

Self-Assessment Score Card

DOMAIN 1 : CURRICULUM, PEDAGOGY AND ASSESSMENT

Supporting Evidence(s) / Records

Sub Domain - 1.1 Curriculum Planning

Standard	Maturity Level	Performance indicator ticked the school
1.1.1 Principal and teachers are familiar with the spirit and content of NCF and recommendations of NEP	Level I - Inceptive	<ol style="list-style-type: none"> 1. School leaders have read the NEP and NCF documents and engaged in discussions.; 2. Teachers integrate recommendations of NCF and NEP in their lesson plans.; 3. Lesson plans are reviewed regularly in relation to achievement of defined learning outcomes.; 4. School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4) is available.;
1.1.2 The School Leaders and Teachers are familiar with the curriculum documents and support material brought out by CBSE.	Level I - Inceptive	<ol style="list-style-type: none"> 1. All teachers have access to respective syllabi and Manuals/Handbooks developed by the Board.; 2. Teachers are regularly engaged in micro discussions/dialogue to understand the impact of integrating the recommendations of the Board on achievement of learning outcomes.; 3. The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).; 4. Teachers are trained and mentored on a regular basis.;
1.1.3 The School Integrated Annual Curriculum and Pedagogical Plan (ACPP) reflects the recommendations of the Board.	Level I - Inceptive	<ol style="list-style-type: none"> 1. The curriculum plan draws connections among different subjects and disciplines in order to promote interdisciplinary learning.; 2. The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).; 3. Teachers are mentored on a regular basis.;

<p>1.1.4 Curriculum develops skills and abilities which prepares students for lifelong learning; fosters global citizenship leading to attainment of Sustainable Development Goals (SDGs).</p>	<p>Level II – Transient</p>	<ol style="list-style-type: none"> 1. The school is aware of the recommendations of the NCF and guidelines of the Board.; 2. The school leaders have oriented teachers on the learning outcomes.; 3. The school identifies the required skills to be enhanced among the students at every stage.; 4. The time table and school calendar reflects age appropriate opportunities provided to students to enhance their 21st century skills.; 5. The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).; 6. The school team meets at regular intervals to evaluate the impact of the activities on learner outcomes.; 7. Teachers are mentored on regular basis.;
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Sub Domain - 1.2 Teaching Learning Processes

Standard	Maturity Level	Performance indicator ticked the school
<p>1.2.1 School follows an optimum number of teaching days and teaching hours as defined by the Appropriate Authority/State/UT Government.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. The school follows the working days and working hours as per norms.; 2. Time table prepared provides sufficient time for the completion of syllabus and student activities.; 3. The time table allocates time for better planning; preparation; and learning enhancement programmes and skill building practices to achieve learner outcomes.; 4. The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).; 5. The time table and school calendar are reviewed at regular intervals and improvement plans made accordingly.;
<p>1.2.2 The school follows Teacher – Student Ratio as per norms.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. The school follows teacher – student ratio of 1 teacher for 40 students.; 2. The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).;

<p>1.2.3 Teachers are empowered to adopt varied teaching learning approaches reflecting their understanding of the needs of the diverse students and create a conducive environment for joyful learning.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. Teachers make use of textbooks while teaching.; 2. Lessons are planned and implemented with clear learning objectives.; 3. Teaching Learning Material (TLM) is available in each class as required.; 4. Teachers are able to create no-cost/low cost teaching aids/tools.; 5. All teachers attend the CBPs as mandated by the Board.; 6. The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).; 7. The teaching learning process is closely monitored , gaps identified and action plans made accordingly.;
<p>1.2.4 The School uses NCERT defined Learning Outcomes (LOs) for all classes as success criteria.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. The school has displayed Learning Outcomes as defined by NCERT in the school premises.; 2. The LOs are shared with the teachers.; 3. School has displayed LOs of each subject in each classroom and students are aware about it.; 4. The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4).;

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

Standard	Maturity Level	Performance indicator ticked the school

<p>1.3.1 The school provides ample opportunities for Art Education.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. The school provides for an art, music and dance period in the time table.; 2. The school provides opportunities for participation in different art forms.; 3. School encourages promotion of local art and craft.; 4. The school maintains records of student participation.; 5. The school premises display a range of age appropriate students' work.; 6. Orientation programmes are organised to create awareness among the parents/guardians, school management about the importance of studying Art Education.; 7. Culinary Art is a part of the curriculum in grades 6-8.; 8. Students participate in art activities at the intra/inter/ district/state level.;
<p>1.3.2 The School Vocational Education Programme develops entrepreneurial and employability skills and provides opportunities for internship and apprenticeship at local industry.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. School offers vocational courses in classes 9-12.; 2. Teachers are empowered to implement vocational education programme in the school.; 3. Students are allowed to mix and match academic subjects with skill education.; 4. Career Counselling Sessions are organized for students of classes 9-12.;
<p>1.3.3 The school provides facilities to the students to participate in activities which enhance Literary and Reading Skills, Creative and Critical Thinking Skills; Scientific Skills; Communication Skills, Leadership Skills, and ensures mandatory Digital, Financial, Citizenship, Information and Media, Environmental and Health Literacy.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. Students participate in common school events like Annual Day, Sports Day.; 2. The school provides for different activity clubs.; 3. The school maintains records of activity clubs.; 4. Teachers have access to digital, financial, environmental, citizenship, information & media, health literacy manuals/guidelines developed/referred by the Board/State.; 5. Records of their participation and achievements are maintained.; 6. Students are engaged in age appropriate activities that foster scientific temper and curiosity.; 7. Opportunities are provided to students to demonstrate their skills and abilities and records are maintained.;

1.3.4 The school has a Life Skills Development Programme focusing on Thinking, Social and Emotional skills.	Level I - Inceptive	<p>1. All Teachers undergo Capacity Building Programmes on Life Skills.;</p> <p>2. All Teachers have access to CBSE Life Skills Manuals.;</p> <p>3. The Life Skills Programme is planned and implemented through student enrichment activities.;</p>
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Sub Domain - 1.4 Mainstreaming Physical Education and Sports

Standard	Maturity Level	Performance indicator ticked the school
1.4.1 School has a Policy and a strong leadership for promoting Health and Physical Education in Students.	Level I - Inceptive	<p>1. The school has a regular and qualified PE Teacher.;</p> <p>2. School has guidelines for organising Annual Sports Day.;</p> <p>3. School Leader ensures all teachers have access to CBSE Health Manuals.;</p> <p>4. School has a provision of sports/PE period for all classes in the school time table.;</p> <p>5. Teachers are trained on ensuring health and wellbeing of students.;</p> <p>6. School Leader ensures Health check-ups - height, weight, etc. of all the students at least once a year and records are maintained.;</p> <p>7. The record of immunisation of all the students is maintained by the school.;</p> <p>8. Major physical/sports events are a part of school calendar.;</p> <p>9. School Leader ensures Health check-ups - height, weight, etc. of all the students at least twice a year and maintenance of records.;</p> <p>10. Students are encouraged and prepared to participate in the CBSE Sports and Games Competition and Fit India Programmes.;</p> <p>11. PE and Sports plan prepared collaboratively by School Leader and Teachers is shared with the students and parents.;</p> <p>12. School has a provision for before and after school sports activities for students.;</p> <p>13. PE and sports are integrated in the school development plan and curriculum.;</p>

<p>1.4.2 Teaching and learning of PE, Sports, Yoga and other Fitness Activities is rich and engaging.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. Students play and practice Sports, Yoga and Fitness activities in the designated period.; 2. Teachers are qualified and trained in imparting Health Education.; 3. Yoga is evidenced in the school time table.; 4. Students participate regularly in sports, PE, Yoga and other Fitness activities at District/State/National Level events.; 5. Teachers are trained in enhancing the basic fitness skills of all students.; 6. Teachers plan their lessons incorporating a wide range of physical activities.; 7. PE activities are carried out with a cross curricular approach.; 8. Yoga is taught scientifically and in an engaging manner in the school.;
<p>1.4.3 Inclusive PE and Sport is an important aspect of school.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. All students, regardless of ability, are involved in daily physical activity without any risk of injury to themselves or others.; 2. PE Teachers are trained in conducting different types of physical activities for ensuring the fitness of all students.; 3. All students, regardless of ability enjoy weekly physical activities together in a safe and secure environment.; 4. Teachers engage students in varied and age appropriate activities to maintain their interest regardless of their abilities.; 5. Teaching strategies, equipment, environments, and assessments have been adapted to meet the needs of all students.; 6. Mentoring, Monitoring and Reviewing practices are in place and improvement plans made in the light of the needs of the students.;

Sub Domain - 1.5 Values and Ethos

Standard	Maturity Level	Performance indicator ticked the school
<p>1.5.1 The school nurtures values through a climate of care, compassion, and respect; welcomes diversity and creates a culture of pride for the school amongst the stakeholders.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. School has CBSE Values Education Kit, Life Skills Manuals, Health Manuals, Gender Sensitivity Manual and Cards, Handbook on Inclusive Practices, Guidelines for Mainstreaming of Health and Physical Education.; 2. The school celebrates special events / occasions.; 3. The school celebrates the progress and achievements of school, groups and individuals together.; 4. Teachers design activities and projects in their lesson plans to enable students to demonstrate the intended values.; 5. Students engage with, and learn from each other.;

<p>1.5.2 The school inculcates pride towards Indian heritage and civilization and encourages students to be conscious of their duties towards society, living beings and nature.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. The school provides opportunities to students to become aware of Constitutional values, Fundamental duties, cultural heritage, citizenship skills.; 2. School organizes at least 1-2 different activities in a year as suggested by the Board under 'Ek Bharat Shrestha Bharat' Programme during the year.; 3. Students participate in the cultural exchange programmes within the country.;
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Sub Domain - 1.6 Student Performance, Assessment of Learning Outcomes and Feedback and Learning Enhancement Programme

Standard	Maturity Level	Performance indicator ticked the school
<p>1.6.1 The school ensures 75% attendance of its students and reduces drop outs.</p>	<p>Level II – Transient</p>	<ol style="list-style-type: none"> 1. The school maintains student registry and attendance records of the students.; 2. The Principal and teachers have identified students who are regularly absent.; 3. Parents are informed about students who are regularly absent.; 4. The Principal, teachers and other stakeholders have informed interactions of the student's regular absenteeism.; 5. School identifies the reason for student drop out.; 6. Strategies are in place to bring back the drop outs back in school.; 7. Regular communication, counselling and follow ups are done to encourage attendance and reduce drop outs.; 8. The school ensures 75% attendance of its students.; 9. The School Policy on Health and Wellness is in place.; 10. The Principal, teachers and other stakeholders create joint plans to improve student attendance.; 11. Students at risk (girl child, students belonging to diverse socio economic disadvantaged groups and divyang) are supported and encouraged to complete their schooling.; 12. The school allocates funds for student welfare.; 13. The school ensures 90% attendance of its students every year.; 14. School ensures Zero drop out, 100% transition and retention.;

<p>1.6.2 Teachers use multiple modes of assessment to assess the performance of the students - Assessment of Learning.</p>	<p>Level II – Transient</p>	<ol style="list-style-type: none"> 1. School assesses the achievement of learning outcomes at classes 3, 5 and 8.; 2. Assessment practices adopted are in alignment with CBSE recommendations.; 3. Teachers attend capacity building programmes on designing outcome driven tasks.; 4. Teachers integrate assessment of learning in their lesson plans.; 5. Teachers prepare the question papers and more than two outcome driven tasks to assess students' performance.; 6. There is an ongoing capacity building of teachers on assessments.; 7. There is an Annual Calendar for conducting assessments.; 8. Student inputs are taken to design outcome driven tasks.; 9. School assesses the achievement of LOs of all the students in all the classes.;
<p>1.6.3 The school has defined procedures and criteria to regularly assess the students performance; adopts varied assessment tools and techniques to assess the performance of the students – Assessment for Learning and As Learning.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. Assessments are regular and periodic.; 2. Teachers are trained in the development of competency focused assessment tasks.; 3. Assignments, worksheets, projects and other competency focused tasks are used to assess the performance of students.; 4. Teachers assess students on the basis of pre-defined criteria.; 5. Feedback about the students' performance is communicated to parents at regular intervals.; 6. Teachers hold discussions with parents to communicate assessment criteria.; 7. Teachers use data for the purpose of remediation and performance enhancement.; 8. School provides opportunities for students to improve on their performance.; 9. Teachers use assessment data to improve their own teaching learning practices.;
<p>1.6.4 Assessment of skills and competencies (visual and performing arts, life skills, values and ethos, vocational skills, health and physical education, scientific skills, computational skills, literacy skills, digital skills, reading skills and other skills) is done on the basis of Learning Outcomes and the criteria given in the Holistic Progress Card (HPC).</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. Assessment of different skills & competencies is done and recorded by the class teacher.; 2. Assessment of skills and competencies is done by more than two teachers.; 3. Records are maintained, updated and tracked regularly.;

<p>1.6.5 The school uses the results of NAS/SLAS/Third Party Assessment/CBSE SAFAL assessment to ensure all students progress on their developmental continuum.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. School participates in NAS/SLAS/Third Party Assessment/CBSE SAFAL assessment (3/5/8/10).; 2. Teachers have access to NAS/SLAS/Third Party Assessment/CBSE SAFAL assessment results.; 3. Teachers design interventions keeping in mind learning outcomes to be achieved.; 4. Teachers identify the each students' location on their developmental continuum on different skills.; 5. School keeps a track of the students' progress on their developmental continuum.; 6. Teachers enable students to use self-assessment techniques to assist them in monitoring their own growth and achievement.;
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Sub Domain - 1.7 Early Childhood Care and Education and Foundational Literacy and Numeracy

Standard	Maturity Level	Performance indicator ticked the school
<p>1.7.1 The school organises content and teaching learning material based on defined Learning Outcomes, principles and guidelines given in NCF for Foundational Stage along with consideration for the local context.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. Teachers are aware of the NCF for Foundational Stage and Learning Outcomes defined for this stage.; 2. School focuses on the use of mother tongue / local/ home language as a medium of instruction.; 3. School focuses on teaching students about personal and public hygiene.; 4. Teachers make use of worksheets, workbooks, activity sheets, flash cards and other audio visual material to achieve LOs.; 5. School has good collection of pictorial and textual children's literature in its library.; 6. Teachers attend capacity building programmes.; 7. Teachers prepare teaching learning material using local resources.; 8. The teachers co relate content with real life experiences of the child.; 9. Environmental awareness is integrated in the curriculum.; 10. The school focuses on developing Foundation Literacy and Numeracy skills among students.; 11. Teachers are engaged in ongoing capacity building programmes.;

<p>1.7.2 The school adopts an inclusive approach to pedagogy that is play based, engaging, contextual and experiential.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. Teachers are aware of the NCF for Foundational Stage and Learning Outcomes defined for this stage.; 2. Teaching plans are made in the light of the Learning Outcomes to be achieved.; 3. Teachers make use of stories, music, art and craft activities to provide learning experiences to the students.; 4. Outdoor games are a part of the teaching strategy.; 5. School focuses on the use of mother tongue / local /home language as a medium of instruction.; 6. Teachers plan for their teaching as per the guidelines given in the NCFFS.; 7. Teachers make use of worksheets/activity sheets, workbooks, reading cards, flash cards and other supplementary graded teaching learning material.; 8. Teachers make use of toy based/game based pedagogy, sports integrated learning to provide experiential learning opportunities to the students.; 9. Puzzles, Board games, field trips ludo, clay activities are used to provide joyful learning experiences to students.; 10. Students are given opportunities to spend time in and with nature and learn through their senses.; 11. Classrooms are clean, cheerful, well lit learning spaces.; 12. Teachers collaborate within the school and learn from each other.; 13. Classroom rules are made by the teachers in collaboration with the students.; 14. Improvement plans are made keeping in view the needs of the students.;
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<p>1.7.3 The schools designs and conducts age appropriate, regular and ongoing assessments that check for the achievement of the defined Learning Outcomes.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. Teachers are aware of the NCF for Foundational Stage and Learning Outcomes defined for this stage.; 2. Guidelines for assessment and evaluation are available with the Heads of the Departments and teachers.; 3. School makes use of observation and worksheets/activity sheets as tools of assessment.; 4. Teachers attend capacity building programmes on assessments and HPC.; 5. Assessments are a part of the teaching learning process and designed in the light of the defined Learning Outcome(s).; 6. Checklists are used by the teachers to record observations.; 7. Observation of performance of the students in class and out of class activities is done.; 8. Teachers use formative tasks to assess students' skills and competencies and record of the same is maintained.; 9. Parents are partners in helping the child to grow on her/his developmental continuum.;
<p>1.7.4 The school has created a suitable ecosystem for attaining Foundational Literacy and Numeracy (FLN) targets for all children.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. School has recruited trained and appropriate number of teachers to teach students at this level.; 2. School has separate classrooms for students at this level.; 3. Teachers are aware of stage wise targets to be achieved at this level.; 4. School focuses on the use of mother tongue / local / home language as a medium of instruction.; 5. School maintains the appropriate Pupil Teacher Ratio as recommended by the Board/NCFFS.; 6. School has safe outdoor spaces and/or small gardens for children to play.; 7. School has functional classroom boards, material for arts/crafts, range of children's literature.; 8. School makes use of the school building as a teaching aid.; 9. School has accessible annual plan calendar detailing all the important events/activities to be organised at this level.; 10. Teachers are engaged in professional development activities through a variety of means.; 11. The walls and corridors display a colourful, cheerful and vibrant atmosphere.; 12. The progress of each student's learning is monitored and tracked.; 13. Teachers are mentored and provided support to achieve the learning outcomes.;

DOMAIN 2 : INFRASTRUCTURE: ADEQUACY, FUNCTIONALITY AND AESTHETICS

Supporting Evidence(s) / Records

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

Standard	Maturity Level	Performance indicator ticked the school
2.1.1 The school has sufficient classrooms conducive to learning.	Level I - Inceptive	<ol style="list-style-type: none">1. Classrooms are available in the school as per statutory norms.;2. School ensures student classroom ratio (SCR) as per norms.;3. The school uses additional spaces for meaningful student learning experiences;4. All classrooms are designed to provide for varied learning needs and suitable for different stages as per the norms.;5. ICT facilities are available in the classrooms.;6. Infrastructure is upgraded as and when required.;7. Teachers are trained to use the various classroom resources.;8. School has clean and aesthetically pleasing classrooms.;9. ICT facilities are available in all the classrooms.;

<p>2.1.2 The School Library facilitates effective delivery/implementation of its educational programmes.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. School has a separate library room with adequate resources as per norms.; 2. Students visit the Library as per their allotted period.; 3. The students are issued books to inculcate reading habits.; 4. Inventories are maintained.; 5. The school librarian maintains records.; 6. The school Library resources are utilized by teachers and students.; 7. Books are regularly updated to meet the developmental needs of learners of all the genders and all age groups.; 8. The Library is used as a resource for alternative modes of learning and teaching by the subject teachers.; 9. The Librarian follows well-constructed age appropriate strategies to meet teaching learning needs of students.; 10. The Librarian uses innovative techniques to encourage students to read.; 11. Teachers' and Students' views and suggestions are taken to procure relevant and age appropriate books.;
<p>2.1.3 Laboratories are available to support learning activities.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. The Laboratories are equipped as per norms to meet the desired learning outcomes of students.; 2. All safety and security compliances are met with as per CBSE and NCPDR norms and guidelines.; 3. Laboratories and related emergency management facilities are available.; 4. All Laboratories are effectively utilised by students of different stages.; 5. Student outcomes are displayed in the labs.; 6. The Lab Attendant(s) maintain(s) records.; 7. Teachers and students of all the genders are adequately trained to demonstrate safe and careful use of equipment.; 8. Safety and Security norms are reviewed at regular intervals.; 9. The Laboratories are used as a resource for alternative modes of learning and teaching by the subject teachers.; 10. The Lab Attendant(s) follow(s) well-constructed age appropriate strategies to meet teaching learning needs of students.; 11. The school has Science, Mathematics and Computer laboratories as per norms.;

<p>2.1.4 Computer and other ICT facilities are available to support different administrative and educational activities in the school.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. School has uninterrupted facility for electricity. It has internet facility along with modem and other allied technical instruments.; 2. School has functional ICT Lab(s) with availability of computers as per norms.; 3. There is an evidence of computer learning in the school time table of all stages; 4. Available Computer and ICT facilities are used by teachers and students.; 5. Digital online content is available for students and staff.; 6. Administrative staff uses available ICT facilities to improve their functioning.; 7. The School Website displays all the mandatory information.; 8. Computer and ICT facilities for academic and non-academic activities are available and used by students.; 9. School provides training to teachers and staff in the use of ICT and other futuristic technologies like AR/VR, Smart Classrooms, etc.; 10. Students participate and compete in ICT related intra/inter school events.; 11. Students participate and compete in ICT related state/national level events.; 12. Information, Media and Digital Literacy are integrated with the learning design at all stages.;
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Sub Domain - 2.2 Principal's Office, Staff room and Administrative Offices

Standard	Maturity Level	Performance indicator ticked the school

<p>2.2.1 The school has sufficient space for Principal, staff and administration as per requirements.</p>	<p>Level II – Transient</p>	<ol style="list-style-type: none"> 1. The school has a designated for Principal, Teachers and Administrative Staff.; 2. Inventories are maintained.; 3. The school has a well-equipped office for the Principal.; 4. The Principal's Office has a separate seating space for interaction with students, parents and teachers.; 5. There is a well-equipped office for administrative staff.; 6. There is a well-equipped staff room for all the teachers.; 7. The Principal and staff (teaching and non-teaching) are trained on relationship management.; 8. The administrative office is well equipped to accommodate the needs of stakeholders.; 9. There is a well-equipped staff room at every floor/level.; 10. The school office is equipped with relevant ICT facilities for Principal, teaching staff and Administrative Staff as well as for non-teaching staff.; 11. The School Policy on Institutional Planning with regard to provision of facilities for school staff and principal is in place.; 12. Equipment is regularly updated and well maintained.; 13. The Principal engages in innovative practices to make the official work spaces more accessible and welcoming.;
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Sub Domain - 2.3 Infirmary and Health Management Facilities

Standard	Maturity Level	Performance indicator ticked the school

<p>2.3.1 The school has effective preventive health care and health management facilities.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. School has an infirmary/sick room.; 2. The infirmary has a first aid kit with necessary medicines and other supplies for emergency which are within the expiry period.; 3. Nurse is available to attend to the needs of the students.; 4. School has a anti bullying committee.; 5. Annual health check-ups are conducted.; 6. Emergency protocols are in place.; 7. Emergency medical care numbers are displayed at prominent places in the school.; 8. The school has tied up with a local nearest hospital to meet emergency needs.; 9. The school adheres to statutory compliances.; 10. Inventories are maintained.; 11. The school medical room is equipped to handle medical emergencies.; 12. Preventive Health Check-ups of students are conducted.; 13. School creates awareness among students about Mental Health Issues.; 14. Teachers are trained in identifying early signs of mental health issues among students.; 15. Reports of regular Preventive Health Check-ups are shared with the parents.; 16. School has a Health and Wellness Club which is the focal point of school health promotion.; 17. The School Health Management facilities are monitored, reviewed at regular intervals and improvement plans made accordingly.;
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Sub Domain - 2.4 Water, Sanitation Facilities and Waste Management

Standard	Maturity Level	Performance indicator ticked the school

<p>2.4.1 The school provides safe drinking water; adequate sanitation facilities and follows effective waste management practices.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. The school has adequate and separate functional and clean toilets for girls, boys and third gender as per norms.; 2. There is a provision for disposal of menstrual waste in girls toilet.; 3. Toilet(s) for divyang with necessary provisions is/are available.; 4. Hand washing facility with soap dispensers is available and easily accessible for all age groups.; 5. There is facility for safe drinking water with adequate (as defined in CBSE affiliation Bye Laws) number of water taps for all the students, located at a convenient point within the building.; 6. Water filter/purifier is available in the school.; 7. Water quality is tested periodically.; 8. There is proper disposal of waste and garbage.; 9. All disinfectants and cleaning materials are kept away from the reach of the children.; 10. All safety and security measures as per norms are in place.; 11. Inventories are maintained.; 12. There is provision of proper lighting, exhaust fans and dust bins in the toilets.; 13. Sufficient water is available at all times for different purposes in the school.; 14. Dust bins are available in all the corridors and classrooms in the school.; 15. There is regular supply of cleaning materials, soap, disinfectants, brooms, brushes, buckets etc.; 16. There are working locks on the toilet doors.; 17. Doors have child-friendly latch.; 18. School promotes use of organic sanitary pads among girl students.; 19. School has provision of Organic Sanitary Pad vending machines in girls' toilets and eco-friendly incinerators for disposing menstrual waste.; 20. There is provision of separate and clean toilets for male and female staff.; 21. All water, sanitation and hand washing areas are kept clean and in hygienic conditions are maintained.; 22. The sanitary equipment is regularly monitored and repaired/replaced.; 23. All safety and security measures are regularly reviewed and action plans made to improve the system.; 24. Regular/daily inspection of water and sanitation facilities by a committee /person appointed for the task.; 25. Teachers take up projects that focus on personal and environmental hygiene and waste management practices.;
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Standard	Maturity Level	Performance indicator ticked the school
2.5.1 The school has adequate, safe, comfortable, age appropriate and aesthetically designed furniture.	Level II – Transient	<ol style="list-style-type: none"> 1. Age appropriate furniture in classrooms commensurates with the strength of students and staff.; 2. All safety and security measures are in place.; 3. Inventories are maintained.; 4. Different seating arrangements are demonstrated by the teachers in correlation to their pedagogical strategies; 5. Students engage in multiple activities while working in groups.; 6. All safety and security measures are reviewed at regular intervals.; 7. The school organises capacity building programmes on classroom management for teachers.; 8. Age appropriate aesthetically designed furniture is available in the school.; 9. The furniture requirements are periodically reviewed and additions made as per needs.; 10. All safety and security measures are regularly reviewed; gaps identified and improvement plans made accordingly.;

Sub Domain - 2.6 Lighting and Ventilation

Standard	Maturity Level	Performance indicator ticked the school
2.6.1 The school building is designed for natural lighting and ventilation in keeping with the best international norms.	Level II – Transient	<ol style="list-style-type: none"> 1. Classrooms have working artificial light system.; 2. All the light points are working.; 3. The entire school building is well lit as per norms.; 4. School practices energy saving measures.; 5. There are windows in classroom for natural lighting and cross ventilation.; 6. The window panes are clean.; 7. The windows facilitate entry of daylight and provide a view.; 8. Natural lighting and cross ventilation is a part of building design.; 9. The text on the Boards are clearly visible to all the students in the classroom.; 10. The indoor visual environment includes elements linked to task performance, visual comfort, health, safety and well-being of students.; 11. The design principles include clean room design, operation and maintenance, daylighting, diffused reflected light, discomfort glare, energy performance, illuminance, life of lamps.; 12. Energy saving measures and the cleanroom design are monitored at regular intervals.;

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

Standard	Maturity Level	Performance indicator ticked the school
<p>2.7.1 The school follows eco-friendly/green practices to promote and inculcate organic lifestyle among students.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. The school premises are neat and clean.; 2. The school uses energy saving and energy efficient electrical equipment.; 3. School has green plants placed/grown in its premises.; 4. E-waste is disposed of in an appropriate manner.; 5. School has an eco-club.; 6. Recycling bins are placed across the school premises.; 7. The school premises are aesthetically maintained with lawns and green plants.; 8. Students follow eco-friendly practices like use of recycled/ eco-friendly material for different projects and school events; "lights-off" hour once per week; water conservation practices; use of plastic free lunch boxes and reusable water bottles; energy, water and waste audits etc.; 9. School has a kitchen/nutritional garden maintained by students.; 10. Students participate in maintaining and sustaining neat, clean and green school surroundings.; 11. Students carry out study of traditional practices related to protection of environment.; 12. Teachers are trained to integrate Learning about the environment; Learning through the environment; and Learning for the environment in their lesson plans.; 13. School conducts age appropriate activities like nukkad nataks, hackathons, workshops, showcasing of films, documentaries, expert talks, etc. for all levels of classes (primary to secondary) to create awareness on environmental issues and organic lifestyle among the students and community members.; 14. Community members and alumni participate in and contribute to eco-friendly activities organised by the school.; 15. Students participate in environment related events at district/state level.; 16. The Eco-friendly practices are monitored and reviewed at regular intervals.;

Sub Domain - 2.8 Safety Provisions

Standard	Maturity Level	Performance indicator ticked the school

<p>2.8.1 The school ensures Whole School Safety and Security Approach for all as per statutory norms.</p>	<p>Level II – Transient</p>	<ol style="list-style-type: none"> 1. The school complies to NDMA guidelines in the area of physical infrastructure and disaster-related issues; safety and security guidelines given by NCPCR; safety and security guidelines given by CBSE.; 2. The school provides clean and hygienic surroundings and potable water to the students.; 3. Emergency Protocols are in place.; 4. Orientation programmes are conducted for all staff members on the statutory requirements (acts, policies, procedures, etc); 5. The school has an all-hazards Safety Plan that takes into account all potential threats and hazards.; 6. Roles and Responsibilities are defined for all staff members to ensure safety and security for all students at all times.; 7. NDMA/NCPCR/CBSE guidelines are monitored by designated school teams for ensuring effective implementation.; 8. Collaborative partnership between students, teachers and parents is evidenced in the designing of effective monitoring practices to ensure the safety and security for all.; 9. The school has a mechanism to assess the satisfaction of stakeholders with respect to the safety and security approach followed in the school.; 10. The School Safety and Security Policy to ensure Safety and Security of all is in place.; 11. The safety and security measures are reviewed/monitored at regular intervals; feedback and feedforward taken from stakeholders; gaps identified and action plans made accordingly.;
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Sub Domain - 2.9 Playground and Sports Facilities

Standard	Maturity Level	Performance indicator ticked the school

<p>2.9.1 Indoor and outdoor sport facilities are available and support divyang.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. School has indoor and outdoor sports material/equipment as per norms.; 2. Sports facilities and equipment are maintained and the staff ensures safety and security of students at all times.; 3. Intra level sports events are organised in the school.; 4. Records and inventories are maintained.; 5. School has a designated area within the school premises for indoor games/sports.; 6. Sports and games equipment catering to the needs of all students is maintained and made available as and when required.; 7. Students participate in inter school sports events.; 8. PE Teachers are trained in conducting indoor and outdoor physical activities for ensuring the fitness of all students including divyang.; 9. School facilities are used for multiple sports and other activities including yoga.; 10. School has a provision of equal indoor and outdoor sports and games facilities and equipment to all students regardless of gender and abilities.; 11. Facility of changing rooms and easy access to wash rooms and potable drinking water is available to the students.; 12. Improvement plans are made to strengthen the system.;
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Sub Domain - 2.12 Transport and Escort Facility

Standard	Maturity Level	Performance indicator ticked the school

<p>2.12.1 School provides optional, safe and reliable transportation facility to accessible and remote areas.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. The school provides transport as per mandated norms.; 2. School has well trained and reliable drivers, conductors and escorts who are appointed after due verification.; 3. All the school buses have GPS, CCTV and fitted with speed governors.; 4. Emergency numbers are displayed in the school buses.; 5. Safety audit of buses is conducted at regular intervals and records are maintained.; 6. The school adheres to all safety and security measures.; 7. Records and inventories are maintained.; 8. Guidelines for School Transportation along with roles and responsibilities are in place.; 9. There is code of conduct defined for all those who avail school transportation facility.; 10. School conducts Awareness Program on Traffic Rules for students, teachers and other stakeholders.; 11. School has an effective communication system between the school bus driver, the school, teachers and the parents.; 12. Students are empowered to create safe spaces within the buses in collaboration with their teachers.; 13. School Transportation Committee comprising of Principal, Teachers, Student and Parent Representatives regularly monitors the adherence to the safety and security measures in the school buses.; 14. Parents and students are empowered to notify the school administration of any offence or negligence noticed in the bus.; 15. Regular training of all categories of staff on safety and security measures to be adopted pre-during-post boarding/deboarding is conducted.; 16. School Transport Management system gives a platform to the parents to get instant alerts regarding the routes of the buses, bus trip status, schedule changes, and arrival/departure times.; 17. The school transportation system is regularly monitored and reviewed, gaps identified and improvement plans made in collaboration with stakeholders to strengthen the system.;
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DOMAIN 3 : HUMAN RESOURCES

Supporting Evidence(s) / Records

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

Standard	Maturity Level	Performance indicator ticked the school

<p>3.1.1 The school recruits qualified and competent staff (teaching and non-teaching) that is sufficient in number to support fulfilment of school mission and objectives.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. Guidelines for recruitment of staff are available.; 2. The school employs required number of qualified and competent staff as per norms.; 3. All the staff, teaching and non-teaching is appointed following the recruitment rules of the State Government where the school is located.; 4. The school complies with all recruitment norms including background checks.; 5. The school maintains teacher registry and service books of all categories of staff.; 6. Guidelines for recruitment of staff along with defined roles and responsibilities are available.; 7. School reviews the staff requirements before the commencement of every session in the light of its mission and objectives.; 8. The school appoints full time counselor(s) and special educator(s) as per requirement.; 9. The school assigns duties and other responsibilities as per staff's professional competence.; 10. The school periodically reviews its process to ensure the recruitment of best faculty and staff to cater to the developmental needs of all the students in alignment with its mission and objectives.; 11. All employment decisions are made in collaboration with the School Leader.; 12. School appoints staff (teaching and non-teaching) from diverse backgrounds reflecting inclusion and equity.; 13. Improvement plans are made accordingly to strengthen the system.;
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<p>3.1.2 The School Induction Programme lays strong foundations for productive relationship and high standards of performance.</p>	<p>Level II – Transient</p>	<ol style="list-style-type: none"> 1. New staff members are: <ol style="list-style-type: none"> A. briefed by the concerned H.O.D./Principal/Manager regarding their duties and activities to be undertaken B acquainted with terms and conditions of employment.; 2. New staff members are: <ol style="list-style-type: none"> A introduced to the school staff and school facilities B given a tour of the school C informed about pay D informed about school's Code of Conduct – making clear the expected standards of conduct and behaviour E apprised of their responsibility to provide a safe environment in which children can learn F acquainted with other formalities to be completed.; 3. School assigns a mentor to each new member recruited for a certain period of time.; 4. The school conducts an induction programme which is mandatory for all new staff to attend.; 5. Roles and responsibilities for each step in the induction programme are defined.; 6. New staff members are familiarized with the <ol style="list-style-type: none"> A health and safety protocols and requirements for self and students B values, ethos, core purpose and the vision of the school C school's policies and procedures D acceptable use of ICT.; 7. The school has an experienced employee who executes the role of a mentor through written/verbal instructions and demonstrations in a stress free environment.; 8. Specific job training in developing knowledge, skills and efficiency in the job with hands-on experiences to face the challenges.; 9. Regular review meetings are organised to provide an opportunity for discussions, dialogues and questions.; 10. The principal assigns work/responsibilities to the staff as per their knowledge, competencies and skills.; 11. Mentoring, Monitoring and Reviewing at regular intervals is demonstrated.;
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<p>3.1.3 The school staff appraisal is a supportive and developmental process to ensure positive outcomes for students.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. Staff Appraisal is done.; 2. School conducts an appraisal of all categories of staff based on pre-defined criteria known to the staff.; 3. Guidelines for staff appraisal are made in consultation with the staff.; 4. The staff is provided with a written appraisal report which reflects the areas to celebrate and areas to improve.; 5. The school authorities take supportive and developmental action after analyzing the results of the appraisal of the staff.; 6. The school has HR Policy which includes Staff Appraisal and Professional Development Measures to motivate and retain employees.; 7. 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.; 8. Staff shares their satisfaction or concern areas with the school authorities.; 9. The school uses the appraisal system to: A create a culture of collaboration, self-evaluation, transparency, openness, peer learning B identify competencies and skills of the staff and assign new roles and responsibilities C develop a professional learning community.;
<p>3.1.4 The school is committed to achieving student learning outcomes by building the capacity of teachers through collaborative, reflective and experiential processes.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. School maintains teacher registry.; 2. Teachers attend CBPs as per norms defined by the Board.; 3. The school adopts both online and offline methods for building capacity of teachers.; 4. All teachers are registered on DIKSHA.; 5. School makes arrangements to orient teachers on the use of DIKSHA.; 6. Teachers who have completed online courses on DIKSHA are acknowledged by the school.; 7. The teachers write a report on the CBPs attended and the learning is reflected in their lesson plans.; 8. The Principal along with the teaching staff constantly search for making improvements in teaching learning practices.; 9. The impact on students as an outcome of implementation of new ideas/learnings is recorded.;
<p>3.1.5 The school decides the salary and other allowances as per state norms/central norms.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. Salary of the school staff is paid as per the CBSE affiliation bye laws or as per state norms.; 2. The school gives salary according to the latest Pay Commission.; 3. The school provides staff allowances, incentives and appreciation for additional work including rewards like sponsoring training.;

<p>3.1.6 The school creates a positive organisational culture of engagement that strengthens employee-leader relationships.</p>	<p>Level II – Transient</p>	<ol style="list-style-type: none"> 1. Individuals are recognised and given positive feedback based on results or performance.; 2. Teachers are made aware about various awards and other incentive schemes given by the school and the State/Central Govt.; 3. Staff members (teaching and administrative) are recognised and appreciated either verbally or through letters of appreciation in a timely manner.; 4. School recognises a culture of punctuality and accountability amongst teachers.; 5. Guidelines for engagement of employees are available.; 6. The Leadership Team identifies the gaps in the system and plans improvements accordingly.;
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Sub Domain - 3.2 Parents

Standard	Maturity Level	Performance indicator ticked the school
<p>3.2.1 Parents are equal and vital partners in education.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. Parents are invited to school events like annual day.; 2. Parent teacher meetings are conducted in the school.; 3. School has a Parent Teacher Association (PTA)* and the members meet once in a year other than PTMs.; 4. PTA provides feedback to school for development wherever asked for.; 5. School invites suggestions from parents regarding school and student development at regular intervals.; 6. School has a designated place in its premises for meeting with the parents.; 7. Communication Tree is in place.; 8. All parents are encouraged to participate in all interventions.; 9. Effective Complaint/ Suggestion Management System is in place.; 10. School recognizes that student achievement and success increases when parents are welcomed and respected as partners.; 11. Parents are provided with the support they need to contribute in the enhancement of positive outcomes for students.; 12. PTMs are regular and attended by most parents and a platform to engage parents meaningfully in the developing needs of their wards.; 13. Parents collaborate with the school in developing and implementing school policies.;

Sub Domain - 3.3 Students

Standard	Maturity Level	Performance indicator ticked the school

3.3.1 Student engagement as fundamental to schooling outcome.	Level I - Inceptive	<ol style="list-style-type: none"> 1. Students participate in academic and non-academic school activities.; 2. School has a student council selected from the senior school and has defined roles and responsibilities.; 3. School creates opportunities for students to feel accepted and valued by their peers, and by others in the school.; 4. The students become positive enablers for others.; 5. The abilities and competencies of students are used effectively to provide meaningful inputs to their juniors.; 6. Students assist in peer and buddy learning in academic and non-academic activities.;
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Sub Domain - 3.4 Alumni

Standard	Maturity Level	Performance indicator ticked the school
3.4.1 Alumni act as Stakeholders in Quality Education and School Development	Level I - Inceptive	<ol style="list-style-type: none"> 1. School has well-maintained record of all its pass out students.; 2. School invites its alumni to share their ideas and experiences with the school and the students.; 3. The school has an Alumni Association that meets once a year.; 4. Alumni Association helps students to connect with the higher educational institutions.; 5. Alumni supports the school in designing school improvement plans, widening the school network and sharing their resources/expertise with the school.;

Sub Domain - 3.5 Community

Standard	Maturity Level	Performance indicator ticked the school

<p>3.5.1 The school collaborates with community for student achievement and wellbeing and facilitates volunteerism.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. Community representatives are the members of the School Managing Committee (SMC).; 2. School invites community representatives for different activities at special occasions.; 3. Community representative members of the SMC are involved in School Improvement Planning.; 4. School Development Plan clearly outlines the role of the community representatives or partners in achieving the desired goals.; 5. School facilitates engagement with Gram Panchayat/Urban Local Body for the overall growth of the school.; 6. School facilities are open and accessible for the community beyond school hours.; 7. The school invests in mentorships for students with professionals in the community.;
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DOMAIN 4 : INCLUSIVE PRACTICES

Supporting Evidence(s) / Records

Sub Domain - 4.1 Barrier free Environment

Standard	Maturity Level	Performance indicator ticked the school
<p>4.1.1 The school provides equitable, inclusive and accessible physical environment in which divyang and students from all socio economic backgrounds learn and thrive alongside their peers.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. The school addresses equity, inclusivity and barrier free environment to divyang and students from all socio economic backgrounds by ensuring safe and accessible school building including toilets, playgrounds, water facility, classrooms, ramps, transportation and various other infrastructural facilities in accordance with the provisions laid down in RPWD Act 2016 and provisions laid down in the Right to Children to Free and Compulsory Education Act 2009 and the rules framed there under.;
<p>4.1.2 The school addresses equity and inclusivity by providing accessible curriculum to divyang and students from all socio economic backgrounds.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. The school is aware of the RPWD Act 2016 and provisions laid down in the Right to Children to Free and Compulsory Education Act 2009 and the rules framed there under.; 2. Teachers are aware of child-friendly and child-centred curriculum as elaborated in the NEP and NCF.; 3. School Management Committee (SMC) has proportionate representation of parents or guardians of divyang and children belonging to diverse socio economic backgrounds.; 4. School has guidelines for making the curriculum accessible to divyang and students belonging to diverse socio economic backgrounds along with teachers' roles and responsibilities.;

<p>4.1.3 The school adopts accessible and inclusive pedagogical and assessment practices to accommodate divyang and students from diverse socio economic backgrounds.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. The school is aware of the RPWD Act 2016 and provisions laid down in the Right to Children to Free and Compulsory Education Act 2009 and the rules framed there under.; 2. School Management Committee(SMC) has proportionate representation of parents or guardians of divyang and students belonging to diverse socio economic backgrounds.; 3. School ensures ideal ratio of students and teachers to achieve learning outcomes for all students.; 4. The assessment practices are uniform for all students.; 5. All safety and security norms are followed.; 6. Teachers make use of differentiated teaching learning practices with focus on child centred pedagogy.; 7. Teachers organize the classroom and seat the children to optimize opportunities for communication, interaction and learning.; 8. The school ensures participation of all students in curricular and co-curricular activities both inside and outside the school.; 9. Formative Assessment is conducted in whole groups, smaller groups and individually, as required.; 10. The teachers give extra time to students to complete their tasks and assessments as per their ability and organize remedial classes as per their needs.; 11. Teachers engage in open discussions with each other and with the students to plan innovative approaches to individualize learning.; 12. Teachers use library as a pedagogical tool to enhance the learning of all the students.; 13. Teachers evaluate the academic, social, emotional and physical development of the student on the basis of her/his individual learning plan.; 14. School ensures timely specification of curriculum, syllabi, availability of study material in accessible formats and provides adequate time for designing appropriate teaching learning strategies and assessment tasks.; 15. Assessment practices are also inclusive of students' self-evaluation and reflection of own performance.;
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Sub Domain - 4.2 Games, Sports and other Recreational Facilities

Standard	Maturity Level	Performance indicator ticked the school

<p>4.2.1 Indoor and outdoor games, sports and other recreational facilities are provided to divyang and students belonging to different socio economic backgrounds to learn and thrive with their peers.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. All students are involved in daily physical activity without any risk of injury to themselves or others.; 2. Students with different abilities across genders and belonging to diverse socio economic backgrounds participate in school cultural activities.; 3. Teachers participate in capacity building programmes as per mandate.; 4. All safety and security norms are followed.; 5. Records and inventories are maintained.; 6. PE Teachers are trained in conducting different types of physical activities for ensuring the fitness of all students.; 7. PE and other teachers are sensitized about the needs of divyang and make participation in sports and other activities a safe and healthy experience for them.; 8. Indoor and outdoor games and sports and recreational facilities are accessible and available to all students from all backgrounds and modified to suit the needs of divyang.; 9. All students, regardless of ability and background, participate, involve and engage in physical and recreational activities in a safe and secure environment in designated time slots.;
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Sub Domain - 4.5 Self Special Equity Projects

Standard	Maturity Level	Performance indicator ticked the school
<p>4.5.1 Self Defence Training instils a sense of confidence, promotes physical fitness and enhances emotional wellbeing among the girls.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. All students participate in school Physical Education Programme as per their allotted time table.; 2. School conducts training on self-defence for girl students every year.; 3. Records are maintained.; 4. The school organizes orientation programme for girls on the importance of learning self-defence.; 5. The Physical Education Programme in the school ensures that self-defence is a part of the process of empowerment of girl students.; 6. The Safety and Security Policy inclusive of ensuring safety and security of girl students is available.;

DOMAIN 5 : MANAGEMENT AND GOVERNANCE

Supporting Evidence(s) / Records

Sub Domain - 5.1 Vision and Mission Statement

Standard	Maturity Level	Performance indicator ticked the school
<p>5.1.1 The School Management and Governance System is driven by Standard Operating Procedures (SOPs) made in alignment with its policies, vision and mission.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. The school has written Vision and Mission statements framed by its Management or Governing Body and communicated to its stakeholders.; 2. Guidelines, rules and regulations for running the school are available.; 3. Records and inventories are maintained.; 4. Staff is aware of their roles and responsibilities.; 5. The school management and governance system is in early constructive years and practices are corrective in nature.; 6. The SOPs are prepared in collaboration with the stakeholders (teachers, parents and students, alumni, community) and are in alignment with the school's Vision and Mission.; 7. The SOPs are approved by the concerned authority.; 8. The school has a Management and Governance Policy in alignment with its Vision and Mission.; 9. The School Management and Leadership Team ensures that the Vision is the guiding force behind all academic and non-academic standard operating procedures.;

Sub Domain - 5.2 Institutional Planning Mechanism

Standard	Maturity Level	Performance indicator ticked the school

<p>5.2.1 The School Institutional Plan is based on the needs of the students and community and the principle of optimum utilization of resources available in the school and community.</p>	<p>Level II – Transient</p>	<ol style="list-style-type: none"> 1. The School Institutional Plan is based on the needs of the institution and the requirements of the affiliating body.; 2. Records and inventories are maintained.; 3. The School Institutional Plan A is a working plan based the needs of the students B defines short term and long term goals C is made keeping in view available resources in the school.; 4. Strategies and support material required to achieve the goals are defined.; 5. Duties are allocated as per the plan.; 6. The School Institutional Plan, is a dynamic working plan, made keeping in view the capacity of its staff, the needs of the students and the local community and available resources in the school.; 7. All the stakeholders are aware of the institutional plan and their roles and responsibilities and work collaboratively to achieve the desired outcomes.; 8. The School Management and Governance Policy inclusive of Institutional Planning is in alignment with the Vision and Mission statements of the school.; 9. Institutional Planning is done in collaboration with staff, students, parents, alumni and community in a democratic environment.;
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Sub Domain - 5.3 Effective Coordination

Standard	Maturity Level	Performance indicator ticked the school
<p>5.3.1 The School Management and Governance System establishes effective co-ordination within the school and with outside community to achieve the desired goals.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. There is cooperative and effective working relationship between the Management/Governing Body and Head of the school.; 2. The Head of the School is responsible for ensuring realization of objectives stated in the vision and mission statement.; 3. School coordinates with external bodies as and when required.;

Sub Domain - 5.4 Resource Management

Standard	Maturity Level	Performance indicator ticked the school

<p>5.4.1 The School Resource Management System facilitates the optimal use of resources and creates a positive and supportive environment for the growth of the school.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. Principal ensures fee collection.; 2. The school organises activities for creating awareness among students for the effective usage of resources.; 3. Regular Monitoring and reporting of usage of available resources as mandated is evidenced.; 4. The existing resources in the form of infrastructure and equipment are utilized and need analysis done before procuring new resources.; 5. Steps to reduce, reuse and recycle are taken by the school leadership team as well as by the staff and students.; 6. The school environmental club engages in corrective measures to conserve resources.; 7. The School Management and Governance Policy inclusive of Resource Management is in place.; 8. The school staff and students are responsible for the management of school resources to make the best possible decisions.;
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Sub Domain - 5.5 Relationship Management

Standard	Maturity Level	Performance indicator ticked the school
<p>5.5.1 The School Relationship Management System nurtures and sustains meaningful relationships with its stakeholders to foster increased student achievement.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. The school staff accepts routine queries of the parents.; 2. School sends timely communication to parents and students.; 3. The staff is oriented on addressing the queries of the students and parents.; 4. The school staff responds to routine and challenging queries of the parents.; 5. The school communicates either telephonically or face to face.; 6. School Staff is trained on maintaining relationships with the stakeholders respectfully and responding to them within time.;

Sub Domain - 5.6 Activity Management

Standard	Maturity Level	Performance indicator ticked the school

<p>5.6.1 The School Activity Management System accelerates and manages the workflow of all the activities of the school.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. The school time table depicts all the activities defined in the school calendar.; 2. Record of activities conducted as per the time table are maintained.; 3. School Staff is aware of their roles and responsibilities.; 4. All safety and security norms are followed during the conduct of the planned activities.; 5. Activities are planned by the school staff keeping in view the existing resources – human and physical.; 6. Staff is trained in planning, organising and managing all the school activities.; 7. Corrective actions are in place.;
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Sub Domain - 5.7 Data and Record Maintenance

Standard	Maturity Level	Performance indicator ticked the school
<p>5.7.1 The School Data and Record Maintenance System assists in making informed decisions for increased efficiency and productivity.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. All types of data and records as per norms are maintained and kept safe in the school.; 2. The school computerizes the data of all types of records (students, teachers, finances, resources, curricular and co-curricular activities, facilities, etc.); 3. The data is accessible to the staff.; 4. The school data and record management system helps teachers, administrators, and other support staff to keep track of their operational and functional activities.; 5. Data analysis of school records inform teachers on how to encourage students to explore their learning paths they enjoy, and pave their path to their success in conventional and offbeat career choices.; 6. The data is used to make timely decisions on activities that are integral to the smooth functioning of the school.;

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

Standard	Maturity Level	Performance indicator ticked the school

<p>5.8.1 The School Communication System facilitates the school staff to stay connected with its stakeholders and community anytime, anywhere.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. School communicates all the necessary information to its stakeholders.; 2. The communication systems like written circulars, newsletters, SMS system, school website, PTM, school magazine, etc. are used.; 3. The school has formal channels/modes to communicate with its stakeholders and the staff is trained to use them effectively.; 4. The communication is two ways.; 5. The school communication system ensures reaching out to non-digital and digital parents.; 6. The school staff is involved in making informed decisions on optimising the type of communication channel/ equipment system to be used.;
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Sub Domain - 5.9 Financial and Fee Administration

Standard	Maturity Level	Performance indicator ticked the school
<p>5.9.1 The School Financial and Fee Administration System is based on rationality, admissibility and allocability.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. Fee is charged as per the approved heads of the concerned state govt./policy.; 2. Financial transactions are made and records are maintained.; 3. The school has disclosed its fee structure on its website and the heads are as per norms.; 4. Sales and purchase procedures are followed; appropriate balance is maintained between Income and Expenditure.; 5. The authorised staff is aware of its roles and responsibilities.; 6. All concerned staff is trained in making of the budget and in optimal usage of funds.; 7. The school financial and fee administration system: A allows for transparent internal auditing of the accounts B tracks income and expenditure C monitors the actions of the authorised and concerned staff in performing their duties while dealing with funds.;

Sub Domain - 5.10 Admission Process

Standard	Maturity Level	Performance indicator ticked the school

<p>5.10.1 The School Admission Policy is in consonance with Board's and RTE Act norms and is inclusive of bringing OoSC (Out of School Children) and children from deprived communities in the school system.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. Admissions process is non-discriminatory, rational, and transparent and conducted in a safe and secure environment.; 2. Adequate and appropriate information is available on the school Website/ promotional material to ensure transparency in the admission process.; 3. The school admits students under the RTE Act 2010/ EWS / Sponsored category or special category or deprived communities as per guidelines.; 4. School ensures tracking of every child in all classes.; 5. All admission documentation is complete.; 6. Records and inventories are maintained.; 7. Roles and responsibilities are clearly defined for following the admission process in a non-discriminatory, rational, and transparent manner.; 8. The staff is trained on inclusive education practices.; 9. The staff engages in inclusive practices before, during and after admissions.; 10. Sensitization and orientation programmes are conducted for students and staff to address equity, inclusivity and diversity.;
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DOMAIN 6 : LEADERSHIP

Supporting Evidence(s) / Records

Sub Domain - 6.1 Pedagogical Leadership

Standard	Maturity Level	Performance indicator ticked the school
<p>6.1.1 The school leader builds an intellectual and professional capital for teachers to set the direction for school improvement and student learning.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. The school has an annual curriculum and pedagogical plan.; 2. School Leader ensures allocation of tasks to the staff members.; 3. The school organises capacity building programmes for teachers as per norms.; 4. The student outcomes are shared with the parents during the PTMs.; 5. The teachers participate in capacity building programmes both within and outside the school using different modes.;

Sub Domain - 6.2 Collaborative Leadership

Standard	Maturity Level	Performance indicator ticked the school
6.2.1 Collaborative Leadership engages shared intelligence to co-create learning institutions.	Level I - Inceptive	<ol style="list-style-type: none"> 1. The school leader collaborates with the key personnel in the institution.; 2. The school leader ensures that there are interactions with school stakeholders.; 3. The school leader collaborates with the community as per the requirements.; 4. Teams work in collaboration to understand the needs of the students and achieve the pre-defined goals of improved student outcomes.; 5. The school leader provides opportunities for students to collaborate in different activities and events.; 6. School Teams are formed at all levels (staff/ students/ parents/ community); given the ownership of projects; empowered to plan, implement, and evaluate their performances.; 7. School leader engages appropriate staff from different levels in collaborative problem-solving and decision-making to develop strategies for addressing the shared concerns of the institution or community in allocated time slots.;

Sub Domain - 6.3 Systems for Ongoing Quality and Change Management

Standard	Maturity Level	Performance indicator ticked the school
6.3.1 School Leader fosters a climate that supports achievement of learning outcomes.	Level I - Inceptive	<ol style="list-style-type: none"> 1. School Leader and teachers are aware of the Learning Outcomes.; 2. The School Leader is aware of her/his role in providing a climate of support for staff and students to enhance student learning outcomes.; 3. Student results are analysed and strategic plans made to enhance learning outcomes.; 4. Teachers are oriented on the use of Learning Outcomes.; 5. Teachers are assigned subjects and grades according to their competencies.; 6. Lesson plans are created on the basis of student's learning levels and are inclusive of different learning styles.; 7. Different assessment tasks/modes are designed/used to assess the achievement of learning outcomes.;

<p>6.3.2 The School Leader demonstrates responsibility and accountability in building a culture of equitability, inclusivity and systems thinking in school.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. Roles are defined in the system of allocation of duties.; 2. Teachers attend capacity building programmes as per mandate.; 3. The school evaluates learning outcomes based on the results of students.; 4. The school engages in improving systems as and when required.; 5. The school system ensures optimal and efficient usage of resources.; 6. School Leader organizes Capacity Building Programs on equitable, accessible and inclusive schools as well as on Systems Approach.; 7. Transparent budgets are allocated to all concerned.; 8. School Leader establishes a systems approach to all school practices.; 9. School Teams engage in regular checks of school practices to ensure conformity to all regulatory and statutory norms and the findings are shared with all stakeholders and become the basis for future planning.; 10. Leaders at all levels design action plan[s] to improve, sustain and innovate.; 11. The staff meets at regular intervals to review their practices on inclusivity, equitability and accessibility .;
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<p>6.3.3 The School Leader provides opportunities to teachers and students to be creative, divergent thinkers, enhance entrepreneurial attitude and thus become future-ready.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. School plans and organizes its day-to-day activities through a staff that has defined roles and responsibilities.; 2. School leader shares new ideas in meetings/ discussions.; 3. Teachers attend capacity building programmes as per mandate.; 4. School leaders and teachers collaborate to provide new ideas to develop critical and creative thinking in students.; 5. Different stakeholders have implemented innovative ideas in the school.; 6. Feedback/suggestions are sought on school processes.; 7. Collaborative/cooperative work is encouraged.; 8. Teachers are empowered to leverage diverse teaching styles and strategies to address students' multiple intelligences.; 9. School Leader provides opportunities to teachers to familiarize, experiment and design age appropriate experiential pedagogical strategies techniques aimed at nurturing creativity in students.; 10. Peer Learning is encouraged.; 11. School Leader provides infrastructural facilities like (innovation lab, 3D printing labs, tinkering labs, digital libraries etc.) to nurture creative skills among students.; 12. The school has allocated adequate funds for organizing innovation related activities.; 13. Students and teachers participate in State/District/National/International levels to demonstrate their Innovations.; 14. School Team uses divergent approaches to solving problems.; 15. School Leader ensures sensitization of members of school management, teachers, parents and students on the importance of systems thinking, ideation, innovation and entrepreneurship.;
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DOMAIN 7 : BENEFICIARY SATISFACTION

Supporting Evidence(s) / Records

Sub Domain - 7.1 Satisfaction of Students

Standard	Maturity Level	Performance indicator ticked the school
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<p>7.1.1 The school tracks and assesses student satisfaction on the learning experiences provided to them at all stages of engagement, inside and outside the classroom.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. The school has an Annual Calendar and Annual Curriculum and Pedagogical Plan that addresses student engagement as per the school vision.; 2. Students participate in activities as per the plan.; 3. The teachers undergo Capacity Building Programmes as per mandate.; 4. The school provides a safe and secure environment in which Feedback and Feedforward is taken from the students.; 5. The School Beneficiary Satisfaction Policy inclusive of student satisfaction is in place.; 6. School Leader establishes a culture of self-reflection and self-assessment of school practices, and uses the data to improve the systems to ensure satisfaction of students.;
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Sub Domain - 7.2 Satisfaction of Staff (Teaching and Non-Teaching)

Standard	Maturity Level	Performance indicator ticked the school
<p>7.2.1 The school tracks and assesses staff (teaching and non-teaching) satisfaction on the working conditions, safety, recognition, opportunities for creativity, growth and sense of belongingness at all stages of engagement.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. Staff is recruited through a recruitment policy.; 2. The staff attends Capacity Building Programmes as per mandate.; 3. The staff performs duties as per the duty list.; 4. Satisfaction of the staff is assessed through informal modes.; 5. The staff is empowered to use technology and digital facilities.; 6. The working conditions of staff members are assessed at regular intervals and improvements made as per gaps identified.; 7. There is a provision for the staff to meet formally and informally for exchange of ideas and best practices.; 8. The School Beneficiary Satisfaction Policy inclusive of Staff Satisfaction is in place.; 9. School Leader tracks the latest trends and advancements in the field of school education and management and provides for training of staff in these trends.; 10. Staff members are involved in Institutional Planning and encouraged to give their opinion/views/ suggestions on the policies/activities/ programmes of the school.; 11. Staff members are provided opportunities to conduct relevant sessions and participate in innovative projects inside and outside the school.;

Sub Domain - 7.3 Satisfaction of Principal

Standard	Maturity Level	Performance indicator ticked the school
7.3.1 Intrinsic and extrinsic factors influence the job satisfaction experienced by the principal.	Level II – Transient	<p>1. The Organisational Climate optimises the principal's job satisfaction by: A involving the principal in the decision making processes B providing opportunities to attend mandatory capacity building programmes C making available basic resources for the running of the school.;</p> <p>2. The Organisational Climate optimises the principal's job satisfaction by: A acknowledging and appreciating his/her efforts for improving academic results of students B making available all the required resources to achieve their goals C providing opportunities to participate in professional development programmes.;</p> <p>3. The satisfaction of the principal is assessed through informal interactions with the management.;</p> <p>4. The School Beneficiary Satisfaction Policy inclusive of Satisfaction of Principal is in place.;</p>

Sub Domain - 7.4 Satisfaction of Parents and Alumni

Standard	Maturity Level	Performance indicator ticked the school
7.4.1 The school maintains a healthy relationship with parents and alumni and assesses their satisfaction through connection, engagement and interaction.	Level II – Transient	<p>1. School has a Parent Teacher Association/Council and records of all its pass out students.;</p> <p>2. Parents express themselves during the PTM(s);</p> <p>3. School invites its alumni to share their ideas and experiences with the school and the students.;</p> <p>4. The school ensures the satisfaction of its parents by providing safe learning environment to their wards.;</p> <p>5. Suggestions are invited from the parents and alumni for improving school practices.;</p> <p>6. The school ensures the satisfaction of its parents by providing diverse fun and friendly learning experiences to their wards.;</p> <p>7. The school ensures that all policies and rules are clearly communicated to parents to ensure that they remain informed.;</p> <p>8. The school leverages social media to establish relations with its parents and alumni and to enable them to network with each other.;</p> <p>9. School keeps the parents updated about their ward's progress and activities through different channels.;</p> <p>10. School has an effective system to communicate frequently with parents and alumni and keep them updated with the school programmes and its progress.;</p>

Sub Domain - 7.5 Satisfaction of Community

Standard	Maturity Level	Performance indicator ticked the school
<p>7.5.1 The school ensures the satisfaction of the community by establishing a culture of meaningful and sustainable community engagement in school programmes.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. Community representatives are the members of the School Managing Committee (SMC).; 2. School invites community representatives for different activities at special occasions.; 3. School arranges visits and talks by local professionals.; 4. School provides educational opportunities to children belonging to the underprivileged or marginalized groups in the community.; 5. The school involves community members in school functions by providing opportunities like: A Volunteering in schools B Mentoring students C Organising workshops involving community organizations; 6. School Leaders, teachers and students visit the community and participate in its events to strengthen the school ties with the community.; 7. School collaborates with the community to provide real-world and workplace experiences to its students.;

Sub Domain - 7.6 Satisfaction of Management

Standard	Maturity Level	Performance indicator ticked the school

<p>7.6.1 The Management Satisfaction is assessed through stakeholders' attitude and behaviour towards the institution.</p>	<p>Level I - Inceptive</p>	<ol style="list-style-type: none"> 1. The Management is mindful of the standing of the school in the community and keeps a track of the stakeholders' attitude and behaviour towards the institution.; 2. The Management shares its expectations with the School Leader; 3. The Management fulfils the expectations of stakeholders in collaboration with the School Leader as per the Vision and Mission of the school; 4. The Management convenes periodic meetings with various stakeholders to understand their expectations; 5. The Management in collaboration with the School Leader frames rules and regulations for the smooth functioning of the institution; 6. The Management supports the School Leader in implementation of the rules and regulations.; 7. Management and the school teams meet regularly to assess the growth of the school.; 8. The Management supports the school leader and the teams in the implementation of the school development plan for enhanced achievement of learning outcomes.; 9. Management and School Leader hold regular dialogue to design strategies for retention of staff and prevention of attrition.; 10. The School Leader has identified the criteria for Management Satisfaction in collaboration with the members of the management.; 11. The School Leader aligns the expectations of the Management with the Vision and Mission of the school and NEP and NCF recommendations.; 12. The school teams translate the vision into the school's organisational climate.; 13. The School Leader monitors the efficacy of the school practices on an ongoing basis.; 14. Management provides support and resources to accomplish and achieve the school's Vision and Mission.;
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