broad areas of the school's functions and operations. All four key components of the SQAA framework have been covered in detail in the upcoming sections.

Domains

Broad areas of school functioning

Sub-domains

Specify what constitutes the domain

Standards

Benchmarking statement under the sub-domain, a rule or principle that is used as a basis for judgement

Rubrics

A five-level maturity scale that determines school's performance level on each standard
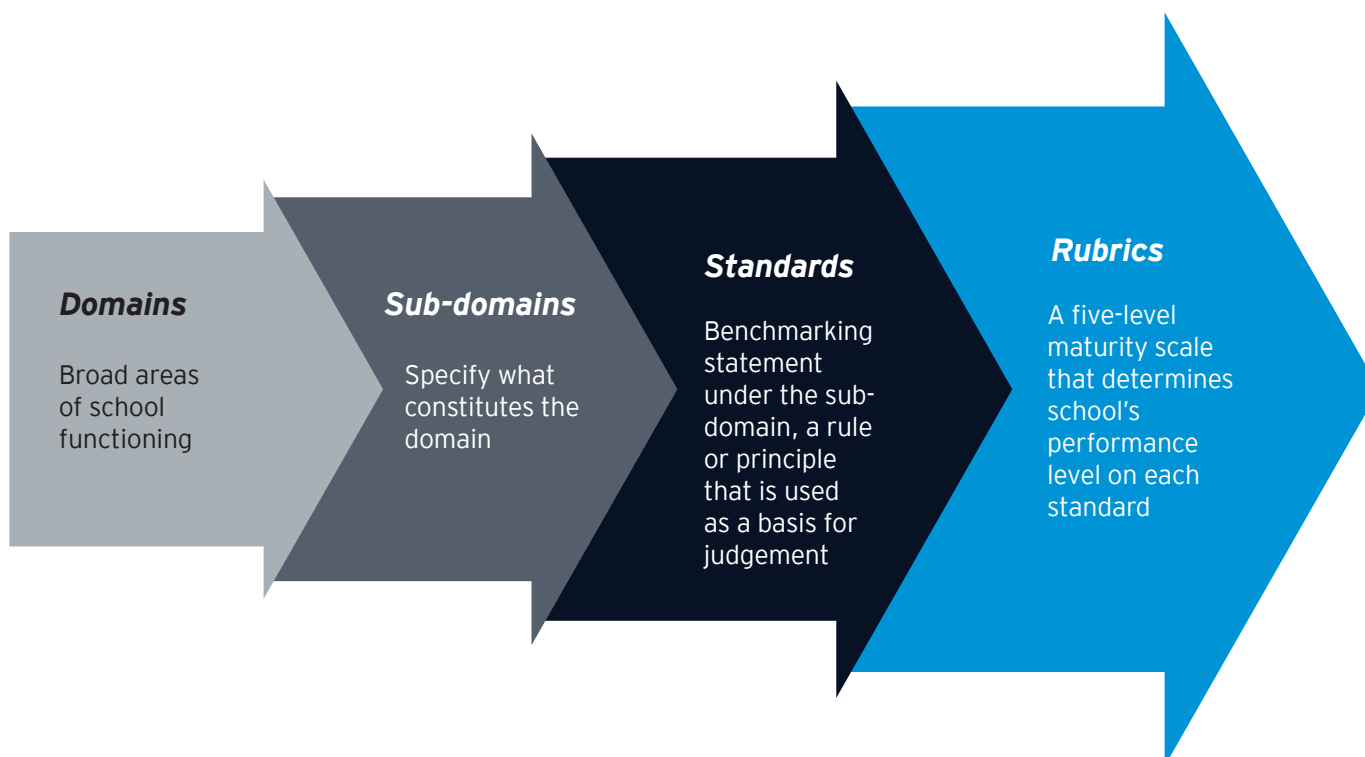
In order to undertake the assessment, it is suggested for schools to build a team of stakeholder representatives such as management, principal, teachers, students, administration staff, etc. The school can appoint a head ('mentor') who is responsible for leading the team and ensuring the self-assessment of the school is conducted based on guidelines laid by the framework. The team can then review and reflect about their performances on each standard, across domains. Based on their self-evaluation of a school's current performance, the school can then rate themselves on their current level of maturity using rubrics as a guide for each standard. Based on the responses, the end output will provide schools an indication of their performance across broad areas of school functioning, which will enable schools to self reflect and implement a self-improvement plan on key areas that require further improvement.

*Refer to the annexure section for the detailed rubrics given per standard across the School Quality Assessment and Accreditation Framework

Domains are exhaustive key areas of school's functions, in which the school's performance is being evaluated; Each domain is weighted based on their relative importance amongst overall school functions

Domains and weightages

Domains are a broad and exhaustive key performance area of a school. The SQAA framework rests on seven core domains such as 'Curriculum and Pedagogy', 'Assessments' etc. and the school's performance will be evaluated on these seven key pillars. In order to determine a score for the self assessment, each domain is assigned a weight based on their level of importance from an overall school quality and student outcomes point of view. The domain weightages have been derived by evaluating existing global school quality assessment and improvement framework, as well as conducting extensive consultations with industry experts.

Sr. No.	Domains	Weightage (%)
1	School purpose, direction and learning statement	10
2	Governance, leadership and management	10
3	Infrastructure and resources	15
4	Curriculum and pedagogy	20
5	Assessment	20
6	Student life skills education	15
7	Staffing and human resources	10

Sub-domains

Domains are further broken down into sub-domains, which specify what constitutes the domain. The SQAA framework contains 36 sub-domains classified under the seven aforementioned domains.

Sub-Domains are expected to ensure uniformity in understanding and interpretation of all users and stakeholders. For example, the domain "School Purpose, Direction and Learning Statement" has three sub-domains which are:

(i)   Alignment of purpose, direction and learning statement with all stakeholders of the school

(ii)   Alignment of purpose, direction and learning statement to school's operations

(iii)   Timely monitoring and evaluating the implementation of purpose, direction and learning system across all stakeholders

As this example illustrates, the domain, which is a higher-level performance area, is broken down into more specific sub-domains which collectively constitute the former.

Within domains and sub-domains, standards are the benchmarking statements basis which a school self-evaluates its performance

Standards

Standards are one of the most integral part of the SQAA framework. Standards are rules or principles used as a basis for judgement by schools to evaluate themselves. To simply put, standards are the benchmarking statements on which a school will self-evaluate themselves. Standards qualify various aspects of a sub-domain and are written to be concrete and distinctive, giving the sub-domain an operational definition. Each sub-domain may include various standards within itself.

Continuing the example from the previous page, the sub-domain 'Alignment of purpose, direction and learning statement to school's operations' will include the following standards:

(i) The school's purpose, direction and learning guides and directs its operations, including student admission process, academic and administrative operations, etc.

(ii) The school focuses on accepting, understanding and attending to student differences and diversity, including physical, academic, social, cognitive and emotional differences.

(iii) The school is focused on adopting accessible and transparent technologies that enable students to effectively achieve their learning goals.

As evident from the aforementioned statements, standards are objective statements that seek to gauge school's performance on a particular aspect (sub-domain).

Sr. No.	Domains	Sub-domains (#)	Standards (#)
1	School purpose, direction and learning statement	3	14
2	Governance, leadership and management	10	13
3	Infrastructure and resources	12	23
4	Curriculum and pedagogy	4	15
5	Assessment	1	6
6	Student life skills education	1	3
7	Staffing and human resources	5	12

The table above signifies the number of sub-domains and standards within each domain

Rubrics are essentially a guide that assists schools to define their current level of maturity for each standard

Rubrics

Just like standards, rubrics are also a key element of the SQAA framework. Rubrics are essentially performance indicators for each standard that aim to determine the maturity level of a school's performance on a particular standard. Each standard in linked to a rubric, ranging from level 1 to level 5. While level 1 would signify the lowest level of performance, level 5 would suggest a leading or best-in-class performance on a particular standard for a school.

Rubrics aim to determine the following questions:

(i)   How will schools be assessed on each standard?

(ii)   How will schools determine their current level of performance on each standard so they may aspire to continual improvement?

Rubrics define the level of maturity of a school for a given standard. To help school self assess, rubrics for each standard are pre-defined in the SQAA Framework. They also indicate what higher levels of maturity for a particular standard looks like.

1

Level 1 (Beginning)

Score = 1 (Baseline)

School system and processes are at a nascent stag; Practices are at an individual level

2

Level 2 (Developing)

Score = 2

System is in early its constructive years. Practices are generally corrective in nature.

3

Level 3 (Evident)

Score = 3

School has process documentation, key tools and infrastructure; Capacity is being built.

4

Level 4 (Achieving)

Score = 4

System is defined and documented; Practices are preventive and corrective in nature.

5

Level 5 (Excelling)

Score = 5

Governance and leadership exhibits accountability, responsibility, self-evaluation and improvement planning.

*Refer to the annexure section for the detailed rubrics given per standard across the School Quality Assessment and Accreditation Framework

Improving quality through School Quality Assessment and Accreditation (SQAA) Framework

The scores provided by the School Quality Assessment and Accreditation (SQAA) framework enable schools to determine a domain level score and an overall score, to provide a holistic view of school's current performance levels

Scoring Logic

As a result of undertaking the self-assessment, schools will be provided with score/s indicating their overall and domain level performance.

To understand the scoring mechanism more comprehensively, the following scoring process can be followed.
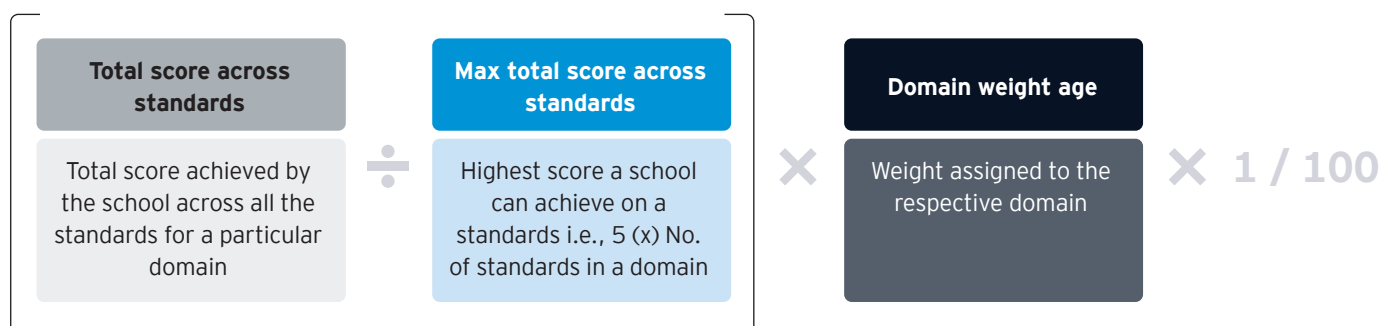
Determine individual standards and domain score - As explained previously, each standard consist of five level maturity rubrics on which the school assesses their current performance levels.

Rubrics maturity scale

Level 1 (Beginning) Score= 1 (Baseline)	Level 2 (Developing) Score= 2	Level 3 (Evident) Score= 3	Level 4 (Achieving) Score= 4	Level 5 (Excelling) Score= 5

For instance, "School Purpose, Direction and Learning Statement" domain consists of a total 14 standards. A school self-assesses itself to be on level 3 of an individual standard in this domain. In such a case, the school will be allotted a score of 3 for this particular standard. Likewise, the school will assess itself on the remaining 13 standards and will receive a score based on the level of maturity of each standard. The domain score will simply be a sum of scores of all individual standards within a domain.

Calculate the weighted domain score – After determining the domain level score, weighted domain score for individual domain is required to be calculated using the following formula :

Total score across standards		Max total score across standards		Domain weight age	
Total score achieved by the school across all the standards for a particular domain	÷	Highest score a school can achieve on a standards i.e., 5 (x) No. of standards in a domain	✕	Weight assigned to the respective domain	✕ 1 / 100

Calculate the overall score - Summation of weighted domain scores for all domains provides schools with an overall score.

Such a scoring approach enables schools to access and determine their current performance in key areas of school functioning, as well as provide a holistic view of the school's overall performance.

*Refer to the annexure section for the detailed rubrics given per standard across the School Quality Assessment and Accreditation Framework

5

Conclusion

The proposed four-step implementation roadmap will enable policy makers to deploy SQAA framework and ensure that the vision, mission and objectives of the framework are being effectively met

Implementation roadmap of SQAA framework

After envisaging, and formally developing the SQAA framework, a key imperative is to implement the framework at both state and national level. As discussed in the first chapter, implementation of prior school quality assessments in terms of reach and on-boarding schools at a national level remains to be a key challenge. The proposed SQAA framework aims to solve this issue with its unique approach to enabling schools to self evaluate themselves on prescribed quality standards. In order to ensure the effectiveness and efficacy of the SQAA framework, it is essential to have a clear implementation roadmap.

Following are few key steps which can be followed to ensure effective implementation of the SQAA framework:

Implementation roadmap

1	2	3	4
Conduct a pilot program	**Endorsement and outreach to schools**	**Prescribe guidelines to schools**	**Roll-out of the framework**

Conduct a pilot with 200 to 250 schools, ensuring representation from all states. All types of schools with different size, vintage, ownership etc. to be included in pilot.	Undertake advocacy and endorsement of SQAA framework via webinars, seminars and other mediums at a national level across all schools	Prescribe guidelines to schools regarding the process and timelines to be followed	Release the framework on a staggered basis. Initially only roll-out to 5,000 to 10,000 schools. Steadily, build capacity to implement improvements and add additional schools

Initially, policy makers may focus on creating awareness about the framework nationally, as well as work toward conducting a pilot program with select schools to identify any issues or roadblock that could arise after mass roll-out of the assessment framework

Conducting a pilot program

Prior to the nationwide roll-out, it is essential to conduct a pilot program for implementing the of the SQAA framework. The key intent of the pilot will be to uncover roadblocks and issues faced by schools and their stakeholders when administering the self-assessment. A task force may be set up to manage and administer the pilot. FICCI ARISE can nominate consultants (experienced member schools who have undergone evaluation) in order to assist in implementation. The schools for the pilot may be selected basis varying criteria such as school's geography/location, ownership, vintage, size/enrolment, etc. It is essential to ensure selection of diverse set of schools in the pilot to uncover maximum potential roadblocks and hindrances for all kinds of schools.

Post schools' self evaluation, they can also be externally evaluated by the task force. Differences between self-evaluation and external evaluation may also help

uncover certain hidden challenges such as school's lack of understanding of the framework process or framework elements (standards, rubrics) etc. In addition to an external school evaluation, the concept of peer assessments or school twinning may also be explored. This will involve two peer schools, evaluating each other post a round of self-assessment.

Feedback from schools may also help ascertain if standards and rubrics need to be modified or a training process for schools needs to be devised to ensure that the discrepancy does not occur in the future. The pilot will assist policymakers to finalize the SQAA framework by making necessary adjustments before rolling it out at a national level.

Endorsement and outreach to schools

Before initiating the roll-out of the framework, there must be adequate endorsement and advocacy of the SQAA framework by policymakers to school's key stakeholders. This may be conducted in the form of brochures, fact sheets, online webinars and offline seminars. Policy makers should also conduct meetings with state education departments to familiarize them with the framework. While the process may start as non-mandatory, schools must be informed of its potential to become a mandatory process in the future. Non-monetary incentives may be given to schools who undertake the assessment. For instance, schools who have successfully undergone a self-assessment and a self-improvement cycle may be permitted to use SQAA framework's logo on their websites and marketing materials, as an emblem of quality assurance. Similar non-monetary recognition-based incentives may be explored further.

Prescribe guidelines to schools

Post conducting the outreach, a set of guidelines on 'how to undertake the self-assessment' should be released for the schools. The guidelines should focus on preparing and building school's internal capabilities to undertake the self-assessment and self-improvement process. Following guidelines may be prescribed:

Improving quality through School Quality Assessment and Accreditation (SQAA) Framework

After conducting the pilot, it is essential to communicate all key guidelines to schools regarding the framework; To ensure effective launch, the national roll-out of the framework may be done in a staggered manner

(i)   Schools may be suggested to build a team that will include principal/director and representatives of management, teachers, students, administration staff. A head (mentor) should be appointed who will lead the team and ensure the school self-evaluation process is implemented effectively.

(ii) The team can be further divided into groups, who will implement specific areas of the framework.

(iii) Once initiated, the team is required to complete the school's self-assessment within six to eight months of initiation.

(iv) Post conducting the school self-assessment and reviewing results, the team is required to prepare a school self-improvement plan within three to four months of receiving the results and submit it on the online portal.

(v)   Post submitting the self-improvement plan, it is recommended to implement the self-improvement plan within 3 to 12 months.

(vi) The school is required to conduct a self-assessment test once every five years (with an internal review after every two to three years)

Roll-out of the SQAA Framework

Post communicating the necessary guidelines to all the schools, the self-assessment framework may be rolled out to other schools on a staggered basis. The staggered roll-out would allow leeway in the process of implementation, and will give further time to iron out issues which may emerge during initial stages of the roll-out.

It is also essential to determine if the framework is being able to achieve its intended vision, mission and objectives.

To ensure effective implementation of the framework, select schools may be externally evaluated to assess if self-assessment and self-improvement plans are implemented as per suggested guidelines. Schools may also be asked to demonstrate improvements across domains; however, such external evaluations may be kept optional for schools.

The State School Standards Authority (SSSA) may require support and assistance across various essential functions for effective implementation of the School Quality and Accreditation (SQAA) framework

Along with extensive policy prescriptions, the National Education Policy (NEP) 2020 recognizes the importance of building institutions which support the successful adoption of the policies. To ensure effective school self assessment and accreditation, the NEP (requires/recommends) states to set up an independent, state-wide body called the State School Standards Authority (SSSA).

Keeping in mind the prescribed implementation roadmap for the SQAA framework, the SSSA (or similar authorities) may require support and assistance in developing and executing the following functions:

Customized quality assessment frameworks

To contextualize the school quality assessment as per local requirements and priorities of the state, there may be a need to develop a customized school quality assessment framework

Bespoke implementation plans

There may be a need to develop a state-specific implementation plan and support the SSSAs (or similar authorities) in the process of SQAA implementation

Developing state-wide policies

Decoding the results of self-assessment by schools and assistance in the development and advocacy of state-wide policies to help solve complex systemic problems

Empanelment of experts

Empanelment of experts across key domains of K-12 education who can provide school-specific suggestions and mentor schools as they improve their offerings

Developing IT infrastructure

Developing basic IT infrastructure in schools across the state as mentioned under various domains of the SQAA framework document

Project management Support

The SSSAs (or similar authorities) may require Project Management Office (PMO) support to execute the aforementioned activities. Through their internal capabilities and vast industry network, EY and FICCI can provide support and assistance across key areas of intervention required by the SSSAs (or similar authorities).

The School Quality Assessment and Accreditation (SQAA) framework provides a measurable, structured, and evidenced-based approach for school to assess and improve their quality

Potential benefits of the SQAA framework

As seen in previous chapters, the SQAA framework is a robust school quality assurance tool that is benchmarked against leading global standards. What makes the SQAA framework unique is that it is specifically developed keeping the context of Indian schools in mind. While the framework aims to cover all the key areas of a school's functioning, it also goes deep within each area to determine the school's current performance. The SQAA framework can specifically help to improve the functioning of schools in India by:

(i) Providing a structured and systematic approach to assess the quality of school processes and operations

(ii) Cultivating an environment of evidenced-based self-assessment

(iii) Enabling schools to identify areas of improvement and strengths in school functioning

(iv) Enhancing transparency and accountability in the school system and improving communication and coordination between different stakeholders involved in the school system

(v) Improving outcomes for students, as a result of improved institutional capability

(vi) Enabling holistic development of schools by focusing on all key areas of school functioning (domains).

The SQAA framework accrues benefits for various school stakeholders. The framework lays heavy emphasis on learning, teaching and assessment processes, which empower teachers and help improve students' learning outcomes. It enables school administrators to devise an efficient and inclusive processes, charting a clear pathway for schools to achieve excellence.

The SQAA framework is a tool that can be used to ensure schools are delivering quality education to students. It is also a tool that empowers teachers and school leaders to measure the quality of their own schools and strive for continuous improvement. Moving forward, the SQAA framework will become a common language for stakeholders to assess and improve the quality of education in schools. It will act as a cornerstone of the Indian education system, becoming central to India achieving its educational goals educational goals in the coming years.

6

Annexure

Domain 1: school purpose, direction and learning statement

1.1 **Alignment of purpose, direction and learning statement with all stakeholders of the school**

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

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
1. The school has written vision and mission statements framed by its management or governing body. 2. The statements are not coherent in nature.	1. The statement encompasses values and opportunities for the cognitive and social development of the students and is coherent in nature. 2. The school's vision and mission statement is communicated widely to its stakeholders. 3. Policies are aligned with the vision and mission of the school.	1. The school's vision and mission statement is developed in collaboration with all its stakeholders. 2. Monitoring system is in place to ensure that the guiding statements are supported by its stakeholders.	1. Stringent monitoring and reviewing practices are in place. 2. Gap analysis is done at regular intervals to identify the gaps between planning and execution. 3. Feedback is regularly taken from the stakeholders.	1. All school policies reflect the vision and mission of the school. 2. The School Management and Leadership team ensures that the vision is the guiding force behind planning for all academic and non-academic processes and the Mission Statement outlines the process by which the objectives are met. 3. Continual improvement plan and action is in place and evident.

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1.1.2 - The school has both long-term and short-term plans to commensurate with its vision and mission statement.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
1. Daily basis planning by the teachers under the guidance of HODs/coordinators/principal is evident.	1. The school has written and documented its long-term plans.	1. Short term and long-term goals are developed and designed by the management and staff. 2. Specific targets are set and roles are assigned to the staff.	1. Goals/Plans commensurate with the school's vision and mission statements and are defined in terms of utility after analysing its financial and other resources. 2. Strategies and support material required to achieve the goals have been defined.	1. The school policy with regard to institutional planning that aligns with its vision and mission is in place. 2. Alumni, parents and other stakeholders are also involved in developing the short term and long-term goals for the school. 3. The implementation process is reviewed at regular intervals against the indicators of success and necessary changes made.

1.2 Alignment of purpose, direction and learning statement to school's operations

1.2.1 - The school's purpose, direction and learning guides and directs its operations, including student admission process, academic and administrative operations, etc.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
1. Clear standard operating procedures do not exist for any department/function/process in the school.	1. Standard operating procedures exist but are only communicated till school leadership level.	1. School purpose and direction are defined and documented. 2. Standard operating procedures exist, but communication is limited to school leadership and departmental leadership level.	1. Standard operating procedures exist, regularly updated and communicated to all academic and non-academic employees of the school. 2. Standard operating procedures across departments are followed and adhered by the school employees. 3. Essential processes in school are standardized but not digitized.	1. School purpose and direction are guided by their vision and mission statements. 2. Standard operating procedures exist, regularly reviewed and updated, and are clearly communicated to all stakeholders of the school. 3. Essential processes in school are standardized as well as digitized.

1.2.2 - The school focuses on accepting, understanding and attending to student differences and diversity, including physical, academic, social, cognitive and emotional differences.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
1. Anti-discriminatory policies and regulations are not clearly laid out by the school leadership.	1. Anti-discriminatory policies and regulations are laid out by the school leadership. 2. Anti-discriminatory policies and regulations are communicated only to school academic and non-academic staff.	1. Anti-discriminatory policies and regulations are well documented and laid out by the school leadership. 2. Anti-discriminatory policies and regulations are clearly communicated to all stakeholders of the school	1. Regular monitoring and review of the anti-discriminatory policies and practices are conducted. 2. Strict enforceable actions are put in place for students and staff to violate the regulations. 3. The school admits students under the RTE Act 2010/ EWS / Sponsored category or special category as per guidelines.	1. The school ethos, vision and mission place a strong emphasis on building an anti-discriminatory and safe environment for all students, irrespective of their physical, academic, social, cognitive and emotional differences. 2. Regular sensitization and orientation programs are conducted for students and staff to inculcate respect for diversity.

1.2.3 - The school is focused on adopting accessible and transparent technologies that enable students to achieve their learning goals effectively.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
1. Clear budgets for adopting and introducing technology in learning and teaching process are not defined by the school leadership. 2. Strategies to adopt digital intervention for effective curriculum delivery are not yet defined.3. The school uses basic offline textbooks and assessments for delivering lessons.	1. Budgets for introducing technology in learning and teaching process exist but only on paper. 2. Strategies to adopt digital intervention for effective curriculum delivery are defined but not necessarily practiced.	1. Digital strategy and budgets are clearly documented by the school leaders. 2. The school has started adopting and experimenting with basic technology to improve their curriculum delivery process.	1. Digital strategy and budgets are clearly documented by the school leaders. 2. The digital strategy is well communicated to staff, students and parents by school leaders. 3. The school has started adopting advanced technologies to improve their curriculum delivery process.	1. School has adopted and deployed technology across various aspects of learning and teaching process for effective curriculum delivery. 2. School has adopted and deployed technology across various areas of school learning spaces. 3. Use of technology is supported by school staff and students.

1.3 **Timely monitoring and evaluating the implementation of purpose, direction and learning system across all stakeholders**

1.3.1 - **The school has incorporated contextually-appropriate definition of high-quality learning within their institutional learning outcomes.**

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
1. School leaders have read the board and other regulatory documents and identified their key recommendations in order to improve the quality of institutional learning outcomes.	1. Key recommendations from boards and other regulatory documents are clearly communicated to teachers via orientation programs and seminars.	1. Capacity building of teachers is done as and when needed. 2. Teachers inculcate these key recommendations into their lessons to achieve high quality learning objectives.	1. Capacity building of teachers is done regularly. 2. Learning plans/lesson plans are created based on children's learning levels and are inclusive of different learning styles.	1. The school policy ensures a continuous monitoring and improvement of student's learning outcome. 2. The school leaders and teachers demonstrates comprehensive and thorough knowledge of the curriculum. 3. School leaders and staff aim to keep abreast of the latest practices in teaching and assessment to ensure high-quality learning outcomes are being met.

1.3.2 - The school strives to follow a non- discriminatory, transparent and inclusive admission procedure that is in accordance with the board's and RTE Act guidelines and norms.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
1. No clear policy or standards exists for facilitating school admission process.	1. Policies and standards exists for facilitating school admission process. 2. Admissions are made without any distinction of religion, race, caste, creed, place of birth, gender, abilities.	1. Admission policies and processes are clearly documented and communicated to the school employees. 2. Admission records are properly maintained and regularly updated. 3. Students are admitted based on a transparent admission criteria. 4. The admission for SC/ST/EWS students is governed by the Education Act/Rules applicable to the concerned state /UT.	1. The school's promotional material and activities present a realistic picture of the school and convey its objectives and programs offered. 2. The school admits students under the RTE Act 2010/ EWS / Sponsored category or special category as per guidelines. 3. Adequate information is available on the school website/promotional material to ensure transparency.	1. Special remedial classes and bridge courses are arranged to mainstream EWS and students from socially disadvantaged groups before they join school. 2. School conducts the 12-week school readiness module for all class 1 entrants. 3. Information obtained from the parents regarding the student is evaluated and accordingly programs/ activities are offered to the child. 4. Sensitization and orientation programs are conducted for students and staff to inculcate respect for diversity. 5. Regular monitoring and reviewing of documents are conducted.

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

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
1. The satisfaction of the students is being inquired about from the members of the student council and not directly from the students.	1. There is an informal method of assessing the satisfaction of students. However, no formal process exists for assessing student satisfaction.	1. There is a documented method or process to assess the satisfaction of students with respect to the services and programs being offered to them.	1. There is well-defined and implemented Policy for ensuring the satisfaction of students in cognitive, affective and psychomotor domains.	1. Strategic action planning and goal setting is demonstrated in terms of improvement based on regular feedback received from students. 2. Students are involved in the decision- making process and encouraged to give their opinion/ views/suggestions on the policies or the programs/activities of the school.

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

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
1. There is high teacher attrition as teachers are recruited on an ad hoc basis. 2. Methods of assessing teacher satisfaction do not exist.	1. There are informal methods of assessing overall satisfaction of teachers i.e., inquiring from the HODs or Coordinators.	1. There is a documented process or method to assess the professional satisfaction of teachers. 2. Teachers' work is appreciated and certificates, appreciation letters, monetary or other rewards are given to them. Teachers are given opportunities for their professional development.	1. There is well-defined and implemented policy for ensuring the satisfaction of teachers in cognitive, affective and psychomotor domains. 2. Teachers respect different perspectives and support each other in school.	1. Review of the feedback received from teachers regarding their professional satisfaction is taken on a regular basis. 2. The feedback is analyzed and appropriate actions for improvement are taken. 3. Need-based training programs organized, or opportunities provided to them. 4. Teachers are involved in school improvement planning or school development planning or are encouraged to give their opinion/views/suggestions on the policies/activities/programs of the school.

1.3.5 - School provides opportunities to the office staff to express their opinion, views and suggestions regarding the policies and uses this feedback for improvement.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
1. The office staff interacts only with its supervisor.	1. The office manager oversees and co-ordinates all areas of administration.2. Office staff do not directly interact with the school leadership.	1. Satisfaction of the office staff is assessed through informal and formal channels. 2. School leadership seldom informally interacts with office staff to discuss their job satisfaction.	1. There is a documented process or method to assess the professional satisfaction of office staff. 2. There is well-defined and implemented policy for ensuring the satisfaction of school office staff in cognitive, affective and psychomotor domains. 3. management and the principal/head of school interacts periodically with the administrative staff to understand their level of job satisfaction.	1. management and the principal/head of school interacts regularly with the administrative staff to understand their level of job satisfaction. 2. Views/suggestions to improve the school are solicited from the staff and incorporated. 3. Concerns and issues are resolved promptly. 4. Mentoring, monitoring and reviewing of the implementation at regular intervals is evident.

1.3.6 - The management/society provides a mechanism for the principal to voice his/her suggestions, views and concerns and periodically reviews the same for continual improvement and also uses it to assess the principal's satisfaction.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
1. Major decisions with regard to the functioning of the school are taken directly by the management/governing body of the school without consulting the principal.	1. Major decisions with regard to the functioning of the school are taken by the management/governing body of the school after consulting and taking feedback from the principal.	1. The principal/head of school feels that her/his efforts with respect to improving student learning outcomes are recognized and acknowledged by the management. 2. The principal is sent for leadership programmes and national/international exchange programmes.	1. There is well-defined and implemented policy for ensuring the satisfaction of principal/head of school in cognitive, affective and psychomotor domains. 2. Management has a formal and documented mechanism to measure the level of job satisfaction of the principal.	1. The principal/head of school is free to give suggestions/views on important school issues. Feedback is received, reviewed and appropriate action taken in a culture of collaboration and mutual respect. 2. The principal/head of school takes proactive efforts for the school and feels accountable and responsible for the well-being of the school

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

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
1. Parents express themselves during the PTM(s). 2. No structured alumni body/ associate exists.	1. School has a parent-teacher association/ council which meets once in a year. 2. Alumni members meet once a year.	1. School encourages suggestions from parents and alumni for areas of improvement in the school.	1. There is a well-defined and implemented policy for ensuring the satisfaction of parents and alumni. 2. There is an active and structured Parents and Alumni Association that meets with school management and principal periodically to find ways and means to contribute to the school's growth. 3. The meetings with the Parents and Alumni Association are recorded.	1. 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. 2. Parents and alumni play a constructive role in the overall growth of the school.

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

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling

1. The school does not partake and implement community outreach programs	1. The school implements community outreach programs sporadically.	1. Community outreach programs are conducted on a frequent and a regular basis. 2. Community outreach programs are planned and conducted in collaboration with members of the community.	1.There is a well-defined and implemented policy for ensuring the satisfaction of community. 2. School has adopted at least one sustainable project. 3. Community outreach programmes are conducted to address different social and environmental issues. 4. Students participate in age appropriate programmes and contribute to the welfare of the community.	1. Relevant contextualized community outreach programmes that assist in enhancing the life skills of students are well integrated in the school curriculum and conducted on a regular basis. 2. Teachers, parents and the community are constructively involved in conducting community outreach programs. 3. Monitoring and reviewing practices at regular intervals are evidenced to ensure the desired student learning outcomes of this program.

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

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
1. The school identifies community expectations.	1. The management is concerned about community expectation and tries to fulfill through informal means.	1. The management convenes periodic meetings with various stakeholders to understand their expectations through a formal system. 2. Beneficiary satisfaction (students, parents, teachers, principal, and community) corresponds to management's satisfaction.	1. Management regularly reviews the expectations of stakeholders. 2. Management reviews how stakeholders' expectations are being met. 3. Management provides support and resources to accomplish and achieve the school's vision and mission.	1. There is a well-defined and implemented policy for ensuring the satisfaction of management. 2. There is an effective system of feedback and follow up with the Management. 3. Regular meetings with stakeholders, including leaders of the school, mutual respect for all, and feedback mechanisms, provide a basis for the school improvement plan. 4. School registrations show an upward trend.

Domain 2: governance, leadership and management

2.1 Effective coordination

2.1.1 - The management ensures effective coordination within the school and with the outside community.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
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 well informed about his / her responsibility regarding effective co ordination	1. The head of the school ensures the realization of objectives stated in the vision and mission statement.	1. The school management ensures working relationship with the school head and staff; has clearly defined their roles and responsibilities in the realization of its objectives.	1. The school management benchmarks and works in close collaboration with other educational institutions for the realization of its goals. 2. Group/team/individual goals are set within the school to ensure the teams work in tandem to ensure results.	1. The school policy for establishing effective co-ordination within the school and with community is in place. 2. The school management works in close collaboration or ensures effective coordination of the school personnel with the parents, students, alumni and other community stakeholders for the realization of its goals or activities enlisted under the school improvement plan. 3. Dedicated time and support is provided to teachers for collaborative planning and reflection for the realization of its goals. 4. Interconnectedness is clearly visible. 5. Hubs of learning assist in collaborative learning. 6. Mentoring, monitoring and reviewing practices are evidenced.

2.2 Resource management

2.2.1 - There is a rationale for resource management and mechanisms are in place.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
1. School has necessary documentation in place to ensure maintenance and monitoring of adequate resources	1. Principal ensures fee collection	1. Sustainable environment activities are undertaken in the assemblies like role plays, debates, etc. 2. The school has corrective measures in place to conserve resources.	1. The existing resources in the form of infrastructure and equipment are utilized and need analysis done before procuring new resources. 2. Steps to reduce, reuse and recycle are taken by the school leadership team as well as by the staff and students.	1. School policy for conservation of resources is in place. 2. School resources are optimally utilized and augmented on the basis of need analysis. 3. Monitoring practices are in place to avoid misuse and wastage of resources. 4. Students are involved in innovating eco-friendly practices. 5. There is a culture of environmental awareness in the school. 6. Activities to bring about awareness on conservation of resources are embedded in the integrated annual curriculum and pedagogical plan.

2.3 Relationship management

2.3.1 - There is a formal mechanism for relationship management (staff, parents, community, alumni, etc.)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
1. The school staff accepts routine queries of the parents	1. The school staff responds to routine and challenging queries of the parents. 2. The school communicates either telephonically or face to face.	1. There exists a formal query handling channel 2. Parents and students are kept informed about the query handling channel	1. A record of communication with parents and staff is maintained 2. Follow-ups are done and corrective actions are taken immediately. 3. School staff is trained on engaging with the stakeholders respectfully and within time	1. Policy on relationship management is in place. 2. Guidelines for dealing with stakeholders with an underlying philosophy of mutual respect are in place and reviewed regularly by the leadership team. 3. All dealings and queries with and from stakeholders are documented, analysed, followed up and satisfaction report generated. 4. Strong feedback mechanism, quick response time and the open-door policy support the school in maintaining a healthy relationship with stakeholders.

2.4 Activity management

2.4.1 - There is a complete activity management mechanism available in the school. Planning and provisioning made for online/ digital activity management

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
1. School activities and annual calendar are prepared	1. School activities and annual calendar is prepared in consultation with the school staff.	1. Guidelines for activity management are well in place. 2. The school ensures that cognitive, affective and psychomotor domains of students are addressed in the integrated annual curriculum and pedagogical plan. 3. The school uses basic IT systems for calendar planning and communication of calendar to all stakeholders	1. The responsibilities for execution of school activities are widely decentralized after meticulous planning and are systematically executed. 2. Responsibilities are given to all the staff members. 3. School uses an advanced LMS system for collaborative calendar planning 4. School has dedicated budget for investment in advanced LMS / ERP for calendar planning	1. The School Policy with regard to activity management is in place. 2. Guidelines for planning, implementation, monitoring and reviewing are well documented. 3. There is active participation of students, teachers, alumni, parents and community in planning, implementation, monitoring and reviewing of school activities. 4. Activities cater to cognitive, affective and psychomotor domains of students, parents, teachers and the community. 5. All safety and security norms are in place before, during and after the activities.

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2.5 Data and record maintenance

2.5.1 - There are secure data and record maintenance protocols and platforms available.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
1. Administrative data is recorded and maintained	1. The school computerizes the data of admissions and student assessment records.	1. All types of data and records are maintained and available either in electronic form or in traditional form. 2. The data is accessible to the staff and is utilized to enhance school processes and systems	1. All data and records are revisited periodically to ensure security and adherence to guidelines 2. There are advanced data access rules defined for all sensitive record 3. The teaching and non-teaching staff are trained on data management and data security	1. School policy for data and record maintenance and usage is in place. 2. The school computerizes the data of all types of records (students, teachers, finances, resources, curricular and co-curricular activities, facilities, community involvement, etc.) 3. All SOPs are also documented electronically. 4. Process owners/ concerned staff are responsible for recording, storing, updating and retrieving information. 5. The process of data and record maintenance is monitored and reviewed at periodic intervals to ensure its efficacy. 6. Action plan to improve the school processes is evidenced after assessing the usage of data 7. Technology tools and data management systems are used to facilitate data management, its analysis and generation of reports for further improvement.

2.6 Oral / virtual / online and written communication

2.6.1 - **Effective technology enabled processes for oral/virtual/online and written communication systems are in place.**

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
1. Oral communication is used to communicate with stakeholders	1. The school has formal channels/modes to communicate with its stakeholders. 2. The communication systems like written circulars, newsletters, SMS system, school website, PTM, school magazine, etc. are used.	1. The communication is two ways. 2. The school has a mechanism to take feedback from stakeholders twice/ thrice a year. 3. The school has an effective horizontal and vertical communication system among its various sections	1. All the internal and external stakeholders are aware of the formal channels of communication 2. The school has technology enabled platform for integrated stakeholder management 3. The school invests in technology to support its stakeholder management channel	1. The school policy for effective communication with stakeholders is in place. 2. The school has a complete automated system or an online school management system which manages student information, engages parents, communicates important information to its stakeholders, manages school administration, etc. 3. The school has multiple modes to communicate with its stakeholders at regular intervals. 4. The school uses the feedback provided by stakeholders to enhance efficacy of its processes as part of its continual improvement plan. 5. Evidence that the two-way communication brings about progress in the students' developmental continuum is clearly visible

2.7 Financial and fee administration

2.7.1 - The school budget plans for improvement and resource upgradation including for technology.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
1. The school has an overall budget defined	1. The school has a dedicated budget defined for all core operations / verticals 2. The overall budget is revised every year	1. The school has dedicated budget defined for all core and non-core operations 2. The budget allocation has been done in alignment with the leadership 3. The budget is reviewed and updated every quarter	1. The school leadership finalizes the budget in alignment with other internal stakeholders 2. The school has a dedicated budget for investment in digital and technology	1. The school budget accounts for incremental investment in all core and non-core operations 2. The school budget accounts for incremental investment in people and processes 3. The school budget accounts for incremental investment in advanced tools and technologies, in alignment with requirements of a 21st century school 4. The school leadership has a structured mechanism in place to track budget utilization 5. The school leadership tracks ROI from technology investments and modifies its approach accordingly

2.8 Pedagogical leadership

2.8.1 - The school leader has a clear vision and direction to take the school forward.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling

1. The principal shares his/her decisions with the school staff	1. Vision of the leadership is passed on to all the levels in form of clear documentation 2. School employees learn by doing, by trying strategies in their work.	1. School head ensures allocation of tasks to the staff members 2. Teachers are included in management of routine tasks.	1. The school's improvement plan, vision and mission are discussed during staff meetings 2. There is an improvement plan for the school with goals, timelines and owners with regular reviews. 3. School leaders have engaged in learning forums, research, or similar practices to keep in touch with the latest practices in teaching and assessment. 4. The vision and mission of the school is in compliance with national norms and NEP.	1. The school policy document for pedagogical leadership is in place 2. The principal/head of school mentors' staff to become pedagogical leaders in their own roles. 3. Each staff member shares a responsibility for the improvement plan devised for each student 4. The school has a handbook of practices and processes to enhance student learning outcomes. 5. The vision and mission statements of the school are discussed during the SMC meetings and parent orientations 6. The school has HR Policies that include identification of professional development needs and regular capacity building workshops.

2.9 Collaborative leadership

2.9.1 - The school leaders demonstrate effective communication, cross-functional collaborations and build relationships.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
1. The principal ensures that there are interactions with school stakeholders on a need basis 2. The school is an active member of hubs of learning	1. Important information is shared with parents and other stakeholders.	1. Communication with stakeholders happen on a regular basis to maintain continued engagement 2. Two-way communication is engaged with all school stakeholders	1. HR Policies have been created in consultation with staff. 2. Students are exposed to Empowerment programs. 3. There is high retention in the school. 4. Leaders and teams at all levels (staff/ students/ parents/ community) are empowered to take on responsibilities.	1. There is policy on relationship management which ensures professionalism, positivity, trust building, etc. 2. The school leaders cultivate strong relationships using innovative strategies to build teams and to connect with the stakeholders. 3. The school leaders' partner with CSO (Civil Society Organizations) and NGOs (Non-Governmental Organizations/ Philanthropic Organizations) to provide students with quality learning experiences. 4. The leaders reflect, review, respond and rate their school in order to build a school improvement plan 5. Feedback and suggestions are received from diverse stakeholders. 6. The school leadership adopts neighborhood school(s) to mentor them in achieving quality standards.

2.10 Systems for ongoing quality and change management

2.10.1 - The school leaders strive for continual improvement in the learning outcomes of students.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
1. Textbooks and assessments are used to plan lessons	1. Learning outcomes are clearly defined for all courses 2. Learning outcomes are revisited periodically	1. Capacity building of teachers is done as and when needed	1. Capacity building of teachers is continuous and consistent 2. Teachers are assigned subjects and grades according to their competencies. 3. Assessment covers a wide range of student development indicators. 4. Learning plans/lesson plans are created based on children's learning levels. 5. Learning plans/lesson plans are inclusive of different learning styles. 6. Teachers attend forums to understand the latest research/practices in education. 7. Feedback is taken on a regular basis.	1. The school policy document on a continual school improvement plan is in place. 2. The school leader demonstrates comprehensive and thorough knowledge of the curriculum. 3. School leaders have engaged in learning forums, research or similar practices to keep in touch with the latest practices in teaching and assessment. 4. Leaders analyze data on a continuous basis and plan for improvement.

2.10.2 - The school leaders demonstrate capacity to improve systems in the school and ensure an ethos of responsibility and accountability.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
1. School stakeholders have a day-to-day routine in the school	1. There exists clear definitions for improvement and progress in the school 2. The definition and benchmarks for improvement are revisited regularly	1. There are examples of improvements made in the school	1. The improvement plan outlines strategies for effective implementation in the school. 2. Feedback is collected from stakeholders on a regular basis. 3. The school leaders have conducted data analysis as well as conversations with stakeholders to identify barriers. 4. HR Policies for staff are staff friendly.	1. The school policy document on continual school improvement plan is in place. 2. Leaders at all levels have analyzed and documented their strengths and areas of improvement. 3. Leaders at all levels assess the challenges to learning and growing. 4. The improvement plan and strategy is regularly revisited to check progress, challenges, and plan ahead. 5. Leaders at all levels design action plan to improve, sustain and innovate. 6. Leaders do regular checks of the school practices to ensure conformity with all regulatory and statutory norms.

2.10.3 - The school has a focus on standardizing and digitizing all essential processes in the institute and has implemented it in core school operations.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
1. The school leadership and management follow standard processes and best practices in their daily operations	1. All teaching and non-teaching staff in the school follow standard processes and best practices in their daily operations	1. The school has documented standard operating procedures related to its core operations 2. All school employees have a copy of the SOPs 3. All school employees are mandated to be well versed with the SOPs in core operations	1. The school has documented standard operating procedures in its core and non-core operations 2. The SOPs are communicated to all internal stakeholders 3. Students and parents are made aware about the standard operating procedures in core and non-core operations	1. The school conducts periodic review and update of the standard operating procedures 2. The school has digitized all policy documents and SOPs for effective circulation across the organization 3. SOPs are best practice documents are stored digitally and are easily accessible by all stakeholders

Domain 3: infrastructure and resources

3.1 **Classrooms, library, laboratories, computer labs, ICT facilities and rooms for different activities**

3.1.1 - The school has sufficient classrooms conducive to learning.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
1. Classrooms are available in the school as per statutory norms.	1. Extra classrooms are available to enhance student learning experiences. 2. Teaching and learning spaces and equipment are well maintained.	1. All classrooms are designed to provide for varied learning needs and are suitable for different levels as per the norms. 2. Basic ICT facilities are available in the classrooms such as smartboards, projectors, etc. 3. Infrastructure is upgraded as and when required and necessary.	1. All classrooms have space for peer interactions and student-teacher interactions. 2. School has clean and aesthetically pleasing classrooms. 3. Classrooms are easily accessible by students with disability.	1. The school policy with regard to infrastructure is in place. 2. Advance ICT facilities such as tablets/PC, learning management software etc. are available in all the classrooms. 3. There is an ongoing mechanism to assess the infrastructure needs of the students. 4. Technology infrastructure is constantly upgraded.

3.1.2 - The School Library facilitates effective delivery/implementation of its educational programs.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
1. School has a separate library room as per affiliation norms. 2. The library has adequate resources as per norms.	1. The school librarian maintains records physically and not digitally. 2. The school library resources are frequently utilized by teachers and students. 3. Students visit the library as per their allotted period.	1. Library has separate reference section and a Reading Room. 2. Books are regularly updated to meet the developmental needs of learners of both the genders and all age groups. 3. The library is used as a resource for alternative modes of learning and teaching. 4. The Librarian follows well-constructed age-appropriate strategies to meet teaching learning needs of students. 5. Visiting school library is encouraged and specific period are allotted for visiting library.	1. The school library has aesthetic and flexible design to support varied learning experiences. 2. The content in the books respect the sentiments of all gender, race, religion or community. 3. The librarian uses innovative techniques to encourage students to read. 4. Library has library management software to keep track of book issuance and inventory.	1. The school policy with regard to the effective usage of library is in place. 2. The library provides access to the Internet, e-library and various digital media to both teachers and students. 3. Students' views and suggestions are taken to procure relevant and age-appropriate books. 4. The library is accessible to parents as well. 5. Regular review of the needs of students and staff and appropriate action plan is evidenced. 6. The library is used as a tool by teachers and students to support curricular transactions. 7. Library is used as a tool by teachers to design lesson plans. 8. The library uses advance library management software with RFID inventory and book tracking along with feature of online dues and fine collection.

3.1.3 - Laboratories are available to support learning activities.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
1. The school has a science laboratory/ies and mathematics laboratory as per norms.	1. The school has equipped science and mathematics laboratory/ies. 2. School has a full-time lab attendant. 3. Written safety norms have been displayed in all laboratories.	1. Laboratories and related emergency management facilities are available. 2. Teachers and students of all the genders are adequately trained to demonstrate safe and careful use of equipment. 3. The laboratories are well equipped as per the CBSE by-laws to meet the desired learning outcomes of students.	1. The multipurpose lab facilities are more than adequate. 2. The multipurpose lab facilities are optimally utilized by all students. 3. Students are encouraged by teachers to use lab facilities. 4. All safety and security compliances are met with as per CBSE and NCPCR norms and guidelines.	1. The school policy with regard to the effective usage of laboratories is in place. 2. Resources are added based on teacher and student feedback. 3. The school has additional experiential lab(s) and mobile lab(s) for developing skills in all subjects. 4. Ongoing review of resources and subsequent action plan is evidenced as per the school policy. 5. The school also has advanced labs such as AR/VR labs, STEM labs etc.

3.1.4 - Computer and other ICT facilities are available to support different administrative and educational activities in the school.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
1. Computers are available in the school as per CBSE norms. 2. There is an evidence of a timetable for computer learning.	1. Computer and ICT facilities are available which are used by teachers and students. 2. There is evidence of computer-aided learning.	1. Computer and ICT facilities for academic and non-academic activities are available. 2. Computer and ICT facilities for School Information Management are available. 3. Facilities are regularly upgraded and effectively utilized. 4. Integration of ICT (Digital and online tools) with the learning design of some subjects and a few activities is evidenced. 5. Student and teacher outcomes reflecting technology usage are evidenced.	1. Information, media and digital literacy are integrated with the learning design. 2. Information, media and digital literacy are optimally utilized for appropriate instructional transaction, record keeping and other administrative work.	1. There is a well-defined policy for technology integration and digital literacy in school with a robust blueprint. 2. There are more than adequate computers (1:2 students per computer / laptop/ tablet) for a given class, high speed/strength internet facility. 3. Student learning outcomes are clearly visible in their integration of ICT for representation of curriculum material through a variety of digital platforms. 4. Parents are oriented toward digitalization of school processes. 5. Ongoing review of equipment and facilities is evidenced together with an action plan for improvement. 6. Student learning outcomes are evident in the usage of technology by students, staff, and community.

3.1.5 - The school has adequate number of activity rooms for art, sculpture, music, dance, theatre, technology.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
1. School has one or two rooms which are used as activity rooms	1. School has one or two rooms together with a multi-purpose space which is utilized for activities.	1. School has a total of six activity rooms for both primary and senior school students. 2. All the activity rooms for primary and senior school students are well-utilized.	1. Activity rooms are well-designed and equipped to meet the diverse interests and needs of students. 2. Open spaces are well-utilized to develop a culture of art and aesthetics.	1. The school policy for the development of aesthetics, art and culture in students is well in place. 2. Age-appropriate equipment is available in more than adequate number as suggested in CBSE by-laws. 3. Equipment for all the activities is effectively utilized and well-maintained.

3.2 Principal's office, staff room and administrative offices

3.2.1 - The school has sufficient space for principal, staff and administration as per requirements.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
1. The school has a principal's office.	1. The school has a common office for principal, administrative staff and for other purposes.	1. In addition to the principal and administrative offices, a separate staff room(s) is/are available for teachers.	1. The school has aesthetically and functionally designed offices.	1. The school policy with regard to the provision of facilities for school staff and principal is in place. 2. The school office is equipped with relevant ICT facilities for principal, teaching staff and administrative staff as well as for non-teaching staff. 3. Review of infrastructure and aesthetics as per school policy is evidenced at regular intervals.

3.3 Principal's office, staff room and administrative offices

3.3.1 - The school has effective preventive healthcare and health management facilities

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
1. School has a first aid kit with necessary medicines and other supplies for emergency, which are within the expiry period. 2. Annual health check-ups are conducted.	1. School has an infirmary/sick room. 2. A few teachers are trained in first aid. 3. Preventive health check-ups of students are conducted.	1. Nurse is available to attend to the needs of the students and duly maintains records. 2. Reports of regular preventive health check-ups are shared with the parents. 3. Relevant medical records of all students are updated with parental support. 4. Health cards of all students are maintained with special focus on immunization. 5. The school has tied up with a local nearest hospital to meet emergency needs.	1. School has a full-time doctor or a tie up with a neighborhood hospital for all emergencies. 2. The school medical room is equipped to handle medical emergencies. 3. Equal comfort level in terms of medical facilities is offered to all the genders. 4. Effective communication system is in place for preventive health care and health management. 5. Emergency medical care numbers are displayed at prominent places in the school.	1. The policy for a health promoting school is in place and implemented. 2. School follows all statutory requirements and emergency protocols. 3. As per the CBSE guidelines, school health programs are formally monitored, reviewed and appropriate actions taken. 4. All teachers are trained in first aid. 5. School has a health and wellness club, which is the focal point of school health promotion. 6. Collaborations with parents and the community is evident.

3.4 Water, sanitation facilities and waste management

3.4.1 - The school provides safe drinking water; adequate sanitation facilities and follows effective waste management practices.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
1. The school has adequate and separate functional toilets for boys and girls, as defined in the CBSE affiliation bylaws. 2. Hand washing facility is available. 3. There is a facility for safe drinking water with adequate (as defined in CBSE affiliation bylaws) number of water taps for all the students, located at a convenient point within the building. 4. Dustbins are available at a few places in the school.	1. Toilets are kept clean. 2. Hand washing facility with soap dispensers. 3. There is a provision of proper lighting in the toilets. 4. There is no water logging in the drinking area and in the toilets. 5. The school has a drainage system. 6. Dustbins are available in all the corridors in the school.	1. Sufficient group hand washing facilities are available and are easily scalable. 2. All water, sanitation and handwashing facilities are kept clean; hygienic conditions are maintained and are regularly repaired. 3. There is a regular supply of cleaning materials, soap, disinfectants, brooms, brushes, buckets, etc. 4. All disinfectants and cleaning materials are kept away from the reach of the children. 5. There are working locks on the toilet doors. 6. There is a provision of proper lighting, exhaust fans and dustbins in the toilets. 7. There is a provision of separate and clean toilets for male and female staff. 8. Water filter/purifier is available in the school. 9. Water quality is tested periodically. 10. Dust bins are available in all the classrooms and labs and are kept clean. 11. School has a proper and maintained drainage system and system for disposal of waste and garbage.	1. Menstrual hygiene management facilities like proper disposal facilities for menstrual waste, including an incinerator and dust bins are available. 2. Doors have child-friendly latch. 3. Toilet(s) for divyang with necessary provisions is/are available. 4. Visuals depicting key hygiene messages and use of water conserving techniques are available in all the toilets, hand washing and water drinking stations/areas. 5. Provision of sanitary pad dispenser in girls' toilets. 6. Sufficient water is available at all times for different purposes in the school.	1. The school policy for sanitation, personal and public hygiene (the provision of safe drinking water; clean and adequate sanitation facilities and waste management practices) is in place. 2. Regular/daily inspection of water and sanitation facilities by a committee /person appointed for the task. 3. The waste generated is disposed of /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. 4. The school caters to a clean environment by enforcing stringent monitoring and review practices.

3.5 Furniture

3.5.1 - The school has adequate, safe, comfortable, age-appropriate furniture.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
1. Furniture in classrooms commensurate with the strength of students and staff.	1. Furniture is safe, adequate, comfortable and age appropriate.	1. Additional furniture is visible in order to engage students in multiple activities and enhance their skills.	1. Aesthetically designed, age appropriate and safe furniture is available in the school. 2. Appropriate furniture is available for differently abled students.	1. The School Policy with regard to the provision of furniture is in place. 2. The infrastructure is periodically reviewed, and changes made as per requirements.

3.6 Lighting and ventilation

3.6.1 - The school building is designed for natural lighting and ventilation in keeping with the best international norms.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
1. Classrooms have working artificial light system. 2. All the light points are working.	1. There are windows in the classroom for natural lighting and cross ventilation. 2. The windowpanes are clean.	1. Natural lighting and cross ventilation is a part of building design. 2. The classrooms are painted in white or light non-glossy paint to improve the light quality in the rooms.	1. The entire school building is well lit as per norms. 2. Entire school building is ventilated with temperatures conducive for learning and working as per norms.	1. The school policy with regard to the provision of conducive and enabling environment to students is in place. 2. Review mechanism to ensure a well-lit and ventilated school is evident.

3.7 Eco-friendly orientation, aesthetics, lawns and green plants

3.7.1 - The school follows eco-friendly/green practices.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
1. The school premises are neat and clean.	1. The school premises are aesthetically maintained with lawns and green plants. 2. School has an eco-club. 3. Students participate in different eco club activities as defined by the board.	1. The school displays neat and clean surroundings around it. 2. School conducts age-appropriate eco-club activities for all levels of classes (primary to secondary) to create awareness of environmental issues in the community. 3. The school uses energy saving and energy-efficient electrical equipment. 4. School has compost pits. 5. Environmental awareness activities are embedded in the lesson plans.	1. School conducts various eco-friendly activities which help in reducing the carbon footprint. 2. "lights-off" hour once per week is practiced. 3. The eco-friendly practices in the school are an example for the wider community. 4. The eco-friendly practices are monitored and reviewed at regular intervals.	1. The school policy on eco-friendly/green practices is in place. 2. Energy audit and audit of garbage created by school is conducted regularly by students. 3. School assesses the impact of eco-friendly practices on students periodically and makes changes accordingly.

3.8 Safety provisions

3.8.1 - **The school ensures safety measures as per statutory requirements and as defined by the board from time to time; effective measures are also in place for disaster management.**

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
1. School has appropriate certificates of inspection for safety of school building, 2. School has a fire safety certificate. 3. School has a safe drinking water certificate.	1. School ensures necessary safety provisions inside the school premises and its surroundings. 2. Proper records of movement of vendors and visitors in the school are maintained. 3. The school has some disaster management equipment. 4. School stakeholders are aware of the drills. 5. School has proper emergency exits. 6. School has adequate first aid kits for everyone.	1. Safety related duties are assigned to the staff. 2. School has tied up with local agencies for handling emergency situations. 3. School ensures the presence of personnel to regulate traffic during peak hours outside the school. 4. Safety of the students is ensured when taken for field trips and excursions. 5. Evacuation plans and emergency protocols are displayed all over the school. 6. School ensures safe transport facilities for all the students following the guidelines prescribed by the board.	1. All statutory compliances are in place. 2. Awareness programs on safety measures are conducted by the school staff and other stakeholders.	1. Policy for a safe and secure school is in place with defined parameters on disaster management. 2. The school has committees for child protection and safety as per norms. 3. The committees prepare a plan of action to ensure the safety of children. 4. Everyone in schools is well trained to manage all kinds of disasters. 5. Everyone is trained to conduct evacuation drills in minimum time. 6. The plan is implemented, monitored and reviewed at regular intervals.

3.9 Playground and sports facilities

3.9.1 - Indoor and outdoor sport facilities are available and support divyang.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
1. School has an alternate arrangement for a playground like that of a neighborhood school or a community space. 2. School has limited sports material/ equipment as per the requirements by the board.	1. School has a playground meeting with minimum statutory requirements. 2. School playground is used for only one/ two sports and other activities. 3. Sports and games equipment is maintained and made available as and when required. 4. Playground activities are supervised. 5. Records and inventories are maintained.	1. School has a playground meeting with minimum statutory requirements. 2. School facilities are optimally used for multiple sports and other activities, including yoga. 3. Inter-school and intra-school sports events are organized and conducted in the school. 4. School has a provision of equal sports and games facilities to all students regardless of gender and abilities.	1. Playgrounds are aesthetically designed and regularly maintained. 2. Provision of multi courts and diverse sports and games facilities. 3. School has a provision of sports facilities for divyang. 4. Yoga is part of the outdoor activities.	1. School sports policy is in place. 2. School playground is optimized fully as prescribed by the board. 3. Facility for coaching or special training for sports is available. 4. Intra and inter school events are organized in the school playground. 5. Regular monitoring and reviewing practices are evident.

3.10 Hostels (only for residential schools and separate for boys and girls)

3.10.1 - 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.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
1. Guidelines for infrastructural facilities 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.	1. Number of toilets, bathing rooms, wash basins, urinal pots exist in proportion to the number of students in the dorms-1:8. 2. There is provision for visitors' room and common room for guests and boarders. 3. Water and other facilities like soap etc., is available in the washrooms at all times. 4. There is provision for back-up facility for electricity. 5. Safety and security guidelines are available for maintaining the infrastructure. 6. The infrastructural requirements are repaired and maintained on a regular basis. 7. Hot water supply is provided in winters.	1. Sufficient number (1:6) of toilets, bathing rooms, wash basins, urinal pots as per the standard norms. 2. Guidelines for maintenance and governance of hostel infrastructure with clearly laid out roles and responsibilities are in place. 3. Infra-structural needs for ensuring safety and security of boarders is taken care of by a dedicated group of people. 4. Dormitories/twin share/three share options are available. 5. There is a provision in the infrastructure for individual and common recreational spaces. 6. Kitchen and dining area are separate and equipped with necessary infrastructural requirements. 7. Provision for temperature-controlled storage of food items and storage of additional bedding is available. 8. There is a provision for telephonic lines for communication to and from parents. 9. There is a provision for central heating and plumbing for the hot water supply in winters	1. Dormitories/twin share/three share are spacious, with ventilation and natural light. 2. There is a resource room with an Internet facility for academic use. 3. Visitor's room, laundry, tuck shop, and other daily need facilities are available. 4. Potable water is available together with water coolers. 5. Sufficient number (1:4) of toilets, bathing rooms, wash basins, urinal pots as per the standard norms. 6. All facilities are in working condition. 7. There is a separate area for drying personal laundry. 8. School's playground, library and other resources have easy access after school hours.	1. Policy with regard to infrastructure for boarding requirements is in place, with scope for feedback, monitoring and reviewing. 2. Boarding has a recreational/common room with a library, TV corner and games. 3. Dorm guardian's office and residence is within the hostel. 4. There is a provision for residential accommodation for pastoral care staff within the hostel. 5. Waste management facilities are available. 6. School uses advance hostel management software / platform that enables automatic attendance tracking, online fee payment features directly via the platform, student communication / announcement directly via the platform, automated visitor management system, etc.

3.10.2 - School provides for a separate clean and hygienic Kitchen and Dining Area.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
1. Food is brought from an authorized agency (as per FSSAI) and is served to students. 2. Serving trays and cutlery is available. 3. There is a provision for a neat and clean dining area. 4. Safety checks for ensuring quality of food provided to students exist. 5. Hand wash facility is available. 6. Drinking water facility areas are clean.	1. There is a separate area for preparing and serving food. 2. Nourishing and wholesome food is prepared in the cooking area. 3. Cooking vessels, serving trays, cutlery etc. are available as per norms. 4. Staff for cooking, cleaning and serving are available. 5. Staff and students form teams on rotation to serve others. 6. There is a separate washing and cleaning area for food items and utensils. 7. Students and staff are encouraged not to waste food and to place their used cutlery/utensils in designated spots. 8. Quality checks are organized by the school to ensure clean and hygienic surroundings, preparation of nutritious food and disposal of waste. 9. Safety and security measures are in place as per norms.	1. The school has a clear policy regarding kitchen and dining area. 2. The school kitchen is self-managed / outsourced with all standard operating procedures. 3. Kitchen and dining area is well ventilated and illuminated. 4. Kitchen and dining areas are equipped with appliances and furniture as per the requirements. 5. There is adequate space and furniture for cooking and dining. 6. Nutritious and balanced menus are planned in collaboration with staff and students. 7. Menu is displayed in the dining area. 8. Kitchen has adequate storage facility for provisions (groceries, vegetables, fruits and dairy product) 9. Availability of fresh, clean water for cooking. 10. Drinking water and water for hand wash available both in the kitchen and in the dining area. 11. Separate hand wash area is available in dining room. 12. Waste management practices are in place. 13. Feedback is taken from staff and students to improve quality of food.	1. Trained and well-groomed cooking, serving and cleaning staff is available. 2. Kitchen has adequate temperature -controlled storage facility for provisions (groceries, vegetables, fruits and dairy product) 3. There is a regular training of staff regarding personal hygiene and cleanliness.	1. The school policy with regard to kitchen and dining area infrastructure/human resource and quality control is in place with scope for feedback, monitoring and reviewing. 2. Procurement, storing, cooking and handling of food is safe, healthy and hygienic as per FSSAI norms. 3. 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) 4. Bi-annual health check-ups of employees working in the kitchen and dining area are done. 5. Infrastructure for implementing waste management practices is in place. 6. Staff and students integrate values of humility, care, compassion, sensitivity, systems thinking into designing strategies (e.g. SEWA, design thinking etc.) for bringing about improvement in the kitchen and dining area.

3.10.3 – The school fosters a culture of cleanliness and hygiene

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
1. Water tanks are cleaned regularly. 2. Clean water supply is available throughout the year. 3. There is a schedule for cleaning of dormitories, recreational spaces, visitors' room, corridors, toilets, bathing rooms, kitchen and dining areas. 4. Surrounding areas of drinking water, bathing area, laundry area, drying of clothes, utensils area, are scrubbed on a regular basis. 5. Surprise checks are organized. 6. Potable water is tested once in a year.	1. There is a housekeeping maintenance schedule (daily/weekly/monthly) for monitoring cleanliness of dormitories, recreational spaces, visitors' room, offices, drinking water areas, wash basins, urinals, sanitary fittings, tiles, floors, walls, corners, dustbins, doors, windows, ventilators, plumbing pipes, laundry areas, kitchen and dining areas, storage facilities-food and clothing, etc. 2. The maintenance schedule is prepared and followed. 3. Roles and responsibilities are charted. 4. Record of safe cleanliness material and equipment used is available.	1. Safe and clean hot water is available during winters. 2. Water is tested at least three times a year to provide clean drinking water/potable water to staff and students. 3. The maintenance schedule is adhered to and monitored and reviewed by a safety and security committee on a regular basis. 4. There is provision for disposal of menstrual waste in every girls' washroom. 5. Housekeeping staff is trained and wears protective gear. 6. Eco-friendly practices are followed for waste management.	1. The staff and students undergo orientation and sensitization programs on importance of eco-sanitation. 2. Cleanliness and maintenance schedules are displayed prominently in the designated areas.	1. The residential school has a policy with regard to cleanliness and hygiene with a scope for feedback, monitoring and reviewing. 2. The staff, including housekeeping staff and students, collaborate to introduce strategies and activities that involve all stakeholders in maintaining cleanliness and hygiene in the surroundings. 3. Improvement plans are made in collaboration and standard operating procedures followed to ensure compliance. 4. Recognition and appreciation is provided to people involved in maintaining cleanliness and hygiene in the hostel.

3.10.4 – School provides for safety and security of students

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
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 for entry and exit gates. 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. The hostel has the provision of infirmary with full-time doctor and nurse. 7. School has a tie up with a nearby hospital for emergencies. 8. Need based health check-ups are also conducted. 9. Emergency medical care numbers are displayed in the hostel. 10. Evacuation plan is displayed in the hostel building. 11. POCSO training and CPC committees as per statutory norms. 12. Compliance on all statutory norms.	1. Visitors have access to the area designated by the school using a visitors' pass. 2. Routine health check-ups of students are conducted, and health cards are maintained. 3. Availability of an ambulance on campus. 4. Fire extinguishers and first aid kits are available at appropriate places and staff and students are trained to use them. 5. Evacuation plan from each room and the building displayed in all rooms and corridors and regularly practiced. 6. School provides age appropriate and safe furniture in the hostel. 7. Electric wires and cables are insulated with proper earthing and are beyond the reach of the students. 8. Isolated areas of the school are well lit and under frequent invigilation.	1. The school has a policy for safety and security of students. 2. The school has installed cameras at all gates, corridors and common rooms in the hostel. 3. Registered parents/guardians (with the Id card issued by the school) can only visit the students. 4. There is regular monitoring of the health status of students. 5. There is a mechanism to redress issues of bullying, harassment, and abuse. 6. Monitoring of building entrances, hallways, classrooms and hostel before, during and after school hours. 7. All staff and students are trained to deal with common medical emergencies.	1. Security guards at entry and exit gates maintain records. 2. School has a viable communication system in place (e.g., phone, fire alarm, etc.) 3. Individual health files are maintained with details of congenital issues, disability, if any, allergies, etc.	1. The school has a clear policy for safety and health with emergency protocols in place with the scope for feedback, monitoring and reviewing. 2. Police verification is done before hiring of teaching, non-teaching contractual, voluntary and other staff. 3. The dorm warden uses design thinking in collaboration with students, staff, parents and alumni to ensure safety and security of students in the hostel.

3.10.5 - Students' physical, mental, socio-emotional and intellectual well-being is taken care of by intensive pastoral care programs.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
1. Full time doctor and nurse are available. 2. Routine health check-ups of students are conducted. 3. Teacher cum dorm guardian in ratio (1:60) 4. Routine schedules are followed by students and monitored by dorm teacher. 5. Schedules for physical activities before and after classes are monitored. 6. Academic routine is conducted as per schedule. 7. In case of behavioral or academic issue, student is referred to the counselor.	1. Teacher cum dorm guardian in ratio (1:50) 2. Regular preparatory classes by campus teachers to build the academic competencies and life skills of the resident students. 3. Physical and cultural activities are conducted for the resident students. 4. Buddy system is encouraged. 5. Counselor is available to the students.	1. Full time trained dorm guardians/ wardens(1:45) to foster collaboration, care, support, safety, positivity, self-dependence (routine) and self-care. 2. Boarders are assigned mentors (teachers on campus) to help them in their academic and personal life. 3. Sessions on life skills, values, health and well-being are organized for and by the students. 4. Student counselor plans preventive sessions to identify any symptoms of mental/emotional health issues and counsels students in times of need. 5. Career counselling is available to senior students. 6. Suggestion boxes are placed in prominent places for staff and students to give their suggestions to improve hostel life. 7. Anti-bullying practices in place. 8. Age-appropriate circle time is organized to use design thinking to solve problems.	1. Physical and cultural activities/ Intra Hostel Competition / Yearly Calendar in place for the overall holistic development of the resident students. 2. Career counseling and coaching facility by the school staff or online faculty for preparing for competitive examinations in different fields is available. 3. Students are assigned designated leadership roles who work in collaboration with dorm guardians/wardens. 4. Students appreciate diversity and collaborate with each other.	1. The residential school has a policy regarding pastoral care, with scope for feedback, monitoring and reviewing. 2. Full time trained dorm guardians/wardens to foster collaboration, care, support, safety, positivity, Self-dependence (routine) and self-care in ratio with the number of students (1:30) 3. Full time doctor and nurse organize health check-ups at regular intervals and collaborate with students and staff to introduce new activities and strategies that focus on healthy lifestyle and physical well-being. 4. Students are the goodwill ambassadors for the school and involved in admission process of new students.

3.11 School canteen (for day schools)

3.11.1 – The school has a well-managed, hygienic and safe canteen

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
1. The school canteen is managed by outside vendors and provides precooked or packaged food as per the contract. 2. Canteen displays the menu and price list. 3. Food is stored and displayed on clean and hygienic counters. 4. Serving of food items in disposable crockery. 5. No junk food is served to the students. 6. Designated school staff does quality checks.	1. The school canteen is self-managed / outsourced. 2. Well ventilated and illuminated sufficient space and adequate furniture for cooking and serving area. 3. There are enough cooking vessels and serving counters. 4. Cooking, serving and cleaning staff is available. 5. There is a storage facility for raw/cooked food and dairy products. 6. Availability of fresh, clean water for cooking and drinking and hand wash both in canteen. Separate hand wash area.	1. The school canteen is self-managed / outsourced with all standard operating procedures. 2. Adequate number of trained and well-groomed cooking, serving and cleaning staff. 3. School plans well balanced, tasty, wholesome and nutritious food. 4. The school provides nutritious beverages kept in a safe and temperature-controlled environment. 5. Food items and beverages are served in biodegradable/reusable cups and plates. 6. Procurement, storing, cooking and handling of food is safe, healthy and hygienic as per FSSAI norms.	1. 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) 2. Regular training of staff regarding personal hygiene and cleanliness. 3. School canteen has a waste management and no plastic policy.	1. The school policy for establishing and running a canteen is in place with the scope for feedback, monitoring, and reviewing. 2. Bi-annual health check-ups of employees working in the kitchen and dining area. 3. Staff and students are involved in designing strategies to create nutritious and tasty menu that encourages healthy lifestyle. 4. Students are involved in running the canteen as part of their entrepreneurial curriculum. 5. Students create apps to measure the nutritional value of food items served in the canteen and conduct poll surveys to invite feedback for further improvement.

3.12 Infrastructural support for divyang

3.12.1 - **The school provides barrier-free access in terms of physical environment to the divyang and students from all socio-economic backgrounds.**

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
1. All students are provided access to clean toilets and drinking water irrespective of their caste, class, religion and gender. 2. The school has a ramp as per norms.	1. The school has accessible toilets and drinking water outlets for divyang. 2. The path from the gate to the school building and playground is clear and levelled.	1. Appropriate visual signage and signage in Braille have been placed at a readable height for the use of divyang. 2. Student-friendly furniture and arrangement are present in the classroom as per the needs of the students.	1. All the parts of the school building are accessible either by ramp or by lifts; all the surfaces are non-slippery; handrails have been provided in the walkways and the walkways are clear of any hanging and protruding obstructions.	1. School policy for inclusion and inclusive practices is in place. 2. There is a regular and ongoing mechanism to review the safety procedures and infrastructure.

3.12.2 - **Adequate and appropriate indoor and outdoor games, sports and other recreational facilities are provided to divyang.**

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
1. Students with different abilities across genders participate in school cultural activities.	1. Indoor and outdoor games and sports facilities are available for divyang and are modified to suit their needs, if required.	1. Parents of divyang are counselled to encourage and allow their children to participate in games and sports activities. 2. Medical report and consent are taken from the parent to ascertain if the child is medically fit enough to play the desired game(s) or sport. 3. PE teachers are sensitized about the needs of divyang and make participation in sports a safe and healthy experience for them.	1. Mechanism to mentor, monitor and review the process is in place. 2. Progress of students is regularly monitored on pre-defined criteria.	1. Policy for Equity and Inclusive Practices is in place. 2. The school appoints special coaches for divyang. 3 Teachers use special devices or mechanisms to keep them safe in the playground. 4. Teachers have a procedure to know the abilities of the child and accordingly the games and sports facilities or other recreational facilities are provided

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3.12.3 - The school provides adequate transportation facilities to divyang.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
1. Transportation facilities as provided to the other children in school are provided to divyang.	1. Attendants accompany divyang in the school bus.	1. School buses have almost all the access features for divyang.	1. Drivers and attendants are trained in meeting the needs of divyang. 2. Transportation related training is given to divyang, peers and teachers.	1. Policy for equity and inclusive practices is in place. 2. Regular monitoring and reviewing of the implementation process of the policy is evidenced.

3.12.4 - The school provides support services or resources for divyang and students from all socio economic backgrounds.

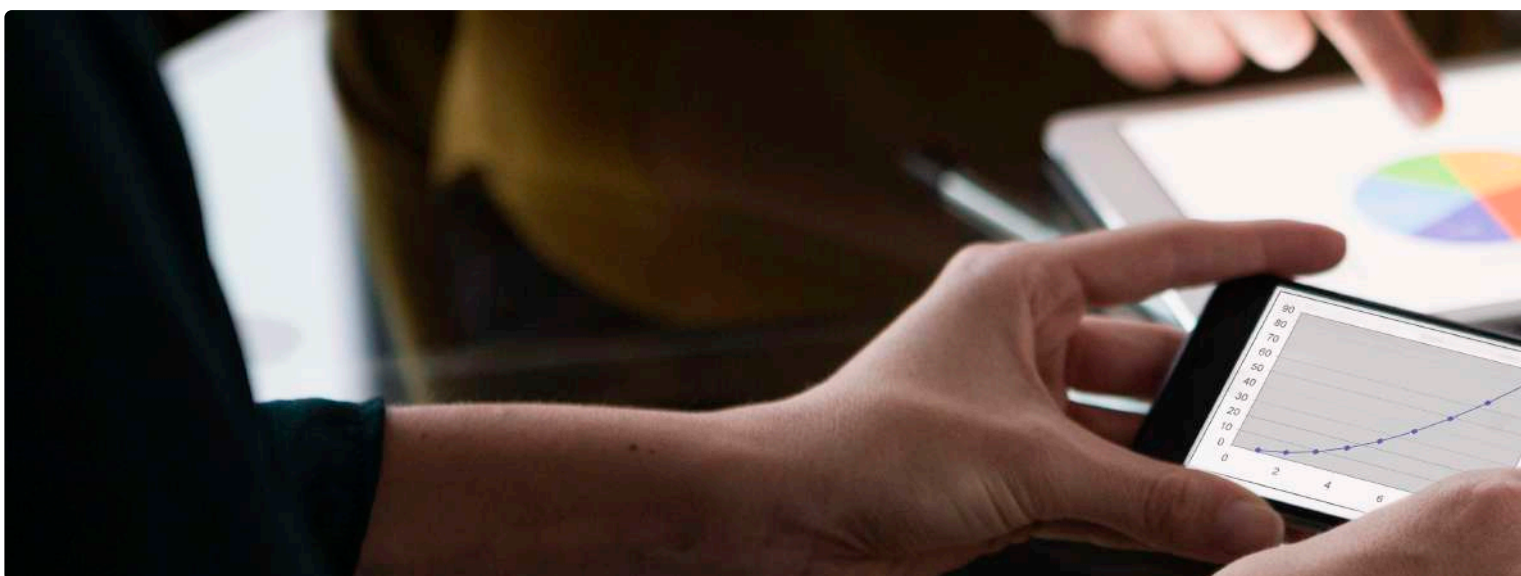| LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
1. Teachers take up the role of counselors.	1. School resources are distributed fairly to support students of different ages and attainments. 2. The school has a few strategies in place to help divyang.	1. Staff is trained and uses a rubric to identify divyang. 2. Drama, art, music and other therapy programs are provided to divyang. 3. Teachers interact with each other to formulate an IEP for students. 4. Appropriate and relevant activities ensure the development of cognitive, affective and psychomotor domains in students.	1. Health care, personal support and care and specialist support staff are provided to divyang. 2. School involves community and parents to support divyang. 3. Mentoring, monitoring and reviewing the process is demonstrated by the school at regular intervals and with changes made accordingly.	1. Policy for Equity and Inclusive Practices is in place. 2. Special Educators and rehabilitation professionals are available. 3. Learning aids; ICT facilities; specialist furniture, fittings and equipment and other assistive technologies are available in the school for divyang. 4. School provides support services and resources to the students from diverse socio-economic backgrounds.

Domain 4: Curriculum and Pedagogy

4.1 Curriculum planning

4.1.1 - Principal and teachers are familiar with the spirit and content of NCF and recommendations of NEP.

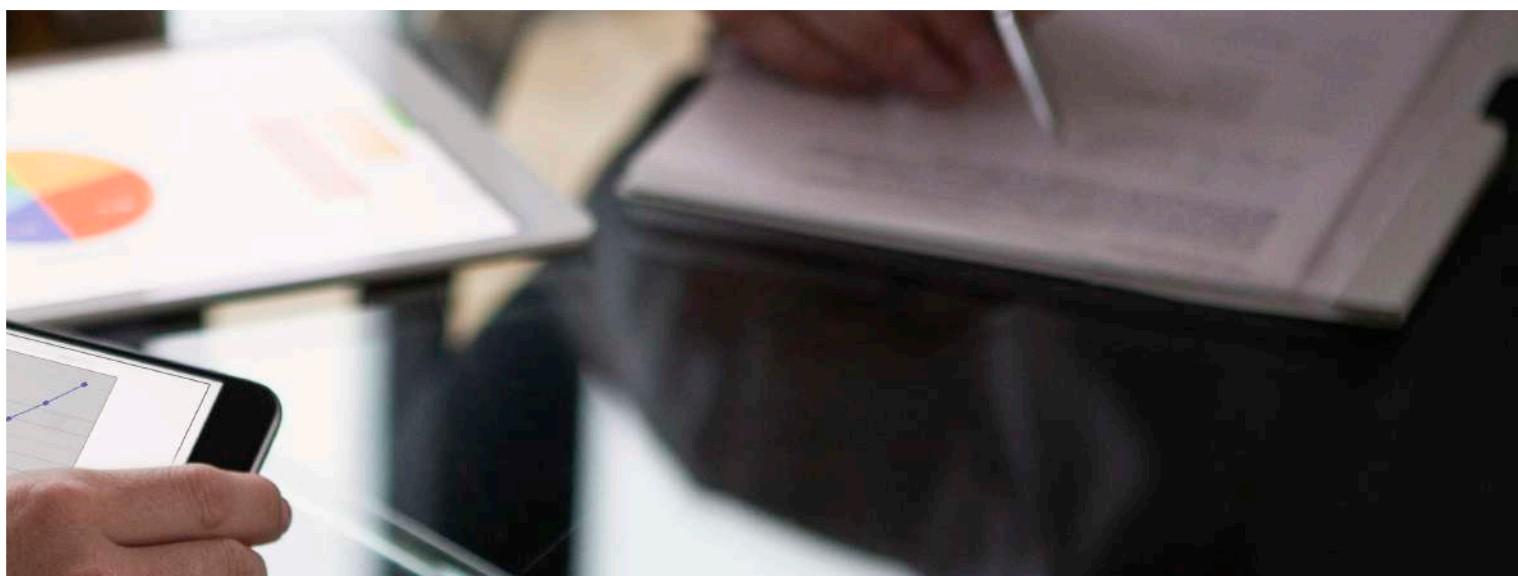| LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
1. School leaders have read the NEP and NCF documents and engaged in internal discussions.	1. School leaders are mandated by the management / administration to read the NEP and NCF documents, and this forms a part of their KRAs. 2. School leaders have identified the key recommendations of NEP and NCF.	1. The school organizes proactive and regular orientation programs and discussions for teachers on NEP and NCF.	1. Teachers integrate recommendations of NCF and NEP into their lesson plans. 2. Lesson plans are reviewed regularly in relation to students' achievements and aspirations. 3. Classrooms are observed regularly in relation to students' achievements and aspirations.	1. The school has created a cross-curricular policy for curriculum planning. 2. The school has integrated the recommendations of NCF and NEP in the school curriculum. 3. School leaders engage in regular data analysis related to teaching practices to see alignment with NEP and NCF and to see its effectiveness on student learning and development.

4.1.2 - The principal and teachers are familiar with the curriculum documents and support material brought out by the CBSE.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
1. CBSE curriculum documents are available in the school library.	1. All teachers are mandated to have copies of respective syllabus documents and teachers' manuals	1. All teaching staff are mandated to go through the CBSE curriculum document 2. All teachers have identified key aspects of the CBSE curriculum.	1. The school has referred to the CBSE curriculum documents to create an annual curriculum and pedagogical plan. 2. The school has integrated key aspects of curriculum prescribed by CBSE in the school's integrated annual curriculum and pedagogical plan. 3. Teachers and leaders have worked together and created an integrated Annual Curriculum and Pedagogical Plan	1. A documented policy has been created with practices to help teachers become aware of the key aspects of the curriculum. 2. The school regularly organizes staff interactions and trainings to familiarize the staff on CBSE curriculum documents and support material. 3. Teachers are engaged in mentoring discussions regularly 4. Data related to integration of key aspects of curriculum prescribed by CBSE in the school's curriculum and teaching practice is collected and analyzed regularly.

4.1.3 - There is an Integrated Annual Curriculum and Pedagogical Plan. Teachers create regular lesson plans with clear learning objectives and assessment plans

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
1. A documented draft of the Integrated Annual Curriculum and Pedagogical Plan is available to the principal and to the library.	1. The Annual Curriculum and Pedagogical Plan is reviewed periodically 2. Discussions are conducted with teachers on the integrated Annual Curriculum and Pedagogical Plan.	1. The integrated Annual Curriculum and Pedagogical Plan is designed along with teachers. 2. Meetings are conducted to share the integrated Annual Curriculum and Pedagogical Plan with students and parents.	1. The plan is designed on the basis of previous learning experiences of students, with a focus on interdisciplinary approach. 2. Teachers and leaders take actions toward achieving the target set for all students in the plan.	1. There is a School Policy to ensure that the development of an integrated Annual Curriculum and Pedagogical Plan with a focus on Foundational Literacy and Numeracy. 2. The curriculum plan draws connections among different subjects and disciplines in order to promote interdisciplinary learning. 3. The curriculum plan details strategies for promoting multilingualism. 4. Integrated Annual Curriculum and Pedagogical Plan reflects vision and mission of the school. 5. The school Annual Curriculum and Pedagogical Plan reflects enhancement in life skills, values and ethics, literary skills, scientific skills, ICT skills, digital literacy, health and physical education, visual and performing arts, work education, leadership skills, aesthetic skills, vocational skills etc., and is integrated with different aspects of learning. 6. The curriculum and pedagogical plan focus on knowledge of India and its rich diversity.

4.1.3 - There is an Integrated Annual Curriculum and Pedagogical Plan. Teachers create regular lesson plans with clear learning objectives and assessment plans (cont.)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
				7. The plan incorporates innovative pedagogy, such as, activity-based learning, toy-based pedagogy, experiential learning, art-integrated/sport-integrated pedagogy, story-telling pedagogy, etc. in all grades, for all topics and all subjects. 8. The approved Annual Curriculum and Pedagogical Plan is effectively implemented. 9. The school team meets at regular intervals to review progress on implementation of the Annual Curriculum and Pedagogical Plan. 10. Improvement plans are designed to meet the desired student learning outcomes

4.1.4 - Curriculum develops skills and abilities which prepare students for lifelong learning and fosters global citizenship and connect to Sustainable Development Goals (SDGs).

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
1. The school has integrated in its curriculum recommendations by the Board and National or State Educational Bodies (NCERT/SCERT).	1. The school leaders have oriented teachers on the content driven curriculum that meets the desired learning outcomes.	1, The school has developed a curriculum implementation plan. 2. The curriculum implementation plan is revisited periodically	1. Guidelines have been created to develop students' skills and abilities which prepare students for lifelong learning, foster global citizenship and attainment of Sustainable Development Goals (SDGs). 2. The school provides opportunities and resources to students to develop and enhance their knowledge, skills and application of abilities in the domain of cognitive, affective and psychomotor needs	1. The school has created a curriculum policy to ensure that the curriculum enhances knowledge, skills, and application of competencies that prepare students for lifelong learning and global citizenship. 2. Opportunities to develop students' skills and knowledge toward the attainment of SDGs are integrated into the curriculum. 3. 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 incorporate best practices. 4. Student learning outcomes data is analyzed regularly by teachers and school leaders.

4.1.5 - The school provides inclusive access in terms of curriculum to students of a range of abilities

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
1. Students from all socio-economic backgrounds, genders sit with other students in the regular classrooms 2. School's curriculum planning values diversity and inclusion across curriculum processes	1. Teachers are encouraged to use different apps and resources (like BARKHA and other tools) for divyang. 2. Teachers are sensitized toward different learning styles of all the children. 3. All teaching and non-teaching staff are sensitized toward differing needs and preferences of different types of children	1. Teachers are instructed to give extra time to divyang for finishing their class work/assignments. 2. There are close monitoring and remediation policies in place to ensure that students from all backgrounds are treated equally and fairly 3. There exists formal feedback channel to help students from varying backgrounds to express their concerns	1. The school has Equity and Inclusion Committee which assists in setting learning goals and suggests changes in teaching processes, assessment procedures, etc. and its recommendations are implemented. 2. Counsellors and trained staff to handle divyang and students from other socio- economic background are appointed in the school. 3. Teachers use appropriately adapted curriculum material, for example, in large print, audio tapes or braille for students with impairments. 4. Vocational courses or skill-based activities are offered as per the need for each student.	1. The school has written Policy for Equity and Inclusion and procedure(s) for identifying the abilities/learning needs/styles of the students at the time of admission in order to determine the educational needs of the child. 2. The school's Equity and Inclusion Committee, along with the resource cell plans the curricular activities as per the needs of each child. 3. Curriculum is made flexible in terms of time, teaching/learning resources, methodology, mode of access, and presentation in order to meet the identified needs of divyang in both cognitive and non-cognitive areas, aiming at their holistic development. 4. The counselors, teachers and parents work in collaboration to formulate Individual Education Plans for the students. 5. The student learning outcomes are regularly monitored and reviewed, and action plan made based on the analysis.

4.2 Teaching learning processes

4.2.1 - School follows an optimum number of teaching days and hours.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
1. The school follows the working days and working hours norms 2. Teaching learning equipment is available in each class as required.	1. Norms related to working days and working hours are clearly documented and reviewed periodically	1. School takes approval of holidays from its management. 2. Timetable prepared provides sufficient time for the completion of syllabus.	1. Infrastructural facilities such as extra staff rooms, furniture, resources are provided to teachers for preparation of teaching learning material. 2. Teachers are involved in the development of teaching learning material only during the preparation time. 3. Published timetable allows sufficient time to cover and revise all components of the curriculum.	1. The school policy with regard to the working days is as per RTE Act. 2. Monitored implementation of timetable allows for all students, including those with special needs and belonging to diverse socio-economic backgrounds to complete, comprehend and revise the syllabus. 3. Processes are in place to ensure students get the required amount of learning time.

4.2.2 - Teacher Student Ratio

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
1. The school policy with regard to the number of students in each class is in place.	1. The school follows teacher –student ratio of 1 teacher for 40 students and above.	1. The school follows the teacher-student ratio of 1 teacher for 36 to 39 students.	1. The school follows the teacher-student ratio of 1 teacher for 31 to 35 students to ensure that students are provided with maximum opportunities to learn.	1. The school follows the teacher-student ratio of 1 teacher for 30 students at lower primary level and 1:35 for upper primary level. 2. For secondary/higher secondary level, the school follows what is prescribed by the board 3. Teachers ensure individual attention is given to every student.

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4.2.3 - Teachers adopt varied teaching learning approaches reflecting their understanding of the needs of the diverse students.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
1. Teachers make use of textbooks while teaching. 2. Students follow instructions of teachers.	1. Lessons are planned and implemented with clear learning objectives.	1. Teachers use teaching methods according to the nature of the subject matter. 2. Lessons regularly draw connections among subjects.	1. Guidelines for preparing integrated lesson plans and varied teaching learning approaches and tools are available. 2. Teachers prepare integrated lesson plans. 3. Teachers make use of experiential learning methods in their classrooms 4. Teachers facilitate application of knowledge to real-life situation and develop critical and creative thinking skills in students. 5. Teachers adopt pedagogical strategies that meet the requirements of divyang, students coming from diverse socio-economic groups. 6. Informal assessments are integrated in the lesson plan 7. There are regular classroom observations and reflections on teaching practices.	1. School policy on pedagogy with regard to the use of teaching methodology is in place. 2. Lesson plans are created keeping in view skills that students would need in the future. 3. Teachers use multiple modes of teaching learning strategies and digital and online teaching platforms. 4. Teachers recognize diverse learners with different learning styles. 5. Teachers support gifted students by preparing individual education plans, interventions in regional languages, if necessary, encourage their participation in olympiads and other competitions and make extensive use of technology to go beyond the planned school curriculum individual and co-operative opportunities to students to reflect upon their learning experiences 6. Formative assessments are integrated in classroom teaching and used toward remediation and understanding the needs of students. 7. Each teacher receives mentorship on planning and implementing lessons.

4.2.4 - The school encourages use of ICT tools such as LMS (learning management systems), digital content etc., in learning and teaching process to increase operational efficiency

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
1. School uses basic ICT tools, such as LMS, for curriculum planning 2. The teaching and non-teaching staff have basic training to use tools such as LMS	1. Teachers uses a mixture of digital and physical content in class 2. LMS platform is used for curriculum planning and for presentation during class	1. School organizes periodic training for its teachers on digital literacy 2. School uses an LMS platform for course planning, curriculum planning, timetable co-ordination 3. School leaders revisit ICT usage every year and make recommendations for improvements	1. School leaders revisit ICT usage every quarter and make suitable recommendations for improvement 2. Advanced LMS system is used for course planning, curriculum planning, assignment management, class conduction, etc. 3. School makes considerable financial investment toward integration of ICT tools in curriculum and pedagogy	1. School has a dedicated panel of experts to review the usage of ICT in curriculum and make suitable recommendations 2. A significant portion of school's annual budget goes toward integrating ICT into curriculum 3. Skilling themselves on digital tools is an important KRAs for teaching and non-teaching staff at the school 4. Teachers use advanced LMS system for the entire lifecycle of curriculum planning, assignment management, assessment management, student participation management during class 5. School has a documented policy on usage of ICT tools in curriculum

4.3 Mainstreaming physical education, sports, art and music

4.3.1 - School has a policy and a strong leadership for promoting health and physical education in students

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
1. School has sports/PE class in their schedule for elementary classes 2. The school has a regular PE Teacher.	1. School has sports/PE class in their schedule for middle and high school as well.	1. School creates a detailed plan and curriculum of physical education training at the beginning of every session 2 The physical education curriculum is reviewed and revised regularly 3. PE and sports plan is shared with the students and parents.	1. All students participate in PE, Yoga and sports. 2. The PE curriculum is revised for students with special physical ability to reflect their needs and preferences 3. School conducts health check-ups - height, weight, etc., of the students at least twice a year. 4. School participates in Fit India programs.	1. A clearly documented school policy for promoting health and physical education in students is in place. 2. The policy provides for periodical assessment of fitness of students and staff. 3. The school leader has studied/read the CBSE Manual on PE and sports integration 4. PE and sports are integrated in the school development plan. 5. School participates in Fit India program and all other health and fitness programs initiated by the government. 6. Yoga is taught scientifically and in an engaging manner in the school. 7. The policy is monitored and reviewed regularly at periodic intervals and changes made accordingly in accordance with the health standards.

4.3.2 - Teaching and learning of PE encourages suitable competition, self-improvement and participation by all

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
1. Students play on their own in the designated period.	1. Students participate in sports and PE during regular periods.	1. There are adequate options of sports and physical activities to suit the unique preference of each student 2. School organizes discussions with parents and students to understand the preferences of students w.r.t health and physical education	1. Staff uses innovative strategies to generate interest in students in leading a healthy lifestyle. 2. Students are provided with opportunities to explore their talent and build skills. 3. Students participate in activities around MPE for at least one hour every day of the week (four to six hours in a week).	1. School policy on mainstreaming PE is in place. 2. All staff are competent to deliver PE lessons. 3. PE activities are carried out with a cross curricular approach. 4. Students experiment with diverse PE activities. 5. Students are exposed to talented professional and passionate sports persons in order to encourage them to pursue a healthy lifestyle. 6. Students participate in Khelo India. 7. The activities are stringently monitored and reviewed for their impact on student learning outcomes.

4.3.3 - PE helps in promoting preventive health care and healthy lifestyle choices.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling

1. The teachers encourage students to participate in the sports period.	1. The teachers encourage students to lead a healthy lifestyle.	1. Teaching and non-teaching staff are equipped with necessary tools and knowledge to advise students on healthy lifestyle	1. Regular programs are organized by the school to promote preventive health care and making healthy lifestyle choices 2. Stakeholders like parents, students and community actively participate in the programs.	1. The school policy on MPE and sports is in place. 2. The school calendar reflects ongoing activities and programs for all stakeholders. 3. Subject teachers integrate PE in their curriculum. 4. The program is effectively implemented, monitored and reviewed at regular intervals. 5. Records and data are maintained to identify measurable indicators.

4.3.4 - Inclusive PE and sport is an important aspect of school approach.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
1. Opportunities for students are available in the designated period.	1. Students actively participate in activities as recommended under the four strands of MPE. 2. Sports opportunities are provided to divyang and students of other socio-economic background	1. Regular competitions are held both within and between schools 2. Students and parents are kept informed about competitions happening at a school level, regional level, state level and national level 3. School ensures proper feedback from parents and students are considered while designing an inclusive PE Program	1. Students participate in the activities organized under all the strands in age-appropriate ways. 2. The school focuses on providing equal opportunities for all children in the school, without any bias. 3. Planned program for ensuring physical and mental well-being of staff is evidenced.	1. School policy on Inclusivity in MPE and sports is in place. 2. Extensive range of activities under MPE are available and opportunities for students with learning difficulties and different abilities are created. 3. Links with public sports complex(es) are established. 4. SEWA, games and sports, adventure and health and fitness-all strands are interwoven in the curriculum and opportunities provided to each student to participate in each activity. 5. A planned program of coordinating the diet, the mental health and physical well-being is evidenced. 6. Mentoring, monitoring and reviewing practices are in place.

Improving quality through School Quality Assessment and Accreditation (SQAA) Framework

4.3.5 - The school provides ample opportunities and time for arts and music education

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
1. The school provides for an art, music and dance period in the timetable.	1. The school provides opportunities for participation in different art forms. 2. The school maintains records of student participation.	1. All the four streams of arts i.e., music, dance, visual arts and theatre are a part of arts curriculum offered by the school. 2. Art education is integrated in the whole school curriculum 3. Culinary art is a part of the curriculum in grades 6-8	1. Through the implementation of arts curriculum, students are introduced to the rich and varied artistic and aesthetic traditions of the country. 2. Students participate at the zonal/state level. 3. School encourages promotion of local art and craft.	1. The School Policy with regard to mandatory art education is in place. 2. Art activities are embedded in the annual curriculum and pedagogical plan of various subjects. 3. Resources are provided to nurture the artistic capabilities of the students. 4. Orientation programs are organized to create awareness among the parents/guardians, school management about the importance of studying art education. 5. The school's culture and environment reflect appreciation of art forms. 6. Students participate in art forms/activities at national and international levels. 7. There is a mechanism to mentor, monitor, and review processes to ensure the efficacy of the program.

4.4 Values and ethos

4.4.1 - The school fosters value through a climate of care, compassion, and respect; welcomes diversity and creates a sense of pride for the school amongst the stakeholders.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
1. Values are taught through a regular timetable. 2. CBSE Value Education Framework is available and used by teachers. 3. The school focuses on strengthening constitutional values.	1. The school celebrates special events. 2. Decisions are just and reasonable. 3. The school celebrates progress and achievements together. A culture of optimism is shared by students and staff. 4. School leaders, schoolteachers and admins displays actions and behavior that is aligned with the value system imparted to students	1. Guidelines for acceptable behavior and relationships within the school are available. 2. Values are taught and school addresses discrimination, inequity, bullying and disrespect.	1. School has an integrated program for inculcating values among students. 2. The curriculum enables students to develop a global perspective. 3. Decisions are fair and made in the interests of students. 4. The school welcomes students and teachers of different backgrounds and perspectives. Students willingly engage with, and learn from, others who are different from them.	1. Policies, curriculum, behaviors and relationships within the school are consistently inclusive, respectful, ethical and compassionate and are effectively implemented, monitored and reviewed regularly. 2. Values are consistently taught through integrated curriculum plan, understood and demonstrated. 3. Informed decisions by all stakeholders, well supported by data and collaborative practices, reflect a moral and ethical code of equity and dignity, and are in the best interest of students. 4. All students are welcomed and have access to learning and success. Students develop open-mindedness, curiosity, and global understanding. 5. The students, staff, school leaders, parents, and the community contribute to the quality and improvement of their school and feel a sense of ownership and pride. 6. Students' learning outcomes are visible in the narrative anecdotal records, student portfolios and day-to-day observation and interactions.

Domain 5: Assessment

5.1 Student performance, assessment of learning outcomes and feedback

5.1.1 - The school ensures 75% attendance of its students.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
1. The school maintains attendance records of the students. 2. The attendance records are stored physically and not digitally.	1. The principal and teachers have identified students who are regularly absent. 2. Parents are informed about children who are regularly absent. 3. The principal, teachers and other stakeholders have informed interactions of the child's regular absenteeism.	1. Key documents involving student attendance are properly maintained and regularly updated. 2. School identifies the reason for student dropout. 3. Strategies are in place to bring back the dropouts back into school.	1. Key documents involving student attendance are digitally maintained and updated. 2. The principal, teachers, and other stakeholders create joint plans to improve student attendance. 3. Students at risk (girl child, students belonging to diverse socio-economically disadvantaged groups and divyang) are supported and encouraged to complete their schooling. 4. All student dropouts are tracked and brought back to the classroom.	1. The school policy for student attendance and reduction in dropouts is in place. 2. Regular communication, counseling and follow ups are done to encourage attendance and reduce dropouts. 3. The school allocates funds for student welfare. 4. Monitoring and reviewing practices are in place.

5.1.2 - Teachers use multiple modes to assess the performance of the students. The school encourages innovative modes of assessments using digital interventions.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
1. Teachers prepare question papers and one or two outcomes driven tasks to assess students' performance. 2. School assesses the achievement of learning outcomes at classes 3, 5 and 8. 3. Assessments are mainly conducted in offline mode without the use of any digital interventions.	1. Teachers prepare the question papers and more than two outcomes driven tasks to assess students' performance. 2. Teachers attend capacity building programs are conducted on designing outcome driven tasks.	1. Teachers integrate assessment of learning in their lesson plans. 2. Teachers deploy various modes assessment strategies to evaluate student learning. 3. Modes of assessment include research work, writing journals, making of portfolio, presentations and other project work involving experiential learning. 4. School teachers are aware of their roles and responsibilities. 5. Both individual and group work is part of multiple modes of assessment.	1. ICT is integrated in the assessment practices. The use of ICT is integrated into assessment through a 'tech for learning plan' to effectively support and enrich students' learning. 2. The teachers have expertise to design and conduct online assessments. 3. Assessment strategies include innovative methods and activities that engage students in problem solving, self-assessment, and enquiry skills.	1. The school policy with regard to assessment practices and evaluation is in place. 2. There is an annual calendar for conducting ongoing assessment. 3. There is a well-defined blueprint for framing different kinds of questions using multiple modes. 4. Defined rubric with criteria, levels and descriptors is used by staff. 5. Teachers are mentored and enabled to design varied assessment tasks. 6. Peer evaluation is done to determine validity, reliability and authenticity of the designed assessment tasks. 7. Student inputs are taken to design outcome driven tasks. 8. Assessment practices are in alignment with NEP recommendations and CBSE bylaws. 9. Teachers hold spaces for self-reflection after the assessment of learning and designing improvement plans. 10. The assessment process is regularly reviewed.

5.1.3 - The school has defined procedures and criteria to assess students' performance at regular intervals; adopts varied assessment tools and techniques to assess the performance of the students-assessment for learning and as learning.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
1. Assessments include pen paper tests to assess the performance of students. 2. ICT in assessments is not often used.	1. Assignments, worksheets and projects are used to assess the performance of students. 2. Guidelines for assessments and evaluation are available with heads of departments.	1. Key documents for relating to student assessment and performance are maintained and regularly updated and reviewed. 2. Guidelines for assessment and evaluation are in place. 3. Teachers conduct and employ different types of assessment tools. 4. Teachers consult students in defining assessment criteria. 5. Teachers assess students on the basis of pre-defined criteria. 6. Teachers use date for the purpose of remediation and performance enhancement. 7. Teachers hold discussions with parents to communicate assessment criteria. 8. Students reflect on and monitor their progress to achieve their future learning goals.	1. There is a process for effective data collection and analysis of student data. 2. The school leader regularly reviews the data collection and analysis process. 3 The school uses assessment data for regularly evaluating the effectiveness of the learning program.	1. The school policy with regard to assessment practices and evaluation is in place. 2. Different assessment techniques are integrated with the classroom teaching. 3. Teachers periodically design and use different formative assessment tools and techniques as per the needs of the students. 4. Teachers ensure that student learning styles and student learning needs are aligned with the assessment strategies.

5.1.4 - Learning outcomes are used as checkpoints to assess students' learning.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
1. The school maintains documents on learning outcomes for different classes as defined by NCERT. 2. The assessment of students' learning are based on clear criteria that represent the attainment of knowledge, understanding, skills and behaviors.	1. Student assessments draw on questions covered in the textbook. 2. Teachers plan their lessons in accordance with the syllabus.	1. Teachers plan remediation according to data on student learning outcomes. 2. Teachers collect and implement feedback from students. 3. Teachers have mapped assessment task with the learning outcomes. 4. Teachers assess the students as per the learning outcomes defined for each chapter using their own assessment tasks. 5. Teachers, parents and students have been oriented on learning outcomes.	1. Assessment strategy includes various formative and summative strategies. 2. The learning outcomes are shared with the students and parents and explained to them. 3. Feedback is provided at regular intervals to enhance student performance.	1. The school policy with regard to the structure of assessment and evaluation is in place. 2. Learning outcomes are prepared in line with the learning outcomes laid down by NCERT or as defined in the curriculum document of CBSE. 3. The student assessment and evaluation policy is learning outcome centric and has been prepared in collaboration with the staff. 4. The school has a policy with regard to the structure of student assessment and evaluation.

5.1.5 - Assessment of skills and competencies are done based on the criteria given in the holistic progress card.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
1. Assessment takes place once in a year. 2. Assessment is conducted in presence of a class teacher/invigilator. 3. The students and parents have a clear understanding of assessment grading criteria.	1. Records are maintained and updated regularly. 2. Assessment is done by more than two teachers.	1. Most staff are competent in the use of assessment standards. 2. Assessment is done in collaboration with teachers from different streams. 3. Self-assessment and peer assessment practices are evident. 4. Digital records are maintained.	1. All staff is competent in assessing learning outcomes using prescribed assessment standards. 2. Assessment is ongoing and comprehensive. students are evaluated periodically. 3. Assessment records are digitally maintained and are accessible to relevant stakeholders.	1. The school policy on assessment of skills and competencies - visual and performing arts, life skills, values and ethos, vocational skills, health and physical education is in place. 2. There is a mechanism for mentoring, monitoring and reviewing the assessment process to ensure learners achieve their individual and group developmental goals.

5.1.6 - The school ensures all students achieve and progress on their developmental continuum.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
1. Assessments include pen paper tests to assess the performance of students. 2. Students are able to demonstrate their learnings.	1. Teachers have conducted assessments to identify the learning levels of the students. 2. Teachers make use of different methods of assessment to assess the learning outcomes of students.	1. Teachers create lesson plans keeping in mind learning needs and learning outcomes of all students. 2. Teachers tailor the teaching learning practices as per each student's needs. 3. The average result of Class X/XII is 100% (with reference to Board average).	1. Teachers create lesson plans that encourage holistic development of the students. 2. Teachers use self-assessment techniques by students to enable them to monitor their own growth and achievement	1. The school policy on students' achievement in different domains is in place. 2. Teachers have been trained to understand the process of growth and development of students in cognitive, affective, and psychomotor domains. 3. Teachers develop lesson plans based on students' achievement levels.

Domain 6: Student life skills education

6.1 Student enrichment skills and programs

6.1.1 - The school vocational education program develops employability and entrepreneurial skills in the students.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
1. School offers vocational courses in classes 9 to 12 in addition to traditional academic courses 2. Career fairs are organized for classes 9-12	1. School employs competent faculty that are well equipped to impart 21st century life skills, such as communication, critical thinking, etc. 2. Vocational courses on new and emerging skill demands of the industry, such as AI, data science, are offered to the students 3. Awareness on the importance of vocational education is generated among students and parents	1. School has written documentation in place for guidelines pertaining to vocational training 2. School has basic tools and infrastructure in place to provide practical exposure to 21st century life skills 3. School collaborates with the local industry to provide hands on experiences to the students in the courses taken by the students	1. School offers pre-vocational exposure/ education to students of classes 6 to 8 2. 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 3. Career counselling sessions are organized for students of classes 9 to 12 4. Teachers integrate the aspect of career guidance with the teaching of academic subjects as well	1. The school has a policy on vocational education, which is implemented 2. Pre-vocational exposure is undertaken from grades 6 to 8 by tying up with local trades and crafts persons and parental class participation to sensitize about their own vocations 3. Skill=based aptitude testing for students from class 8 onwards to provide guidance to students for making informed career choices 4. Every child who passes out of grade 12 has learnt at least one vocation 5. Students are allowed to mix and match academic subjects with skills education 6. The school vocational education program focuses on developing employability and entrepreneurial skills 7. The program is monitored regularly for achieving the desired student learning outcomes

				8. The school focuses on providing a wide gamut of 21st century skills, such as communication, critical thinking, creative thinking, social skills, self enhancement skills, information/ media/technology literacy, etc.

6.1.2 - The school provides facilities to the students to participate in activities related to literary and creative skills; scientific skills; information and communication technology skills; communication skills, digital literacy, organizational leadership skills, entrepreneurial skills, time management skills, aesthetic skills, creative thinking, and community services

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
1. Students are selected for common school events like annual day, sports day	1. The school provides for activity clubs to the students 2. The school maintains records of activity clubs in the school	1. The school maintains all necessary documents required for extracurricular and cocurricular activities 2. Each student is encouraged to participate in class/ school/ interschool level activity to ensure that 'No Child is Left Behind' 3. Students are encouraged to participate in Intra School/Inter school events	1. Each student is given the flexibility to choose the inter school / intra school activity that they want to engage in 2. Records of their participation and achievements are maintained 3. There exists formal channels to provide constructive feedback to all students on their activities	1. There is school policy for student participation in a wide range of activities that enhance their skills for the future 2. Teachers integrate the activities for the holistic skill development in their lesson plans 3. Each child is encouraged to participate in activities that build on their cognitive, affective and psychomotor domains 4. Regular feedback is provided to students and parents 5. Students are encouraged to / participate at national and international levels 6. The policy is effectively implemented, monitored and reviewed at regular intervals to assess its impact on students

6.1.3 - The school has a life skills development program.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
1. The school has CBSE life skills manuals in its library	1. Life skills activities are conducted using the CBSE life skills manuals 2. The life skills program is planned and implemented for secondary classes only	1. School counselor and class teachers are responsible for imparting life skills education 2. Policy for implementing life skills education program is in place 3. Capacity building programs on life skills development are organized for teachers and students	1. Life skills curriculum is planned, integrated and imparted for all the classes through regular classroom 2. Student learning outcomes are visible in the narrative anecdotal records, student portfolios and day-to-day observation and interaction by teaching and other enrichment activities	1. There is a well-defined policy for implementing life skills education 2. Teachers, students and parents contribute to creating resources for enhancing life skills curriculum 3. The program is well integrated with cross-curricular links 4. The program is effectively implemented, monitored and reviewed at regular intervals to measure its impact on students' thinking, social and emotional skills5. School is focused on delivering critical life skills such as self-awareness, problem solving, managing emotions, decision making, critical thinking, etc.

Domain 7: Staffing and human resources

7.1 School Staff - teaching and non-teaching

7.1.1 - The school recruits qualified and competent staff (teaching and non-teaching) that is sufficient in number to support fulfilment of school mission and objectives.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
1. The school employs staff according to norms.	1. The school employs qualified and competent staff as per the requirement. 2. School reviews the teacher requirements before the commencement of every session.	1. School employs enough staff (teaching and non-teaching). 2. The school assigns duties and other responsibilities as per staff's professional competence. 3. The school periodically reviews its process to ensure the recruitment of the best faculty as per school policy.	1. School appoints staff (teaching and non-teaching) from diverse backgrounds, reflecting inclusion and equity. 2. The school employs sufficient staff for academic and non-academic activities; administrative; housekeeping; security, etc. 3. The school complies with all recruitment norms, including background checks.	1. The school recruitment policy is in place. 2. The school appoints full time counselor(s) and special educator(s) in optimal ratio with number of students. 3. Recruitment process includes a written test, face-to-face interview, and demonstration of competency in a 'real' classroom. 4. Monitoring and reviewing practices are in place to ensure that the process results in hiring of staff that are competent enough to meet the student developmental goals.

7.1.2 - The school has an induction policy in place for the new employees.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
1. New staff members learn their job on their own.	1. New staff members are briefed by the concerned H.O.D./ principal/manager regarding their duties, activities.	1. The school conducts an orientation program, which is mandatory for all staff to attend. 2. New staff members are introduced to the school staff. 3. New staff members are familiarized with their roles, duties, responsibilities and the value system of the school. 4. School assigns a mentor to each new member recruited for a certain period.	1. School's core purpose, values, ethos and the vision are shared with the employees. 2. Employees are encouraged to contribute to the realization of a school's vision. 3. The principal assigns work/responsibilities to the staff as per their knowledge, competencies and skills.	1. School induction policy for its new employees is in place. 2. New entrant is coached and mentored at regular intervals as per school policy. 3. A road map for the personal and professional growth of the employees is generated with mutual consensus. Mentoring, monitoring and reviewing at regular intervals is demonstrated.

Improving quality through School Quality Assessment and Accreditation (SQAA) Framework

7.1.3 - The school conducts staff appraisal.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
1. Appraisal of the teaching staff is done.	1. School conducts an appraisal of all categories of staff based on pre-defined criteria known to the staff.	1. Guidelines for staff appraisal are made in consultation with the staff on pre-defined criteria and shared with them. 2. School conducts 360-degree appraisal of its staff. 3. Periodic appraisals assist the staff in setting their goals. 4. Staff is mentored and coached over a period of time.	1. Coaching and mentoring to staff is provided, if needed. 2. Staff shares their satisfaction or concern areas with the school authorities. 3. School provides support and assistance wherever required by the staff.	1. The school has a clear policy for staff appraisal which includes professional development measures and motivation and retention of employees. 2. 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. 3. The teaching staff is also encouraged to do self-assessment using PINDICS (Performance Indicators) published by NCERT. 4. Opportunity is given to the staff to discuss the result of their appraisal as per norms. 5. The school authorities take appropriate constructive action after analysing the results of the appraisal of the staff as per norms.

7.1.4 - The school carries out staff development programs and capacity building of teachers.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
1. Only a few senior teachers are given the opportunity for attending some capacity building programs.	1. Some teachers are sent for CBPs organized by the board. 2. There are teachers' development report including their involvement in activities other than teaching.	1. Professional development needs are identified. 2. The principal, along with the teaching staff, are periodically involved in self and team-development and management programs. 3. Equal opportunities are provided to all the staff members. 4. The process of implementation of key learnings by the staff members from the CBPs is monitored regularly in a non-threatening environment. 5. The impact on students as an outcome of implementation of new ideas is recorded.	1. The school ensures that all teachers have gone through knowledge, skill and competencies-based workshops over a period of one year based on 'professional development identification' needs. 2. Other than identifying training needs in curricular areas, the school also encourages self-up gradation in those domains or areas which go beyond the classroom. 3. There is provision for teacher development in the annual budget. 4. High and proactive attention is given to digital capability building of the existing workforce.	1. The school has a policy for the capacity building of its principal, teachers and other staff members as per their need. 2. The school ensures that the staff implements the takeaways of the CBPs attended. The staff is mentored at regular intervals. 3. The school collaborates with the schools in its hub/cluster and/or other partners to enhance capacity building of its teachers. 4. Digital capability building of existing workforce is actively taken care through a structured well designed training program

7.1.5 - The school decides the salary and other allowances as per state norms/central norms.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
1. Salary of the school staff is paid as per the CBSE affiliation bye laws or as per state norms.	1. School has welfare schemes for staff members.	1. DA and other admissible allowances as per central or respective state government rates are paid to the staff.	1. The school provides staff allowances, incentives and appreciation for additional work, including rewards like sponsoring training.	1. School policy with regard to salary and other allowances to the staff is in place. 2. The school gives a salary according to the latest pay commission.

7.1.6 - The school provides staff incentives and appreciation.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
1. The teaching staff is appreciated either verbally or through letters of appreciation.	1. Staff members (teaching and administrative) provided incentives in some form or the other.	1. Staff members from every wing are appreciated during the year. 2. School has a policy or plan of action for providing incentives and appreciation to all its staff members.	1. Staff at the leadership position gives feedback regularly to all staff members for enhancement in individual and collective consideration. 2. Feedback mechanism to gauge satisfaction of employees is in place.	1. Policy for salary, remuneration and allowances in place. 2. Effective implementation of a plan or policy for provision of incentives and appreciation to teaching and non-teaching staff is evident. 3. Innovative practices to motivate staff for good performance are embedded in the system. 4. School recognizes a culture of punctuality and accountability amongst teachers. 5. All staff members get appreciation and incentives throughout the year.

7.1.7 - The school has a well-developed mechanism of online and offline mentoring of teachers.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
1. The teachers report to the head of the department.	1. The teachers report to the head of department weekly/fortnightly.	1. There is an online and offline mentoring schedule and program in place. 2. A mentoring program with a proper agenda scheduled every month. 3. Issues of teachers related to the teaching-learning process are discussed in mentoring program. 4. Solutions are found through a collaborative approach in the mentoring program.	1. Mentor-mentee meetings are held every week with an agenda to discuss improvement in various school processes and any issues faced by the teachers.	1. The school policy for online and offline mentoring of teachers is in place. 2. Action plan for improvement is made with mutual consensus. 3. The plan is monitored and reviewed at regular intervals, and changes made accordingly.

7.1.8 - Training and sensitization programs are conducted for all staff members (and other stakeholders) by the school with respect to divyang.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
1. Teachers engaging with differently abled students in their classrooms undergo capacity building programs on equity, inclusion and inclusive strategies.	1. All teachers and heads are oriented toward inclusive education. 2. Teachers engaging with students from diverse socio-economic and cultural background in their classrooms undergo capacity building programs on equity, inclusion and inclusive strategies.	1. The school managers and the head of the school have laid out clear-cut policies in the context of dealing with divyang. 2. All stakeholders (students, teachers, school support staff, drivers, and bus attendants) have undergone an orientation to understand divyang.	1. School has a repository of knowledge material on diversity and inclusion that can be used by teachers. 2. Stakeholders are involved in sensitization programs and activities planned for divyang and for students from diverse socio-economic backgrounds.	1. Policy for equity and inclusive practices is in place. 2. Special orientation programs on inclusion and equity are also organized by the school for parents. 3. School encourages parents from diverse backgrounds to participate in school activities. 4. Statutory compliances are met with. 5. The policy is stringently monitored and reviewed at regular intervals.

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7.2 Parents

7.2.1 - Parents are partners in the qualitative growth of the school.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
1. Parents are invited to school events like annual day. 2. Parent teacher meetings are conducted in the school.	1. School has a Parent Teacher Association (PTA) and the members meet once in a year other than PTMs. 2. PTA provides feedback to school for development wherever asked for.	1. Structured, formal and informal interventions of parents in school activities are evident in the school calendar. 2. All parents are encouraged to participate in all interventions. 3. Effective complaint/ suggestion management system is in place. 4. Recorded interaction of school with parents through different modes throughout the year.	1. Parents are partners in growth of the children and thus school has an open-door policy for parents. 2. School takes feedback from parents constructively and has an immediate response system in place. 3. PTMs are regular and attended by most parents.	1. Policy for parental involvement is in place. 2. Communication between parents and school stakeholders is two-ways. 3. Parents are involved in developing and implementing school policies like school development plan, safety and security measures in school, etc. 4. Facilities like library, computer labs and playgrounds are accessible to the parents. 5. 'No Parent Left Behind' Policy is evidenced. 6. Communication tree is in place. 7. Effective feedback mechanism is in place.

7.3 Students

7.3.1 - Students participate and are involved in school improvement activities.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
1. School has a student council selected from the senior school who takes care of their designated roles.	1. School has a process for selection of student council from senior school. 2. All the members of the student council have clarity about their roles.	1. The school has a well-documented process for selection of student council consisting of students from all wings. 2. Student council is engaged effectively in formulating school improvement plans. 3. Selective students are provided with an opportunity to become leaders. 4. Buddy programs and students as enablers are evidenced in selective classes. 5. Feedback mechanism from students is in place and complaints and suggestions are addressed. 6. Students undertake peer assessment to give constructive ideas for improvement of peer.	1. Participation and involvement of students in the school improvement plan is encouraged across the board (pre-primary – XII). 2. The abilities and competencies of students are used effectively to provide meaningful inputs to their juniors. 3. Students assist in peer and buddy learning in scholastic and co-scholastic domains. 4. Students are provided opportunities to exhibit their leadership skills and take on responsibility and accountability for age-appropriate processes in the school. 5. Regular mentoring, monitoring and reviewing of the policy and its implementation is evident.	1. Policy for student involvement in school improvement plans is in place. 2. School has a well-integrated calendar to ensure that students have a voice in the target setting of a school improvement plan. 3. Students are a part of the Aware Responsible and Empowered Program. 4. Feedback from students is used for action research and to set SMART goals for setting up specific quality processes. 5. The students become positive enablers for others. 6. Students are used as resource persons for sharing insights into their world which can help school formulate health promoting school policy.

7.4 Alumni

7.4.1 - Alumni is involved in the school development programs

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
1. School interacts with its alumni.	1. The school has an alumni association that meets once a year.	1. School has a structured platform for alumni to participate in school activities regularly. 2. Alumni contribute and engage in improvement of school infrastructure, teaching-learning processes.	1. School involves alumni in frequent interface leading to further development. 2. Alumni are the brand ambassadors of the school.	1. The school policy for interface with alumni is in place. 2. The school has structured tracking mechanisms regarding alumni. 3. Alumni offer assistance to underprivileged students with no gender bias, enhance their learning experiences. 4. Alumni support the school in integrating ICT in different school processes.

7.5 Community

7.5.1 - The school is committed to fostering effective school community partnership to provide enriching opportunities to enhance students' achievement and well-being.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Beginning	Developing	Evident	Achieving	Excelling
1. Community representatives are the members of the School Managing Committee (SMC).	1. School invites community representatives for different activities on special occasions. 2. Community representative members of the SMC are involved in school improvement planning.	1. School has identified resources/opportunities from the school community which are used for the good of students and overall growth of the school. 2. School improvement plan clearly outlines the role of the community representatives or partners in achieving the desired goals. 3. School building is open and accessible for community beyond school hours.	1. School leadership and teachers identify and draw on community resources to enrich their students' learning. 2. School and community collaborate to provide interventions for enhancing student achievement and well-being. 3. School maintains and sustains fruitful school community partnership.	1. The school policy for fostering an effective relationship with the community is in place. 2. Community plays an active, meaningful and purposeful role in school by contributing to enhance the quality of education.

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Glossary

- **ASIC**   Accreditation Services for International Schools, Colleges and Universities
- **CIS**   Council of International School
- **COBIS**   Council of British International Schools
- **GER**   Gross Enrollment Ratio
- **MHRD**   Ministry of Human Resource Development (Government of India)
- **NABET**   National Accreditation Board for Education and Training
- **NEASC**   New England Association of Schools and Colleges
- **NEP**   National Education Policy
- **NIEPA**   National Institute of Educational Planning and Administration
- **NPSSE**   National Program on School Standards and Evaluation
- **OECD**   Organisation for Economic Co-operation and Development
- **QCI**   Quality Council India
- **SDG**   Sustainable Development Goals
- **SQAA**   School Quality Assessment and Accreditation
- **SSSA**   State School Standards Authority

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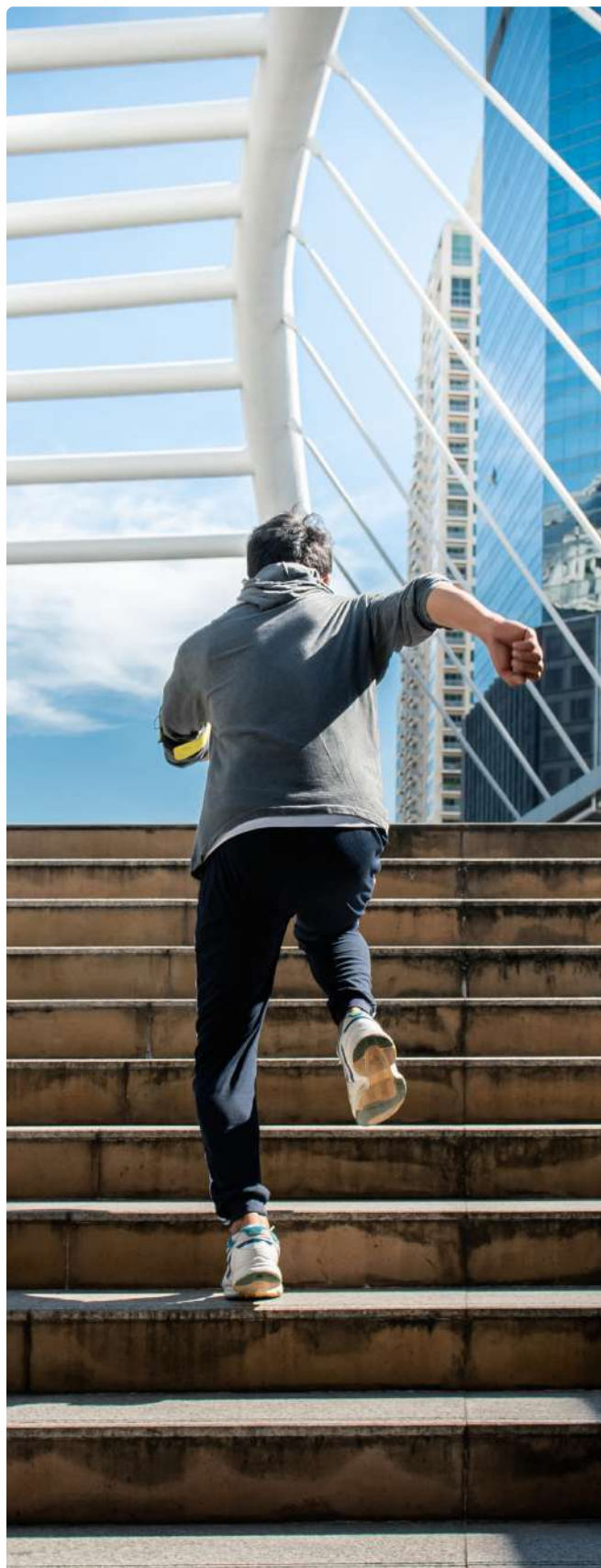
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